

Title: Implementing assessment tools for library impact on students' academic success

Abstract:

The University of Illinois Chicago (UIC) Library is seeking \$247,702 for a two-year Institute of Museum and Library Services (IMLS) National Leadership Grant to enhance the professional competencies of librarians by offering virtual assessment training for 50 libraries (up to 150 librarians), followed by a guided assessment project for five selected academic libraries (up to 15 librarians) to apply their skills using assessment tools to investigate student success and library use within their institutional context. The assessment tools to be used were developed and validated through IMLS funds (FY 2022-2024; LG-252338-OLS-22), which involved exploring students' academic engagement (including library use), psychological factors (e.g., self-regulation) and its impact on students' own definition of academic success and their Grade Point Average (GPA). This project falls under the **Implementation** funding category aligned with **Goal 1, Objective 1.1** of the program to develop or enhance replicable library and archives programs, models, and tools to support learning. As the delivery of the workshops expand and more institutions implement the assessment tools, this project will significantly impact library-based expertise in assessment, implementation ability, and outcomes across academic libraries in the United States while providing librarians with skills and tools for advancing their understanding of students' participation in academic engagement, library use, and library impact on students' success. This project aims to expand and extend the knowledge and impact of work that originated under previous IMLS funding through the development and delivery of the workshop series and consultations using the Student Success Assessment Ambassador Toolkit.

Project Justification:

Emphasis has been placed on a culture of assessment in libraries, focusing on assessing services, programs and products for quality, impact, and efficiency.¹ Assessment has become a significant focus in academic libraries to improve library services and demonstrate the impact of the library and its contribution to the institutional mission.^{2 3 4} Continuous assessment of academic libraries' impact on student success provides libraries with data to demonstrate their value to campus stakeholders and to make improvements to spaces, resources, and services that further support students.⁵ However, despite the pervasiveness of assessment, not all academic libraries have an assessment librarian, making it an added responsibility of one individual or several. Further to these assessment responsibilities, current evidence points toward a clear need for more librarian training in how to conduct assessment. Several articles exploring the assessment literature note the increase in articles produced by library practitioners, which reflects the growing importance of assessment⁶. However, they also note the lack of literature focusing on assessment education for librarians⁶ or they note the lack of details documenting the assessment method or process.⁷ While the creation of assessment committees, interest groups, and conferences that have formed through professional associations is clear,⁸ the specific training offered, or skills developed through these are not discussed. When it comes to actual training, literature reviews point to articles documenting limitations in how to get training in assessment.^{6,8} While it appears that many libraries (65%) are willing to offer support or training, the actual depth and/or source of the training was not included.⁹

¹ Lakos, A., & Phipps, S. E. (2004). Creating a culture of assessment: A catalyst for organizational change. *portal: Libraries and the Academy*, 4(3), 345-361.

² Wagner, S., Mann, E., & Marshall, A. (2021). Toward a Thoughtful Assessment Practice: Using Reflection to Guide Library Instruction Assessment. *The Reference Librarian*, 62(1), 23-33.

³ Allen, E. J., Weber, R. K., & Howerton, W. (2018). Library assessment research: A content comparison from three American library journals. *Publications*, 6(1), 12.

⁴ Savage, D., Piotrowski, P., & Massengale, L. (2017). Academic librarians engage with assessment methods and tools. *portal: Libraries and the Academy*, 17(2), 403-417.

⁵ Association of College and Research Libraries. (2010). Value of Academic Libraries: A Comprehensive Research Review and Report. Researched by Megan Oakleaf. Chicago: Association of College and Research Libraries,

⁶ Askew, C., & Theodore-Shusta, E. (2013). How do librarians learn assessment?. *Library Leadership & Management*, 28(1).

⁷ Brown, J. A. S. (2021). Developing a needs assessment plan: A practical guide for public libraries. *Public Library Quarterly*, 40(6), 557-569.

⁸ Nitecki, D. A., Wiggins, J., & Turner, N. B. (2015). Assessment is not enough for libraries to be valued. *Performance Measurement and Metrics*, 16(3), 197-210.

⁹ Farkas, M. G., Hinchliffe, L. J., & Houk, A. H. (2015). Bridges and barriers: Factors influencing a culture of assessment in academic libraries. *College & Research Libraries*, 76(2), 150-169.

Taking a course while enrolled in an American Library Association (ALA) accredited Library and Information Science Master's program is one logical place to learn more about assessment. However, this depends on the school and the program and whether a course is offered and/or required. An environmental scan of 64 ALA accredited programs conducted in January 2024 revealed that only 32% of programs offered classes related to assessment, although 86% did offer courses with a focus on research methods. Taking a research methods or assessment course was a requirement of the degree in less than half of the programs. As one article noted about the literature on assessment education, there is significant discord between Library of Information Science (LIS) educators and librarian practitioners on the importance of integrating assessment and research methods in LIS programs.⁶ LIS education is missing a focus “on the pedagogical approach to teaching librarian-in-training to effectively conduct assessment.” Further evidence that academic librarian practitioners are in further need of training is highlighted from studies where developing research skills/ knowledge has been one of the primary topic academic librarians identify as an area of need for their professional development.^{10 11 12}

