



**“Closing the Loop”
Survey Results**
April 2011 to July 2012

| | Institution #1 | Institution #2 | Institution #3 | Institution #4 | Institution #5 | Institution #6 | Institution #7 | Institution #9 | Institution #10 | Examples |
|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|---|
| Improved Teaching | X | X | X | X | X | | X | X | X | <p>RAILS “changed the way I teach...[the teaching] session has more structure, and the students seemed much more engaged.” [I1]</p> <p>Student comment about changed instruction: “The day that we went as a class to the library...was probably one of the most beneficial days of my semester.” [I1]</p> <p>“Professor was very pleased with the resulting student work and would like to use the rubric again in the future.” [I1]</p> <p>Faculty feedback: “My teaching in [course] improved and the students’ work improved also.” [I2]</p> <p>“We...revisited the ACRL Standards and are in the process of revising our assignment, goals, and outcomes.” [I2]</p> <p>Librarians have been invited to work with faculty to “better identify and align...course outlines to other information literacy standards.” [I3]</p> <p>Changes in sequencing of instruction and ideas for promoting IL skills throughout the research process for disciplinary assignments. [I4]</p> <p>“I made sure to cover how to [specific IL skill] in...classes I taught post-RAILS.” [I4]</p> |

| | | | | | | | | | | |
|----------------------------|---|---|---|---|---|--|---|---|--|--|
| | | | | | | | | | <p>“I learned that there are definite improvements needed to change our assignment title and in how I handle teaching [specific IL skill]...the opportunity to revise the assignment will come this fall.” [15]</p> <p>“We need to be clearer in the assignment.” [15]</p> <p>“I learned that grading the assignments in the RAILS project was an empowering act for me. It will strengthen my teaching the next time because I now understand what the students really are not getting. This rubric creation and rating experience has facilitated valuable reflection on my teaching practice and I hope to weave what I now understand into my teaching the next time around.” [15]</p> <p>“Our RAILS work will demonstrate the value of IL instruction and convince them that they don’t want a ‘library orientation’ but a collaborative session with an authentic and assessable assignment.” [11]</p> <p>“What we learned helped us improve our instruction.” [11]</p> <p>“I’ve become much savvier at developing rubrics, which I’ve applied to my own teaching as well as my work with our university’s Institutional Assessment Committee.” [19]</p> | |
| Improved Assessment | X | X | X | X | X | | X | X | X | <p>Faculty who participated in RAILS “are now interested in using IL rubrics in another class.” [11]</p> <p>Developments: “Institutional implementation of customized VALUE rubrics for IL and in other areas. Redesigning [course] IL rubrics and instructional materials.” [12]</p> <p>“We re-examined our current rubric for freshmen and simplified it.” [12]</p> <p>“Project RAILS heightened the need for our college to purchase a software program...as a mechanism in which to consistently document feedback during artifact scoring sessions.” [13]</p> <p>“The current information literacy rubric training will now be modified to include steps and strategies [from RAILS training].” [13]</p> <p>“All the librarians who participated in RAILS are ‘on board’ with the idea of assessment; however, not many of us were collecting final papers/artifacts. Seeing this final work helps us to build up a much richer picture of our teaching and of student learning, and we are now planning to collect final papers routinely from targeted classes.” [14]</p> |

