



The Longitudinal Belly Flop with a Splash: Lessons Learned, Data Gained

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Land Acknowledgement

In the spirit of the Jesuit practice of composition of place, we acknowledge that Gonzaga University resides on the homelands of the Spokane Tribal People.

We are grateful to be on this land and ask for its support as we work to manifest our intentions during this gathering of hearts, minds, and spirits.

Please take a moment to reflect on the land you're currently on, and who was here before you.

Context

Three Librarians from Gonzaga University, a Jesuit Catholic institution in Spokane Wa.

We are collectively a group of instruction librarians with different roles from coordinator, STEM specialist, and faculty chair. We wanted to know what was going on with our Engineering students.

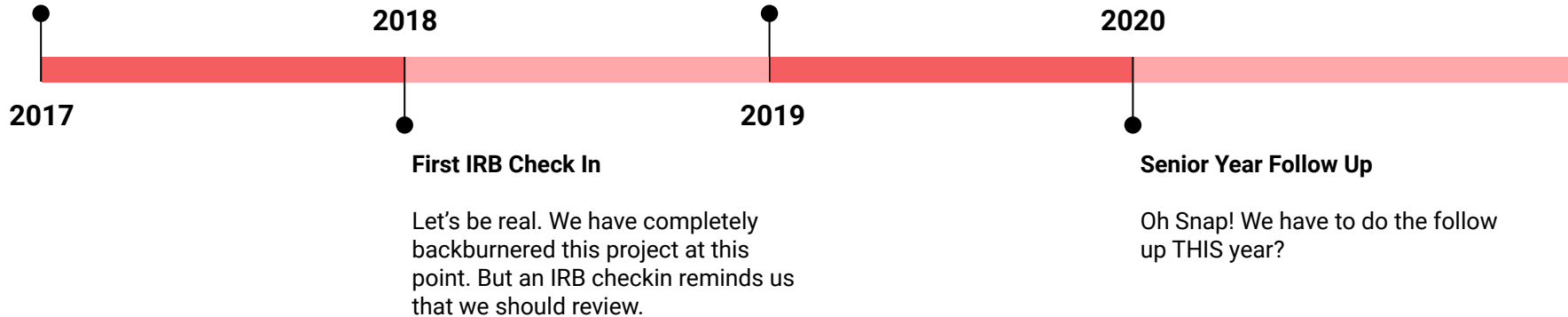
And we had lots of good intentions!

Project Idea Start

Initial discussions with Engineering professors begin over the summer, and by Fall we have taught to the Freshman. We're feeling pretty stoked.

Staffing Changes

Papers likely disappeared here with 3 office moves, one sabbatical, one role change, a new hire, and a general focus on other things.



The Setup

In 2017, we met with all freshman engineering majors over the course of 8 sessions to assess their knowledge of basic information literacy concepts around identifying appropriate material.

In the context of this project there were some things that may apply in other settings:

- Working with a new faculty member

- Working with a faculty member keeping current with their professional standards

- Working with a faculty member teaching a class not previously taught at your institution

What We Did Right

- The classes went really well
 - 8 sessions, 2 hours long
- We tracked the beginnings of the assignment and collected and stored materials related to the assessment including storing student artifacts
- We planned for the senior year assessment
- Maintained connections with the Engineering department - continuing to teach this series of classes each year

Where It Went So Very Wrong

- We did a lot right, but part of what we failed to account for when we set up a longitudinal assessment was our own life plans.
- One of us went on sabbatical, one of us was busy as a department Chair, both of us moved offices. Paperwork just disappeared.
- We only planned to check in ONCE with a four year gap between Freshman and Senior years.
- We were PAPER based. Nothing was digitized.

How We Fixed It

Follow up Qualtrics Survey Data for Seniors:

- 3 questions, designed to capture students' recollections of having/not having a library session
- We learned that almost half of the students did not recall a library session other than the one from their freshman year, indicating a need/opportunity
- This wasn't a fix, but at least it wasn't a bust!