The initial findings from UIC using the assessment tools developed by the project team have provided unique and interesting insights that help academic libraries understand students' academic engagement in the library context. These results inspired the project team to consider facilitating the implementation of the tools at other institutions in combination with assessment training. In doing so, other libraries can benefit from findings specific to their own students and develop and apply assessment knowledge simultaneously. The IMLS-funded assessment tools were originally developed to achieve three key objectives: bridging gaps in academic libraries lacking learning analytics systems, redefining student success metrics by incorporating their perspectives, and identifying psychological factors (e.g., self-regulation) influencing academic engagement and success. Two tools were developed and validated for this purpose: 1) the Academic Engagement and Success Survey, measuring engagement and psychological factors, and 2) an eight-week Online Weekly Journal capturing engagement activities, motivations, and external influences. These initiatives aim to enhance understanding and measurement of the library's impact on student success, particularly in institutions lacking data infrastructure and policies. Both tools underwent validation by content experts.¹³ The preliminary findings of the first assessment tool (Academic Engagement and Success Survey) uncovered associations between students' perceptions and library usage. Students inspired by others' study habits, struggling with goal setting, and easily distracted were more likely to use the physical library. On the other hand, those not easily distracted favored the online library. Insights into students' definitions of academic success suggest that an outcome-oriented theme is focused on tangible results and achievements, such as obtaining grades and degrees. Conversely, a process-oriented theme emphasizes students' ability to manage personal growth and social enrichment, such as working hard, staying organized, and applying knowledge and skills into practice. The second assessment tool (Online Weekly Journal) revealed that socializing, social media, and stress negatively impacted academic work. However, participants generally met or exceeded their own definitions of success.

Development and validation of the assessment tools, data collection, and data analysis is progressing as planned. However, it is crucial to note that using these tools—comprehending the instruments and conducting data collection and analysis—pose a substantial learning curve for many librarians who have not received proper trainings. For this reason, a hands-on workshop series in assessment tools will equip librarians with knowledge and skills in the first year, followed by enriched learning experiences facilitated by the project team, with selected participants applying these skills in their institutional contexts through consultations in the second year. The two-year program emphasizes scaffolded learning, empowering participants to use the assessment tools effectively by the program's conclusion. This approach allows participants to learn about student success assessment and be guided through implementation. This concentrated and customized instruction on how to gather and analyze data will enable libraries to assess their own students' academic engagement experiences and expand their understanding of how these experiences influence their students' overall

¹⁰ Harker, K. R., O'Toole, E., & Sassen, C. (2018). Assessing an academic library professional development program. *portal: Libraries and the Academy*, 18(1), 199-223.

¹¹ Ackerman, E., Hunter, J., & Wilkinson, Z. T. (2018). The availability and effectiveness of research supports for early career academic librarians. *The Journal of Academic Librarianship*, 44(5), 553-568.

¹² Kennedy, M. R., & Brancolini, K. R. (2012). Academic librarian research: A survey of attitudes, involvement, and perceived capabilities. *College & Research Libraries*.

¹³ Scoulas, J.M., Shotick, K., De Groote, S., & Osorio, N. (2024). Developing and validating assessment tools for measuring undergraduate students' academic engagement and academic achievement: lesson learning from a pilot research project. *Journal of Library Administration*, 64(2), 243–251. <https://doi.org/10.1080/01930826.2024.2305075>

academic achievements. These efforts are particularly crucial given the intricate nature of assessment and barriers that inhibit some academic libraries from learning about or engaging in assessment.

Project Work Plan:

Over a two-year span, this project aims to enhance librarians' knowledge, skills, and applications in assessing student success and library experiences, utilizing the assessment tools developed by the project team (FY 2022-2024; LG-252338-OLS-22). In the first year, a workshop series will be developed and delivered, facilitated by the project team for the purpose of enhancing librarians' proficiency in utilizing assessment tools through enriched learning experiences. In the second year, they will apply these skills in their institutional contexts through consultations provided by the project team. This two-year program integrates structured support to underscore the scaffolded learning instructional approach, enabling participants to effectively improve their assessment skills and knowledge. As access to all the resources developed by the project team will be openly accessible, participants can further develop the skills of their colleagues by using the open course materials to coach their colleagues. Others with an interest in assessment may also access and use the training and materials to improve their knowledge and skills.

