two of the program could attend. They had only just completed their first in-person session mid-day Friday.

In spring 2014, we focused on supporting AiA librarian team leaders as they prepared to disseminate project results. We started in March by providing a complete timeline for poster development, cohort peer feedback, cross cohort peer view, and final project reporting. To support the team leaders in every step of this dissemination process, we provided concrete guidelines for developing a poster, including information on poster design. A cross-cohort threaded discussion allowed team leaders from any cohort to pose questions and provide answers about the poster development and feedback process. Poster abstracts were June 2 and a public PDF was released on June 10 as part of our promotion of the sessions.

In addition to presenting a poster, institutional teams prepared final project reports, which are being analyzed by Karen Brown. Her synthesis will be disseminated later in 2014 together with a searchable online collection of individual project reports. In our initial grant narrative, we did not include this searchable online collection, but we realized how valuable it would be for others in the community to find reports of assessment projects by type of institution, method used, focus area etc. Final project reports were due via an online form June 23 (see Appendix A for reporting questions). Developing this online reporting tool was an addition not included in the grant narrative. After fully defining the scope and issuing a competitive RFP process, we chose an internal partner in another ALA office to develop the report input form and search interface. The cost for these professional services was nominal and covered by grant funding which had initially been allocated for another professional service that was no longer needed.

As they prepared those posters and reports throughout the spring, AiA librarian team leaders supported one another through a structured proces(r)3(e)4(d()-1(tvi)-2(c)4(e)4(TJ 364.60ts(sc)-6)-2(opi)-2(n)-14 eachtleam leadentopinsreyesovideedback(a)4(bout)-2(t)-2(w)2(o pr)3(oj)-2(e)-6(c)4(t)-2(s)-1(b)-10utisi tbei Ai,(t)-2(e)4(a)4(m)-2(l)-2(e)4(a)4(d)-10(e)4(r)3(s)-1((m)-2(a)4(d)-10(e)4.00147((adeiqr)3((pr)3(i)1-2(a)4(t)-2 ibrariesCn(om)-2(m)-2ditteh(a)4(s)-1(h)-10hivitte AiA team lea(e)-6(r)3(s)--1(a)4(nd t)-2(be)4(i)-2(r)3(pr)3(oj ALbl. They(a)4(s)-1kdintersted team leaders t(a)-6((s)-1 w)2(e)4(r)3(t)-2(hr)3(e)-6(e)4.00147((que)4(s)-1(t)-2(i)-2(ons) tion

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- *"Use ACRL and AiA to leverage resources you need for your project on campus. We have been able to use the national aspects of this project to generate interest among some faculty members and get things moving that would have never gotten moving without the leverage."*

Librarians in the 2013-14 AiA program shared their advice on leading team projects:
- *"It's a lot more work than you think...Pick something small to start."*
- *"Be flexible and [have] patience with the process. If you are not currently working at a campus where libraries drive assessment campus wide be prepared for the struggle of trying to break the barriers of inclusion and providing your relevance to faculty."*
- *"While there is support, a majority of the work and responsibility rests on the team leader. Applicants should sincerely be enthusiastic about the project and receive administration support...Do you have the time to work on your project? Are you comfortable in creating a team and asking for help?"*
- *"The AiA experience is great; however it is a significant time commitment, which is important for supervisors/directors to know. If possible, secure 'release time' from supervisors before embarking on this project."*

Librarian team leaders in the 2013-14 AiA program stressed the importance of their active roles in supporting each other:
- *"Think of this program as truly about developing a community of practice with your AiA cohort and on your campuses. The AiA facilitators provide excellent learning opportunities but cohort members need to be self-directed and responsible to each other for learning and developing their projects."*
- *"Expect to be active participants in the learning community – i.e., participation in the project not only results in a campus-specific assessment project but also the creation of a professional community of practice. (Your) participation in the learning activities is critical to the development of this community of practice."*
- *"You need to devote time to (regular online) work every week because others (librarian team leaders) are depending on you, even if your campus is very busy that week… The online environment is where (you) will interact the most."*

Librarian team leaders in the 2013-14 AiA program shared their advice on finding team members who can commit to being involved:
- "*Make sure to have campus buy-in and teammates who are focused on assessment.*
  o "

it can be easy to overlook the fact that teaching faculty may be away and less likely to

In addition to the cohort groupings, we helped participants form affinity groupings during our first in person even at the ALA Annual Conference in June 2014, Las Vegas Nevada. The affinity groupings they chose are numerous and varied, as follows:

- Institution Type: Community Colleges, Medical Schools, Small Liberal Arts Colleges, Research Universities , Primarily Hispanic-Serving Institutions, Re

Case Connections
We will again facilitate optional Case Connections in winter so that individual team leaders can pose burning questions and be the focus of concentrated help from other AiA team leaders.

