Section Header	Description
Institution Name	North Central College
Institution Characteristics	Private – Primarily undergraduate. FTE enrollment: 2,700 undergraduate, 200 graduate. FTE library staff: 6 librarians, 4 support staff
CARLI Counts Participant Name + Job Title	Elizabeth Nicholson, Instructional Services Librarian
Project Name/Title	Pilot Project: Developing an Assessment Program for Library Research Instruction for a First-Year Speech Seminar
Single Sentence Abstract	Oesterle Library will investigate assessment of library research instruction using survey data, an in-class activity, and reference lists from a course assignment. Findings are forthcoming.
Motivation(s) for Project	The goal of this pilot project is to develop an assessment program for the information literacy instruction sessions offered in the college's first-year seminar courses, specifically CARD 102: Speaking. At the moment, assessment is not taking place in the library instruction program, even though information literacy goals are part of the college's general education program requirements: • Student accesses information using effective research strategies and appropriate resources • Student evaluates the argument, context, relevance, audience, and bias of texts and other artifacts.
Partners and Stakeholders	1. First-year seminar (FYS) task force – Served as member of this task force to develop course objectives and structure to incorporate information literacy instruction into FYS framework 2. General Education Committee – Presented information related to this committee as the FYS courses were in the approval process 3. CARD 102 course faculty – Collaborate with teaching faculty to schedule and

	customize information literacy sessions to their course content, while working within the established framework 4. IRB chair – Submitted project materials for approval
Inquiry Question	What is the impact of course-integrated library research instruction on students' abilities to select appropriate sources for their speech topics?
Study Participants/Population	Participants will be students enrolled in sections of CARD 102: Speaking (one half of the first-year seminar course sequence)
Method(s) of Data Collection and Analysis	Three surveys will be distributed to participants – a pre- and post-library research instruction surveys, as well as a research skills self-assessment (Appendices A-C). In collaboration with teaching faculty, reference lists for the informative speech (an assignment required for all sections) will be analyzed to determine if the content met assignment requirements. Analysis methods will be determined Fall 2020.
Findings	Running of this project has been postponed until Fall 2020; no findings are available at this time.
Use of Findings	When the project runs, the findings will be used to guide the development of an assessment program for library instruction in the college's general education first-year seminar.
Next Steps and Other Results	Next steps include: continued collaboration with the FYS task force and teaching faculty, and then running the pilot project.
Additional Reflections	At the start of the academic year, I quickly realized that I had chosen an inopportune moment. Running a pilot study during the first semester of a new academic calendar, as well as within a new general education program, was overwhelming for everyone involved – teaching faculty, students, and me. I greatly appreciate the opportunities CARLI Counts afforded me to develop this project, and will run the pilot study in fall 2020, after a year of settling into the new calendar and curriculum.

Timeline	December 2018: Project proposal accepted by CARLI Counts January 2019: First CARLI Counts meeting March 2019: Consultation with CARD 102 teaching faculty to determine which sections would participate in pilot study April-May 2019: Creation of study documents: letter of consent, survey questions June 2019: IRB approval granted July 2019: Second CARLI Counts meeting; work with IRB chair and Director of Institutional Effectiveness and Planning to add survey tools to Qualtrics platform. August 2019: Start of semester and decision to postpone the project until August 2020.
Bibliography/Works Cited	Carlozzi, M.J. (2018). They Found It—Now Do They Bother? An Analysis of First-Year Synthesis. *College & Research Libraries, 79*(5), 659-670. Eastman, T., Lundstrom, K., Strand, K., Davis, E., Martin, P. N., Krebs, A., & Hedrich, A. (2018). Closing the Loop: Engaging in a Sustainable and Continuous Cycle of Authentic Assessment to Improve Library Instruction. *Communications in Information Literacy, 12* (2), 64-85. doi:10.15760/comminfolit.2018.12.2.2 Erlinger, A. (2018). Outcomes Assessment in Undergraduate Information Literacy Instruction: A Systematic Review. *College & Research Libraries, 79* (4), 442-479. doi:10.5860/crl.79.4.442 Ferguson, J. (2018). *Using Authentic Assessment in Information Literacy Programs: Tools, Techniques, and Strategies*. Rowman & Littlefield. Gammons, R. W., & Inge, L. T. (2017). Using the ACRL Framework to Develop a Student-Centered Model for Program-Level Assessment. *Communications in Information*

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Turnbow, D., & Zeidman-Karpinski, A. (2016). Don't Use a Hammer When You Need a Screwdriver: How to Use the Right Tools to Create Assessment That Matters. *Communications in Information Literacy, 10* (2), 143-162. doi: 10.15760/comminfolit.2016.10.2.30

Appendices	A. Survey: Library research instruction experience – perceptions (beginning of semester): https://tinyurl.com/v8mfoyh B. Survey: Library research instruction experience – skills https://tinyurl.com/yx5p9oac C. Survey: Library research instruction experience – perceptions (end of semester) https://tinyurl.com/vl525z4