The approach involves developing and delivering virtual training sessions to 50 academic libraries on assessment utilizing the student success assessment tools that were developed by the project members in the first year. In the following year, they will further enhance skills by providing direct active learning opportunities and consultations to the five selected libraries. This guidance will involve a step-by-step approach on implementing, executing, and analyzing assessment data, supported by using the developed assessment tools. In the first year, participants will acquire knowledge and skills to deepen their understanding of assessment, laying the groundwork for successful implementation. In the subsequent year, those invited from the initial group will apply the insights gained during the first year to their specific institutional contexts. Overall, this will advance their knowledge in utilizing the assessment tools and empower the application of their skills in conducting assessment projects. At completion, this will result in a deeper understanding of their students' needs which they can utilize to implement changes in support of their students' academic success. The live workshops offered during year one will be recorded with participants' consent. After editing the recordings to remove identifiable information of participants, the edited workshops recordings and materials will be made available on the Student Success Assessment Ambassador Toolkit website. Interactive exercises will also be developed and made available using online applications, making the course materials openly accessible to all. This model enhances the sustainability of ongoing access and utilization of the assessment tools by participants as they can utilize the toolkit with their colleagues, to facilitate their transfer of acquired knowledge back to the participants' respective libraries or consortia, ensuring continuous institutional improvement. In addition, anyone seeking the tools to improve or enhance their assessment skills and knowledge can utilize the toolkit for self-directed learning. Below is the detailed outline of the structured curriculum of the workshop series and recruitment plan (Year one), as well as the consultation plan (Year two).

Year one: Develop the virtual workshops (full cycle of utilizing the assessment tools) and workshop evaluation tools.

Activity 1(Fall 2024- Spring 2025): Planning and developing training workshops & formative/summative assessments to measure learning outcomes.

Activity 1 entails the planning and development of training workshops focused on full aspects of using the assessment tools, including submitting Institutional Review Board (IRB) applications, analyzing data, storing data in a dashboard, sharing findings with campus stakeholders, and publishing results. The workshop series is structured as follows:

1. Pre-workshop: Overview of the research project
2. Workshop 1: Demystifying IRB approval
3. Workshop 2: Navigating assessment tools to measure student success
4. Workshop 3: Beyond the numbers- A dynamic dive into quantitative and qualitative data
5. Workshop 4: Developing a report

6. Workshop 5: Communicating results and implementation
7. Post-workshop: Showcase their work and offer feedback on the workshop series

While developing the workshop series, pre- and post-tests to assess and address knowledge gaps with the participants will be developed. This includes pre-workshop exercises, pre-workshop assessments to check in on deliverables related to the assessment implementation and potential knowledge gaps within the course, and evaluations for each workshop in the series. The proposed workshop series is outlined below with each workshop description that contains hands-on activity, assignments, and learning outcomes and assessments (Table 1). The workshop series will be delivered through the Learning Management System (Blackboard). This platform will facilitate the uploading of course materials, monitoring of participant engagement, and the assessment of their progress. Additionally, a discussion board will be available to participants, allowing them to ask questions and exchange ideas with each other throughout the workshop. Workshops will be delivered synchronously over a 2-to-3-month period with weekly office hours. Materials and workshop recordings will also be made available on an openly accessible website for broader use once the delivery of workshops is complete.

Table 1. Workshop series overview: Workshop description, activities, learning outcomes and assessment

Workshop description	Hands on activity ^a /Assignments ^b	Learning outcomes	Assessment
Pre-Workshop (60 mins)			
Pre-workshop aims to introduce goals of the funded research project, showcase developed and validated assessment tools, and overview the workshop series (expectations, participations, assignments etc.).	Hands-on activity: Participants will discuss and exchange insights about their current assessment practices, aiming to showcase their efforts in assessing the library value. Assignment: Draft research questions to address using the assessment tools.	Participants will gain a clear understanding of the research project's goals, become familiar with the assessment tools, and have a roadmap for the series of workshops ahead.	Participants will be invited to express their expectations and learning objectives for the upcoming workshops, providing feedback on the specific knowledge and skills they aim to acquire during these sessions.
Workshop 1: Demystifying IRB approval (90 mins)			
Workshop 1 aims to provide participants with a clear understanding of Institutional Review Board (IRB) procedures and the approval process in research settings. IRB application, review and how to navigate potential roadblocks. IRB application, review process, and tips for successful IRB approval will be covered during the workshop. Examples of IRB research protocol will be provided in advance.	Assignment: Participants will obtain information from their institution's IRB office, including contact details and official documents, and identify specific guidelines, templates, or forms provided by their institution's IRB.	Participants will identify components of an IRB application and be equipped with the knowledge and skills needed for a successful and ethical research approval process.	Before and after Workshop 1, participants will be asked to take short quizzes assessing their comprehension and retention of the workshop content.
Workshop 2: Navigating assessment tools to measure student success (90 mins)			
Workshop 2 will extensively explore the assessment tools, namely the Academic Success Survey and Online Weekly Journals. The session will delve into the details of the survey questions, identifying key	Hands-on activity: Identify and modify survey questions to align with participants' institutional context. Assignment: Discuss with your library colleagues to identify areas that may need	Participants will be able to demonstrate a comprehensive understanding of the Academic Success Survey and Online Weekly Journals by	Before and after Workshop 2, participants will be asked to take short quizzes assessing their comprehension and retention of the workshop content.