| | | | | | | | | | | |
|-------------------------------|---|--|---|---|--|---|---|---|---|--|
| | | | | | | | | | <p>“Participating in RAILS has enabled us to develop and pilot a process for collecting and assessing student work.... As a result of RAILS, we have developed a student consent form for collecting and using student work. We were also able to work out how best to approach faculty to ask their permission to use class work and talk to their students, as well as how best to talk to students about why and how we would use their work. This was an unexpected opportunity to make more visible to students what is actually involved in doing research. In short, RAILS has enabled us to put systems and procedures in place that we will draw on for all subsequent assessment efforts!” [14]</p> <p>“I learned that we must find a way to participate in the campus plan to prepare for this accreditation review.” [15]</p> <p>“Knowledge gained from the RAILS project made it possible to pilot an assessment in first Year Writing....we learned a lot about the students’ search habits, from the completed assignments and from observing their class in work.” [11]</p> <p>“RAILS participants are gathering regularly to discuss/plan how to incorporate the use of a rubric into assessment of at least one specific course...on a larger scale.” [110]</p> <p>“We are going to do two assessment projects next year with our Freshman Inquiry program and many of the ideas for that came from RAILS.” [19]</p> <p>“As a result of our participation in RAILS, my institution is now in the process of developing a collection of analytic rubrics we can use to assess our student learning outcomes.” [14]</p> <p>“A session on rubric-based assessment will be added to the library-sponsored faculty development workshops focused on the [University] Seminar.” [110]</p> | |
| Improved Collaboration | X | | X | X | | X | X | X | X | <p>Faculty have “invited a librarian...to work with them to create assignments and rubrics.” [11]</p> <p>“Faculty are beginning to realize that information literacy standards encompass broader concepts .” [13]</p> <p>“Librarians have been formally invited to meet with the [faculty leadership group].” [13]</p> <p>“Conversations regarding the concept of the ‘embedded librarian’ within...courses were better received than in past years.” [13]</p> |

| | | | | | | | | | |
|----------------------------|---|--|--|---|---|--|--|---|--|
| | | | | | | | | | <p>“The librarians and Director of the Writing Center are going to brainstorm some ways that [specific example of IL content] can be integrated into our...instruction.” [I4]</p> <p>“The librarians at my institution (in conjunction with the Directors of the Teaching & Learning Center and the Writing Centers, both of whom participated in RAILS) are now thinking about how we could develop an assignment design workshop—or series of workshops—for faculty.” [I4]</p> <p>“The coordinator of the writing programs on campus has since invited us to take part in revising the writing assignments and rubrics for First and Third Year Writing. Although we’ve always had a good working relationship with the English faculty, they now view us as having even more valuable expertise regarding teaching and assessment, which will improve our collaborative efforts.” [I1]</p> <p>“It started a conversation with English faculty, who were very surprised to see how poorly their students searched for information.” [I1]</p> <p>“I was invited to apply to be a member of the Student Affairs Assessment Team...I am now the first and only librarian on this team, that works to mentor departments in creating a culture of assessment.” [I6]</p> <p>“RAILS improved my understanding of rubrics, and I have consulted with multiple professors since on their use of rubrics.” [I7]</p> |
| Research Ideas | | | | X | X | | | X | <p>“Once we have the results of the artifact scoring, I’ll be examining them to see if there’s any correlation between student performance and the level of detail/guidance in assignments.” [I4]</p> <p>“The rough plan is to look for correlations between the student feedback and the final assignment and...develop a rubric to apply to the students.” [I5]</p> <p>“Possible research project...working with pharmacy faculty to research how pharmacy students’ information literacy skills...improve from the first to the third year of the program.” [I1]</p> <p>“I will be applying for an NSF grant to reconfigure the biology curriculum. RAILS experience will inform components of the project.” [I7]</p> |
| RAILS Dissemination | X | | | X | | | | | <p>Plan to do a “presentation with a few of our...raters...for our Teaching Center next year.” [I1]</p> <p>“I put in a proposal on RAILS (with a few other librarians involved here as raters) for the [conference title].” [I4]</p> |

| | | | | | | | | | | |
|----------------------|---|--|--|--|---|--|--|--|---|--|
| | | | | | | | | | | <p>“Along with several of my faculty raters, I am presenting our work on the RAILS project at two New Faculty Seminars hosted by our Teaching Center.” [I1]</p> <p>“Our new Provost was asked to make a presentation to the District Board of Trustees...Project RAILS was referenced with regard to the assessment of information literacy skills...embedded in current first year English courses.” [I3]</p> |
| Learning More | | | | | X | | | | X | <p>“I was motivated by the entire experience to apply for the ACRL Immersion Assessment Track.” [I5]</p> |
| Accreditation | X | | | | | | | | | <p>“Data from RAILS results was utilized in the process of selecting our college’s next Quality Enhancement Plan topic.” [I3]</p> |