Asynchronous Forums
Continuing our use of the Moodle elearning platform, facilitators regularly post questions, resources, and exercises for the AiA librarian team leaders. The bulk of the threaded discussions take place within each cohort of 18-20 librarian team leaders, but some open general discussion forums are posted for broader sharing. Sometimes facilitators present a reading, video, or set of questions to prompt discussion, other times members of the cohort lead and facilitate discussion on key concepts. The discussion topics follow.

Cohort threaded discussion topics
Team Introduction (May 23)
Project Overview (May 23)
Experience Hosting Team Meeting with Recorded Webinar (May 19-30)
Concepts (May 28)
Background Research (June 4)
Gather Local Documents (June 13)
Local Information Reflection (June 20)
Research Ethics (July 25)
Criteria (August 6)
Outcomes and Criteria Alignment Check-in (September 10)
Leadership (September 30th)

Cross cohort threaded discussion topics
Self Introduction (Due May 14)
Open Discussion and General Networking
Recommended Readings - Share Your Favorite Sources!

In Person
Librarian team leaders met in person for the first time in conjunction with the ALA Annual Conference. The meetings lasted for four hours on Thursday, June 27, and four hours on Friday, June 28. Participants built a community of practice and developed knowledge and skills in the areas of assessment and leadership through a variety of in-person activities:
- Welcome and Introductions
- Institutional Alignment
- Inquiry Questions
- Assessment Cycle
- Outcomes
- Criteria
- Focus on Your Project
- Revisit Outcomes & Criteria (in cohorts)
- Leadership
- Alignment

- Wrap-up

Analyzing Progress

Although ACRL has a long history of initiating and sponsoring innovative training, this particular approach focusing on blended, peer-to-peer learning over a 14-month period is an enhancement to our existing models. The facilitation team has been regularly reflecting on the strengths and areas for growth and improvement. The facilitators held an additional intensive planning session in conjunction with the ALA Midwinter Meeting in January 2014.From this came modifications to the program design for the second group of teams, such as larger cohort groupings, changing the webcast audience to librarians only, and altering the

Next Steps
Our second year team leaders are nearly halfway through the 14-month long AiA program. We are still facilitating them in their learning, supporting them in carrying out their projects and fostering growth of the community of practice. At the same time we are preparing to promote the

APPENDIX A: Final report template for AiA team leaders

DOCUMENT 1: Institutional and Library Profile

Note to Team Leaders: This section will be pre-populated for you with information from NCES and other existing public data sources. Team leaders will not be able to edit this section.

1. Name of institution

2. Basic classification

3. FTE enrollment

4. U.S. Regional Accrediting organization

5. Sector Affiliation

6. Fiscal Affiliation

7. Information literacy is student learning outcome for institution

8. Total librarians and other professional staff

9. Total library expenditures (salaries and wages, materials and operating)

DOCUMENT 2: AiA Project Description

*Directions to Team Leaders: Please tell us about your project. All the information in this project description section will be publicly searchable. Be sure to proofread/spell check before you submit. We will be publishing the information exactly as you enter it, without review. You can start the report, save, then come back and complete it later. You have **until June 23** to complete this section of the report.*

1. Primary outcome examined (select one or more)
    o student learning: assignment
    o student learning: course
    o student learning: major
    o student learning: degree
    o student engagement
    o student experience
    o student success
    o academic intimacy/rapport
    o enrollment
    o retention
    o completion

o writing center
o information/academic technology
o student affairs
o campus administrator
o library administrator
o other librarian
o Other (please describe) : _____

6. Methods and tools (select one or more)
o survey
o interviews
o focus group(s)
o observation
o pre/post test
o rubric
o Other (please describe) : _____

7. Direct data type (artifact) (select one or more)
o student portfolio
o research paper/project
o class assignment (other than research paper/project)
o Other (please describe)

8. Indirect data type (select one or more)
o test scores
o GPA
o degree completion rate
o retention rate
o Other (please describe) : _____

9. Executive Summary
(150 words open)
Prompts:
• How does the project align with your institution's priorities and needs?
• Why did you choose the outcome and library factor as areas to examine?
• What was the project's primary inquiry question?
• Why was the team composition appropriate?

10. Contribution
(150 words open)
Prompts:
• What are the significant contributions of your project?
• What was learned about assessing the library's impact on student learning and success?
• What was learned about creating or contributing to a culture of assessment on campus?
• What, if any, are the significant findings of your project?