measures embedded in these instruments. Additionally, the workshop will cover strategies for survey distribution.	modification in the survey questions. Post a summary of the key points and insights shared during the conversation on the discussion forum in the Blackboard	accurately identifying key measures within the survey questions, and proficiently apply strategies for effective survey distribution at their institutional.	
Workshop 3: Beyond the numbers- A dynamic dive into quantitative and qualitative data (120 mins)			
Workshop 3 will introduce participants to the types of analysis employed in the assessment tools' data, covering descriptive and inferential statistics for quantitative data, and thematic analysis for qualitative data.	Assignment: Participants will receive raw data sets collected by the earlier project team and will identify the types of analyses needed to address the research questions developed in the earlier workshops.	Participants will demonstrate proficiency in analyzing assessment tools' data and apply these analytical skills in a research context.	Before and after Workshop 3, participants will be asked to take short quizzes assessing their comprehension and retention of the workshop content. Participants will self-evaluate their assignments using provided answers and instructions.
Workshop 4: Developing a report (90mins)			
Workshop 4 will instruct participants on generating reports using the data analysis techniques discussed in the previous workshop, offering key components to create concise and comprehensive reports. Example template reports will be provided before the workshop.	Hands-on activities: Participants will be provided with the data outcomes analyzed by the earlier project team and will write a report during the workshop. Assignment: Participants will submit the table of contents of the report including one example of survey results in the report.	Participants will create a comprehensive report that effectively communicates the findings of the surveys and implications for the institution.	Before and after Workshop 4, participants will be asked to take short quizzes assessing their comprehension and retention of the workshop content. Participants will provide feedback on assignments submitted by their peers from Workshop 4.
Workshop 5: Communicating the results and implementation (90 mins)			
Workshop 5 will actively guide discussions on strategically sharing survey results and determining the targeted audience.	Hands-on activities: Participants will share their strategies for disseminating assessment findings and elaborate on the subsequent actions taken in response to the communication. Assignment: Participants are expected to compose a 2-minute summary of the survey findings for potential presentation during the after-workshop session (optional). Additionally, all participants are required to submit the draft research protocol developed throughout the workshop series.	Participants will develop the ability to formulate and implement effective strategies for sharing survey results, gaining proficiency in identifying and targeting specific audiences to maximize the impact of their communication efforts	Before and after Workshop 4, participants will be asked to take short quizzes assessing their comprehension and retention of the workshop content. Participants will provide feedback on assignments submitted by their peers from Workshop 5.
Post-Workshop (60 mins)			

After the workshop session, 20 participants will be given the opportunity to present a concise 2-minute talk based on the report they have developed.	Hands-on activities: Present 2-minute talk	Participants will demonstrate communication skills by delivering a concise 2-minute talk based on the report they developed during the workshop.	Participants will be asked to provide overall feedback on the workshop series.
Final outcomes of the workshop series:			
The ultimate workshop outcomes involve participants crafting a research protocol over the course of the workshops, with the final submission serving as their project outcome.			

^a Hands-on activity: This will be conducted during the workshop to promote active learning, skill development, and collaboration.

^b Assignment: Assignments will be served as practical exercises, allowing participants to integrate and implement what they've learned into real-world scenarios specific to their organizational setting.

Activity 2 (Spring 2025): Recruiting participants for the workshop series

Activity 2 during spring 2025 involves call for participation for 50 academic libraries (up to 150 librarians) who are interested in attending the assessment workshops. Up to three individuals can participate from each institution. As part of this process, we will also promote the opportunity for five of these libraries to participate in a guided experience of the assessment implementation cycle based on institutional need (i.e., articulate how librarians will benefit from enhanced skills and/or articulate the need to better understand factors influencing students' success) the following year.

Recruitment plan: The call for participants in the Student Success Assessment Project will be disseminated through diverse professional listservs, including ALA Connect, Association of Academic Health Sciences Libraries (AAHSL) Assessment and Statistics Committee, ARL Assessment, ACRL Value of Academic Libraries Committee, Core Leadership Committee, Library Assessment Conference Planning Committee, Medical Library Association (MLA) Research Caucus, Performance and Measurement Conference Committee, and others. Individuals will receive invitations to complete a form containing questions about their institution type, role, any formal training related to research design or assessment, and to upload a statement of interest that includes information about institutional needs.

- **Eligibility:** Librarians working in U.S. academic libraries are responsible for assessment-related duties.

Selecting participants: Applicants will undergo a review and selection process, following the specified criteria below, with consideration given to their expression of institutional needs. Additionally, applicants will be asked about their interest in participating in the Year 2 implementation project as part of the evaluation criteria.

- **Criteria 1: Librarians without formal training**

Priority will be given to librarians who have not received formal training in library assessment, both within their MLIS program and through external sources (e.g., ACRL assessment training programs). This includes individuals who may not have had the opportunity to engage in structured training programs related to library assessment methodologies.

- **Criteria 2: Limited resources demonstrated**

Librarians who can demonstrate a lack of resources within their institution, especially in terms of assessment tools and methodologies, will be given special consideration. This includes those who face challenges due to budget constraints, technology limitations, or other resource-related barriers.

- **Criteria 3: Librarians with multiple responsibilities**

Emphasis will be placed on librarians working in libraries where there is not a dedicated role for library assessment. Selection will prioritize individuals who perform a variety of tasks, indicating a broader scope of responsibilities along with assessment role.

