The AiA program had three broad goals:

GOAL 1: Develop the professional competencies of librarians to document and **communicate the value of their academic libraries primarily in relation to their institution’s goals** for student learning and success.

GOAL 2: **Build and strengthen collaborative relationships** with higher education stakeholders around the issue of library value.

GOAL 3: Contribute to higher education assessment work by creating approaches, strategies, and practices that **document the contribution of academic libraries to the overall goals and missions of their institutions**.
Ken Liss (Team Leader)
Head of Liaison & Instruction Services
BU Libraries

Tom Casserly
AUL for Undergraduate & Distance Education
BU Libraries

Gwen Kordonowy
Senior Lecturer & Curriculum Coordinator
College of Arts & Sciences Writing Program

Sarah Madsen Hardy
Senior Lecturer & Coordinator of WRX Experimental Pedagogy Group
College of Arts & Sciences Writing Program

Gillian Pierce
Director of Learning Assessment
Office of the Provost

ASSESSMENT in Action
ACRL Advancing learning Transforming scholarship
Our AiA project had three broad goals:

**GOAL 1: Expanding and deepening collaboration with the Writing Program as a model for collaboration with other units on campus**

**GOAL 2: Incorporating the kind of big picture approach to information literacy embodied in the [ACRL Framework for Information Literacy in Higher Education](http://www.ala.org/acrl/)

**GOAL 3: Providing insight into measuring the effectiveness of instruction methods informed by the ACRL Framework and developed in collaboration with the faculty**
Telling students to “Get lost!”

Research as Inquiry and Searching as Strategic Exploration
The ACRL Framework in a University Writing Program

Research Question
What impact can enhanced library engagement based on the ACRL Framework have on information literacy knowledge, skills, and habits of mind in a university writing program?

Control and Experimental Groups
Two sections of each of two different Writing and Research Seminars: The American Road and Representing Illness

- Control groups had one-shot instruction session and optional meeting with librarian
- Experimental groups had instruction session, flipped classroom videos, required meeting with librarians, and librarian presence in Blackboard.

Assessment
- Research as Inquiry: Rubric-based assessment of change from initial student topic/question to final paper topic/question.
- Searching as Strategic Exploration: Evidence in student reflections of a sense of research as encompassing “inquiry, discovery, and serendipity.”

PROJECT TEAM
Ken Lias, Head of Liaison & Instruction Services, BU Libraries (Team Leader)
Tom Casselly, Associate University Librarian for Undergraduate & Distance Education
Gwen Korsowny, Instructor and Curriculum Coordinator, College of Arts & Sciences Writing Program
Sarah Madden Hardy, Instructor and Coordinator of WRX Experimental Pedagogy group, College of Arts & Sciences Writing Program
Gillian Pierce, Director of Learning Assessment, Office of the Provost

Scholars have shown how a woman’s gender can affect many aspects of her life, including travel, but have not focused specifically on thru-hiking. In order to explore instances of sexism on the trail, which can range from condescending comments to sexual harassment, this paper examines the writings of women who have thru-hiked.

For this research paper, I will mainly focus on scholarly articles pertaining to the opinions on medicalization and in print advertisements for medications to treat ADHD and MDD. I will also establish a baseline for the stigma of ADHD and MDD by means of television advertisements and survey results. I will then compare and contrast how the stigma surrounding ADHD and MDD affect public opinion of their medicalization.

What is the most important lesson you learned about research in this unit? What kinds of strategies will you employ in the future and what will you avoid?

- “I learned that keeping an open mind is VITAL to research. I have to be willing to change directions based on evidence that I may not have expected.”
- “I learned that research questions are bound to change as your research takes you down new paths.”
- “Be open-minded and try to accept new possibilities, unexpected charges, and mind-boggling questions.”

Experimental groups scored 6.67% higher than control groups on demonstrated understanding of Searching as Strategic Exploration after 11 questions in two reflections were given points (1, 0.5, or 0 points per response) for phrases demonstrating understanding of Searching as Strategic Exploration. Scores from the five essays were totaled for a composite score for each student.

Results & Impact
Students with enhanced librarian engagement (experimental groups) scored higher than those in the control groups in their demonstrated understanding of both frames. Further assessment with a larger sample could lead to more significant results. Perhaps more importantly, the project led to further librarian/faculty collaboration, including:

- Changes in interventions and assignments in following semester for ongoing assessment.
- Development of a co-led seminar for librarians and writing instructors on threshold concepts, information literacy, and collaboration.
- Adoption of project interventions in other BU classes and programs.
- Engagement with broader assessment efforts at the university.

More Info
- Background
- Lit Review
- Next steps

Klias@bu.edu

This project is part of the program “Assessment in Action: Academic libraries and Student Success” which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL’s Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.
COLLABORATION OUTCOMES:

• Jointly developed teaching methods, exercises and activities to be used in the project.
• Developed and co-led (with writing instructor) three-part seminar for librarians and Writing Program faculty on threshold concepts, information literacy, and collaboration.
• Shared project with university-wide faculty at annual BU Assessment Symposium
• Co-facilitated session on information literacy and writing programs at Boston Rhetoric and Writing Network (BRAWN) Summer Institute.
2017 Dartmouth Summer Seminar for Composition Research: Data-driven Inquiry: Process, Methods, Results

Offered by Dartmouth College’s Institute for Writing & Rhetoric, in collaboration with the Council of Writing Program Administrators

July 30 – August 11, 2017
Our project aims to measure the impact of enhanced collaborations between Writing Program faculty and research librarians in teaching the relationship between writing and information literacy through pedagogies based on the core concepts laid out in the Association of College and Research Librarians’ newly adopted Framework for Information Literacy for Higher Education. We seek to discover if and how faculty-librarian collaboration around the Framework leads to more effective information literacy instruction in the first year writing classroom.
Expanded Research Project: Spring 2017
14 courses; 23 sections | 15 faculty; 10 librarians
2017 Institute on High-Impact Practices and Student Success
June 24th to June 27th

High-impact practices that educational research suggests increase rates of student retention and student engagement
Ken Liss
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Writing Program

Gillian Pierce
Director of Learning Assessment
Office of the Provost

Ken Liss
Head of Liaison & Instruction Services
BU Libraries
What should it mean to hold a degree from BU? What skills, knowledge and habits of mind do today’s students need to thrive in their personal, professional and civic lives? What capacities should every BU undergraduate develop, regardless of college or major?
The Six Capacities of the BU Hub

- Philosophical, Aesthetic, & Historical Interpretation
- Scientific & Social Inquiry
- Quantitative Reasoning
- Diversity, Civic Engagement, & Global Citizenship
- Communication
- The Intellectual Toolkit
  - Critical Thinking
  - Research and Information Literacy
  - Teamwork/Collaboration
  - Creativity/Innovation
  - Life Skills

**Research & Information Literacy Learning Outcomes**

1. Students will be able to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.

2. Students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.
From BU’s application to the AAC&U Institute on High-Impact Practices and Student Success

“This AAC&U institute comes at a time when BU is seeking ways to coordinate the supports necessary to sustainably implement the Hub initiative and bolster High Impact Practices. . . . Recognizing that this undertaking [the BU Hub] will require resources across the breadth of BU’s academic and administrative offices, our team is composed of individuals that represent a number of ‘high touch’ areas of campus, and are thus well positioned to support widespread implementation of High Impact Practices.”
The AiA program had three broad goals:

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