

Section Header	Description
Institution Name	Lake Land College Library
Institution Characteristics	Community college; public; 3,510 FTE enrollment for FY2019, 2 FTE Certified Librarians
CARLI Counts Participant Name + Job Title	Sarah Hill, Information Services Librarian
Project Name/Title	Library Instruction and Student Success
Single Sentence Abstract	Lake Land College Library conducted investigation into the link between ENG-121/SPE-111 grades and course GPA with and without library instruction and found that the data is inconclusive.
Motivation(s) for Project	<p>This project was important to undertake to prove the effectiveness of library instruction in core on-campus classes like introductory speech and Composition II. Library instruction doesn't take place in all of the ENG-121 and SPE-111 courses, so a correlation to student success would be helpful to promote library services.</p> <p>This study also sought to support the finding noted in <i>Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects</i> (2017): "Students benefit from library instruction in their initial coursework."</p>
Partners and Stakeholders	Sarah Hill, Information Services Librarian Scott Drone-Silvers, Library Director Dr. Lynn Breer, Director of Institutional Research & Reporting Nathan Westendorf, Programmer Analyst
Inquiry Question	What is the impact of in-person SPE-111/ENG-121 library instruction on a student's course grade and semester GPA?
Study Participants/Population	Lake Land College students who attended face-to-face SPE-111 and/or ENG-121 courses from Fall 2016 to Fall 2018. For the purpose of this study, dual credit, Department of Corrections, and online sections were not included.
Method(s) of Data Collection and Analysis	After obtaining a list of the course sections, the sections that received library instruction were marked. Then a spreadsheet was provided with ID Number, Course Name, Section, Term, Final Grade, Library Instruction, and Semester GPA. Sarah Hill analyzed the data in Excel using pivot tables.
Findings	The findings show that library instruction has no significant difference in course grade or semester GPA. However, library instruction tends to occur most frequently in course sections that are "graded tougher," whether by full-time faculty or adjunct instructors.
Use of Findings	These findings are not being shared locally. The online components of library instruction are currently being revamped into a Canvas module so that more detailed user statistics can be kept.
Next Steps and Other Results	A similar study investigating library instruction and retention data may be performed. Online library instruction is being moved from YouTube to a Canvas module that can be easily inserted into courses.
Additional Reflections	Lake Land College is a rural community college and many of our ENG-121 and SPE-111 courses are taught in area high schools through the dual credit program. Grades and GPA are difficult to compare between different instructors, both on- and off-campus. The librarian has seen firsthand the difference between an "A" speech or paper between different professors. The

	<p>consistency of curriculum is not present campus-wide, which makes this type of study difficult. If all sections were using the same assignments and rubrics, the data would be more reliable.</p> <p>Another struggle was that initially retention was included in the research study but it was suggested to drop that part of the research question because of the difficulty to track it.</p> <p>Finally, the last hurdle was the time needed by all partners to participate in the research process. This was unknown and unexpected during the application process.</p> <p>The highlight of CARLI Counts was the valuable in-person networking with other Illinois librarians.</p>
<p>Timeline</p>	<p>November 2018 – Application completed to participate in CARLI Counts.</p> <p>February 2019 – First CARLI Counts weekend.</p> <p>April 2019 – Initial spreadsheet marked with whether or not library instruction occurred in the course.</p> <p>July 2019 – Final CARLI Counts weekend.</p> <p>September 2019 – Final data spreadsheet received from programmer analyst. Data analysis by Sarah Hill.</p> <p>October 2019 – Panel Participant at 2019 NILRC Conference about CARLI Counts</p> <p>November 2019 – CARLI Annual Meeting Poster Session</p> <p>January 2020 – Final CARLI Counts report written.</p>
<p>Bibliography</p>	<p>ACRL. <i>Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects</i>. Prepared by Karen Brown. Contributions by Kara J. Malenfant. Chicago: ACRL, 2017.</p>