Another crucial requirement for selecting workshop participants is to clearly indicate their availability to participate within the provided timeline and commit to completing all workshop sessions. Those chosen to participate in the virtual workshops will be announced in May 2025. Subsequently, detailed workshop series syllabi will be provided, and participants will be added to the Blackboard platform.

Activity 3 (Summer 2025): Delivering virtual workshop series and reviewing potential applicants for year two.

Activity 3 during summer 2025 involves delivering virtual workshops to 50 libraries (up to 150 librarians). This program consists of a total of 7 workshops, incorporating a pre-workshop session (providing an overview of the workshop), five workshop sessions in a series, and concluding with a post-workshop session where participants can reflect on their experiences throughout the workshops according to the workshop series curriculum (refer to Table 1).

Prior to each workshop in the series, participants will be sent pre-workshop exercise(s) and complete a pre-workshop survey to measure their knowledge gaps and needs. After each workshop, participants will be required to fill out a post-workshop survey aimed at gauging their retention of the workshop content. Participants will also be given assignments to apply the knowledge they have gained within their work context. In the post-workshop session, a total of 20 selected participants will have the chance to present their experiences or outcomes from the survey results. They will also be able to share their insights and reflections on the various workshops they attended. Participants who complete virtual workshops will be eligible for Medical Library Association (MLA) CE credits. After the completion of the workshops, the trainers will review the applications and course completion, including assignments, of potential participants for year two. Those eligible will be invited to participate in the Year Two implementation. This assessment aims to gauge their commitment and readiness to integrate the assessment tools in the subsequent year.

Year two: Provide workshops and consultations on full cycle of utilizing assessment tools to five selected libraries

During Year Two, five libraries (up to 15 librarians) out of original 50 libraries (up to 150 librarians) will be selected to apply their knowledge and skills in the full cycle of utilizing assessment tools at their own institutions. We will meet with participants synchronously once a month (September 2025 to July 2026) to review the workshop materials and outline the next steps they need to take in their institution. Phase 1: assisting participants in obtaining IRB approval from their institutions and setting up assessment tools at each institution; Phase 2: setting up and distributing the survey to undergraduate students and recruitment of 100 students (adjustable depending on institution size) to participate in online weekly journaling for 8 weeks; Phase 3: analyzing the data; Phase 4: writing reports; Phase 5: sharing the findings with their campus stakeholders. We will also offer office hours to address individual consultations in addition to the scheduled monthly meetings. Post assessments and evaluations will be sent throughout the duration of Year Two. After completion of the project, participants will be required to share their data to add to the generalizability of the findings of the student success assessment tools. Based on the participants' feedback during these phases, the edited workshops will be shared through the project website.

Finalizing participants for Year two (August 2025)

At the conclusion of the Year One workshop, the trainers will review applications and course completion, including assignments, of potential participants for Year Two. Invitations will be extended to those interested in participating, and final participant selection will be completed at the beginning of year two. The final selected participants for Year Two will receive a welcome message containing the monthly meeting schedules and details of tasks they will complete in each phase. Below are the meeting schedules, consultation areas, and measurable outcomes for each phase.

Phase 1(September~ December 2025): assisting participants in obtaining IRB approval from their institutions and setting up assessment tools at each institution.

Meetings: Review Workshop 1 and 2 (demystifying IRB/ navigating assessment tools) recordings and provided workshop materials. All participants will meet synchronously with the trainers to address any issues and challenges related to the task during phase 1.

Office hours: Trainers will offer office hours to address individual challenges and needs (2 hours per month)

Consultation area:

- navigating the Institutional Review Board (IRB) procedures at participants' institutions, adhering to established guidelines, preparing the necessary documents, undergoing a comprehensive review, and receiving feedback on the submitted IRB materials,

- reviewing and providing customized assessment tools tailored to the participants' institutional context,
- offering consultations on the data distribution plan,
- determining survey distribution and recruitment timeline

Resources needed: Participants' team members who will be involved in the student success assessment project.

Measurable outcome: Participants will secure approval from their respective institutions' IRB approval.

Phase 2 (January~ May 2026): setting up and distributing the survey to undergraduate students and recruitment of 100 students (adjustable depending on institution size) to participate in online weekly journaling for 8 weeks.

Meetings: All participants will meet synchronously with the trainers to address any issues and challenges related to the task during phase 2.

Office hours: Trainers will offer office hours to address individual's challenges and needs (2 hours per month)

Consultation area:

- navigating online survey platform provided by the participants' institution and features.
- setting up assessment tools, including the Academic Engagement and Student Success Survey, along with online weekly journals, on the participants' institutional survey platform. Note: Depending on the institutional needs of participants, the online weekly journals can be shortened to 3 weeks (Week 1, Week 2, and Week 3) instead of the full 8 weeks (Week 2-Week 7 are repeated).

Resources needed: online survey platform licensed by the participants' institution. monetary compensation for recruitment

Measurable outcomes: participants will set up the surveys on their institution's online survey platform to be disseminated to their institution's students.