Results

The three questions ...held in Qualtrics

1. Did you attend Gonzaga as an Engineering Major during your Freshman year?
 - a. Majority yes, only a few had transferred in
2. Do you recall attending a library session as part of your Freshman ENSC 191?
 - a. Almost perfect 80/20 split. 84 of the 109 students remembered it
3. Have you ever had a library session during your time at Gonzaga that was offered in a non-Engineering course?
 - a. Here we saw the majority did not see us after that class. 58 out of 109 had never had another instruction session.

What We Could Have Done Better

- Nicole's input as a new-to-institution person:
 - More up-front planning needed
 - A storage plan!
 - Knowing personal and human weaknesses (such as tendency to forget over time) and planning for them
- Group Reflections

Question Break

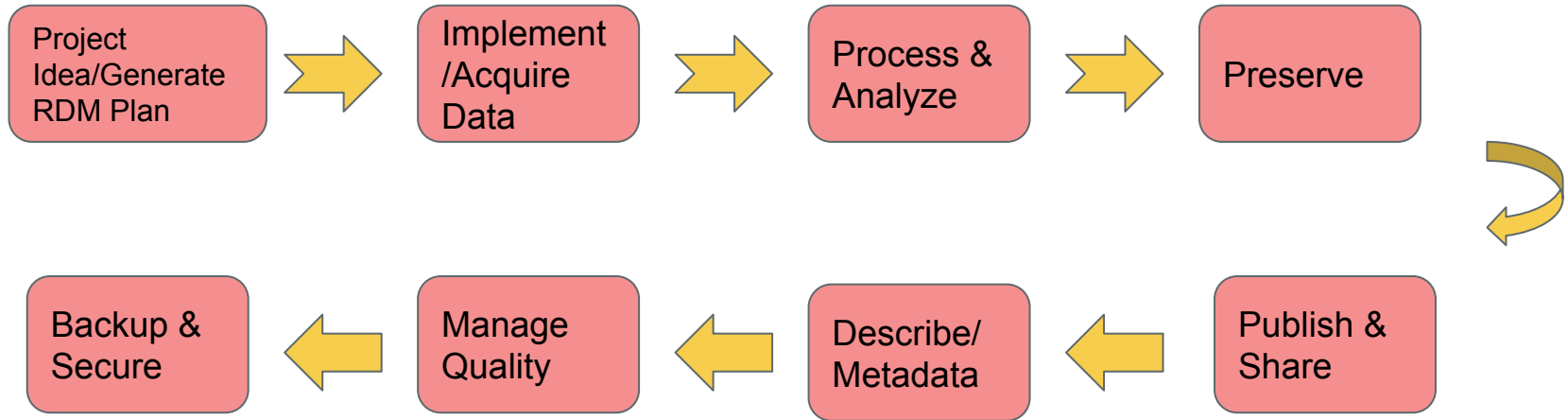


- VIEW OF -
SPOKANE FALLS
IN 1980
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The Right Steps for A Good Longitudinal Assessment

Flowchart for Good Practices



Research Data Management (RDM) Plans

Increasingly many federal grant applications require a RDM plan. These can be deeply complex affairs or simple plans.

- Highly recommend ACRL's RDM Roadshow
- Although required, the most common issue and need revolves around storage.
How, where and how long to be kept
- We failed to think about the lifecycle of our data, thinking about it only at the end point, when really we should have been thinking about it prior to the point of retrieval.

The Trouble with Preservation & Management

A lot of the front end work of research is fun and intuitive. We're researchers and we know how to implement projects and get data, but preserving things ... that can be confusing and less fun.

What is Preservation and What is NOT Preservation?

Culture of Continual Assessment

Our instruction team does two formal assessments each year that are reported out to the wider university community.

Options for keeping long term projects in check such as:

- LOCKSS
- Working with the engineering longitudinal data on other projects to keep it on our minds

Bringing Others In

- Other steps for RDM involve creating a plan for preserving and archiving data. Since our library did not have an **institutional repository (IR)** at the time of the project conception, we didn't even consider bringing in the **archivists**, but they could have absolutely helped.
- Never underestimate the human element!



**“Be brave
enough to be
bad at something
new!”**

Thank You! Questions?

Feedback:

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Citations & Resources

ACRL Roadshow, “Building Your Research Data Management Toolkit” <http://www.ala.org/acrl/conferences/roadshows/rdmroadshow>

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