Phase 3 (March ~ May 2026): analyzing the data.

Meetings: Review Workshop 3 (data analysis) recordings and provided workshop materials. All participants will meet synchronously with the trainers to address any issues and challenges related to the task during phase 3.

Office hours: Trainers will offer office hours to address individual's challenges and needs (2 hours per month)

Consultation area:

- retrieving the data collected from their online survey platform,
- running analysis based on the research questions that they proposed in the research protocol,
- interpreting the results.

Resources needed: software (Excel, or SPSS) depending on the methods of data analysis that they proposed.

Measurable outcome: participants will receive survey results following thorough data analysis.

Phase 4 (March~ June 2026): writing reports.

Meetings: Review Workshop 4 (writing reports) recordings and provided workshop materials. All participants will meet synchronously with the trainers to address any issues and challenges related to the task during phase 4.

Office hours: Trainers will offer office hours to address individual's challenges and needs (2 hours per month)

Consultation area:

- navigating the audience of the report,
- selecting the types of reports (presentation or dissemination report),
- reviewing and providing feedback on the report to enhance clarity and appeal,
- enhancing strategies for highlighting key findings.

Resources needed: software (Excel, Word, and PowerPoint etc.) depending on how they present their findings.

Measurable outcome: participants will generate the report of the survey findings.

Phase 5 (July 2026): sharing the findings with their campus stakeholders.

Meetings: Review Workshop 5 (communicating findings) recordings and provided workshop materials. All participants will meet synchronously with the trainers to address any issues and challenges related to the task during phase 5.

Office hours: Trainers will offer office hours to address individual's challenges and needs (2 hours per month)

Consultation area:

- identifying campus stakeholders with an interest in the survey findings,

- tailoring the report according to the intended audience,
- reviewing and providing feedback on the report to improve clarity and appeal,
- improving strategies for clear communication with stakeholders

Resources needed: software (Excel, word, and PowerPoint etc.) depending on how they present their findings.

Measurable outcome: participants will present their report to the relevant stakeholders across the campus

Ensuring Long-Term Sustainability Post-Funded Training

Upon the successful completion of both the workshop series in the first year and the implementation project in the second year, participants will earn the designation of ambassadors for the Student Success Assessment Project. This esteemed status empowers them to share their acquired knowledge and skills by providing training to others, thereby contributing to the broader dissemination and implementation of the project's goals and principles. All materials and recorded workshops will be available on the Student Success Assessment Ambassador Toolkit website. Additionally, after completion of this project, we will also develop a plan for offering self-sustaining national workshops that includes additional resources / assessment skills that are identified through the training. Its aim is to establish a framework for sustainability, enabling participants to continue benefiting from the resources and knowledge independently.

Project Team:

Jung Mi Scoulas: The Project Director (PD) will be Dr. Jung Mi Scoulas (UIC, Assistant Professor and Assessment Coordinator) who holds a PhD in educational psychology and has expertise in library assessment, research design, consultations and trainings on assessment, and student learning. Dr. Scoulas is currently serving as a PD of the developing assessment tools project, previously funded by the IMLS (LG-252338-OLS-22). Dr. Scoulas, a research scholar, has contributed to workshops, panel presentations, and engaged audiences at events such as the Berlin 2024: Assessment Quality in Higher Education conference, as well as the ACRL and Library Assessment conferences, and the Statistics and Evaluation section of International Federation of Library Associations and Institutions (IFLA). With a distinguished background, the PD served as the former chair of the ACRL Value of Academic Committee, showcasing leadership and expertise in academic assessment. Dr. Scoulas currently serves as a column editor for Strategic Planning and Assessment at the Journal of Library Administration.

Sandra De Groote: Project Staff will be Professor Sandra De Groote (UIC, Head of the Assessment and Scholarly Communications) who has expertise in evidence-based practice, assessment, and research impact metrics and is currently serving as a Co-PI on an IMLS grant. Professor De Groote has an MLIS and an MEd in Measurement, Evaluation, Statistics, and Assessment. Professor De Groote is known for her research exploring the impact of online information on the use of the academic library and resources. She is an experienced instructor, having co-developed and delivered several long-running Medical Library Association continuing education courses on evidence-based practice.

Kimberly Shotick: Professor Shotick is the Student Success Librarian at Northern Illinois University with expertise in undergraduate student success. In addition to leading workshops at national library conferences over the past 13 years, Professor Shotick is an experienced classroom educator, having taught numerous undergraduate courses at various institutions, as well as teaching in the Master of Library and Information Science program at Dominican University. She is currently a member of the IMLS research team and will be involved in the development and delivery of the workshop series during year one.

Diversity Plan:

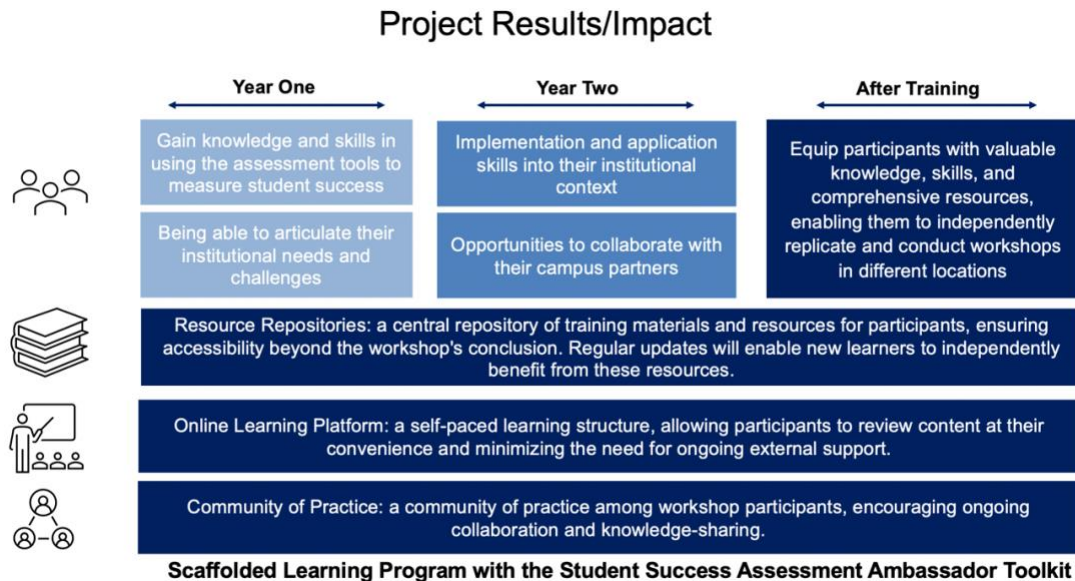
A diversity of perspectives and practices in this project is crucial to making this program accessible to libraries that need the most support, such as colleges that have not received previous training on the assessment role, lack sufficient resources, or do not have dedicated assessment librarians. First, the trainers' knowledge and attitude on the awareness and acknowledgement of the DEI perspectives is critical. The PD served as a research scholar at the Association of Research Libraries (ARL) Diversity, Equity, and Inclusion (DEI) Institute Taskforce to support the task force to create a curriculum for the Institute by conducting focus groups and survey to the Galleries, Libraries, Archives, and Museums (GLAM)

professionals. Also, she served as a leading member of Proficiencies for Assessment in Academic Libraries to revise the earlier version of the proficiencies from Equity, Diversity, and Inclusion perspective¹⁴. In the process of recruiting librarians who will participate in the training program, ensuring that libraries who are small and do not have resources (dedicated staff who perform assessment or assessment tools) to demonstrate their library’s impact on student success. The criteria for selecting librarians will be prioritized based on the following: 1) librarians without formal training, 2) librarians with diverse responsibilities; 3) limited resources demonstrated. Please refer to details outlined in Project Workplan. The combination of trainers with professional knowledge, attributes, and experience in DEI and a thoughtful selection process for participants will contribute significantly to the success of the program. By the conclusion of the program, participants will be empowered to fulfill their critical assessment roles, armed with the necessary resources acquired through these training sessions.

Project results:

The project will foster a community of practice, encouraging ongoing collaboration through discussion forums and webinars, facilitating knowledge-sharing among participants. The project will also yield multifaceted results, including comprehensive training where participants not only acquire valuable knowledge and skills but also become equipped to advocate the use of workshop materials to others. The project will result in the Student Success Assessment Ambassador Toolkit website that will offer online access to all training materials, promote self-paced learning, and include online interactive exercises to reinforce training. All training materials, including workshop recordings, guides, exercises, and resources will be uploaded in an institutional repository. The Toolkit website will be modular, guiding users through the training and linking to the training materials where workshop attendees or new learners may independently learn from the material.

Figure 1. Intended Project Results/Impact



¹⁴ "Proficiencies for Assessment in Academic Libraries", American Library Association, January 23, 2017. http://www.ala.org/acrl/standards/assessment_proficiencies (Accessed January 25, 2024)
 Document ID: 498fde98-4c4b-fc94-a5f7-9b6dec8a2e9

Implementing assessment tools for library impact on students' academic success

Schedule of Completion-Year One

Year One: Develop the virtual workshops (full cycle of utilizing the assessment tools) and workshop evaluation tools												
Activity	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025	July 2025
Activity 1: planning and developing training workshops												
Review the proposed workshop series plan and adjust if needed												
Hire student workers: A year-round Graduate Research Assistant (GRA) to assist in developing virtual workshop tasks (e.g., recording assignments, assessments, attendance, and workshop announcements) and an undergraduate student worker for logistics support (e.g., scheduling meetings, recruitment, and video editing for Blackboard).												
Provide trainings to student workers												
Develop workshop series content, hands on activity, assignment, and assessment (Pre-post workshop sessions and 5 workshop series)												
Activity 2: recruiting participants for the workshop series												
Develop the call for participation in the workshop series and disseminate the call to various professional association/organization												
Review the application materials, select participants, and announce them												
Activity 3: Delivering virtual workshop series												
Deliver workshop series												
Review and evaluate the assignments												
Record pre-post assessment results												
Review the applications and course completion, including assignments, of potential participants for Year One. Those eligible will be invited to participate in the Year Two implementation.												

Implementing assessment tools for library impact on students' academic success

Schedule of Completion-Year Two

Year Two: Provide workshops and consultations on full cycle of utilizing assessment tools to five selected libraries												
Activity	August 2025	September 2025	October 2025	November 2025	December 2025	January 2026	February 2026	March 2026	April 2026	May 2026	June 2026	July 2026
Finalize the selected librarians who participate in the year two												
Develop website, create interactive exercises on website, edit /upload recorded workshops, upload course materials when they are ready.												
Conduct monthly meetings in Phase 1 to assist participants in obtaining IRB approval/ distribute evaluation to gather feedback on the consultation												
Conduct monthly meetings in Phase 2 to assist participants in setting up and distributing the surveys/ distribute evaluation to gather feedback on the consultation												
Conduct monthly meetings in Phase 3 to assist participants in analyzing the data/ distribute evaluation to gather feedback on the consultation												
Conduct monthly meetings in Phase 4 to assist participants in writing the report/ distribute evaluation to gather feedback on the consultation												
Conduct monthly meetings in Phase 5 to assist participants in communicating the findings with various stakeholders/ distribute evaluation to gather feedback on the consultation												
Offer consultations during office hours and provide additional consultations via email or virtual meetings upon request												
Collect and post anonymized data from each library, report, and their experiences on the project website												
Develop a plan for offering self-sustaining national workshops												

Digital Products Plan

Type: What digital products will you create?

Digital products to be created by the project team include workshop series course materials, assessments for workshops, hands-on activity materials, and assignments, a list of resources related to the workshops, and recorded workshops (videos). Additional digital products to be created include modified assessment tools tailored by the participant's institutional context, raw data sets and reports generated from participants using assessment tools during the second year of implementation, as well as posters and publications. All these digital projects will be integrated into the Student Success Assessment Ambassador Toolkit website. The digital products will be in the following digital file formats: PDFs, DOC, TXT, XLSX, CSV, MP4, TIFF, and HTML. The new website will be linked and connected to the Student Success Assessment Toolkit where the assessment tools (Academic Engagement and Student Success Survey and Online Weekly Journal) and related materials are housed and accessed from the earlier project.

Availability: How will you make your digital products openly available (as appropriate)?

Digital products will be disseminated through two major channels. Most of the digital products indicated above (assessment tools customized by the participants, recorded workshop series, post prints of publications, data sets gathered by the participants) will be deposited in UIC's institutional repository, INDIGO¹, the open access institutional repository of the UIC: <https://indigo.uic.edu>. INDIGO will provide unrestricted free access to digital products. These will be linked to through the Student Success Assessment Ambassador Toolkit website.

The website for the Student Success Assessment Ambassador Toolkit will be developed and incorporate the digital projects developed through this project. The website will not directly contain data products. Instead, it will be used to organize, and promote the work of this project, and provide links to the digital products. Deidentified datasets with limited demographic information to prevent re-identification (class, area of study) will also be made available in UIC's INDIGO repository and linked through the assessment toolkit website. The limited data sets will be accompanied by README files and appropriate codebooks or data dictionaries, to describe the data so that the data sets are reusable. Data will be shared in aggregate when it is not possible to anonymize the data through deidentification.

Access: What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?

All digital products developed through this project that can be shared without concern for data privacy, will be publicly available without any access restrictions through the institutional repositories of the UIC. Their reuse will be governed by a CC BY NC 4.0 license that will be noted on developed materials. Shared datasets will also include a data reuse statement,

¹ University of Illinois at Chicago research repository INDIGO. <https://indigo.uic.edu>

requesting a full citation including the DOI be included with any reuse of the data. This will allow researchers to track any data re-use. Any identifiable information from the collected datasets (Academic Engagement and Student Success Survey and Online Weekly Journal) will be removed through data anonymization, so the information cannot link back to individuals. When possible, journal publications will be copyrighted by the authors or assigned a CC BY NC-SA license. Post-prints of publications will be made available through INDIGO with a CC BY NC 4.0 license. As it will not be anonymized or further deidentified, access will be restricted to the project team through to a 2-factor login authentication Box account.

Recorded videos from the workshops will also be uploaded into INDIGO and linked to through the website. The videos will be edited to remove identifiable information of participants, including images and names of course participants. Closed captions will also be added to the videos for accessibility.

Sustainability: How will you address the sustainability of your digital products?

Materials uploaded into the repository will be uploaded in standard file formats (TXT, PDF, CSV, MP4) to allow long term accessibility and sustainability of the formats. The institutional repository where information will be stored and the website that will host the assessment toolkit will provide documentation and access to the material long-term. The comprehensive documentation will allow for long-term use and application of the developed assessment tools. The UIC has committed long term to having a repository and content management system. Data will be migrated should the platforms hosting these services change (although that is not anticipated).