Section Header	Description
Institution Name	Southeastern Illinois College
Institution Characteristics	Community college Public FTE Enrollment – 873 Library Staff: 2 Full-time; 1 Part-time
CARLI Counts Participant Name + Job Title	Katie Dusch Academic Resource Specialist
Project Name/Title	Information Literacy
Single Sentence Abstract	Melba Patton Library at SIC explored how information literacy sessions impacted student success by comparing success rates. There is currently not enough data to fully quantify the impact.
Motivation(s) for Project	The Library offers students many valuable resources and is a support service that is often underutilized. When renovating and restructuring the library into a learning commons space this past year, there was a unique opportunity to revive past practices and add new ones. Visiting classrooms and brining the library to the students became the goal with the hope of improving student success and making the library an essential part of the student experience. The College places high value on student retention, persistence, completion, and success, which allowed this project to become a natural fit. Also, by showing that the library positively impacts college priorities, the library can show its value and worth in a quantifiable way.
Partners and Stakeholders	Library Staff include the Academic Resource Specialist (ARS), which is the librarian role. It entails teaching information literacy, assisting with research, assisting faculty, and more into the traditional role of librarian. Also part of the staff is the library paraprofessional and the part-time student resource assistant. Their roles include circulation, processing, student assistance, account set-up, and other similar duties. The ARS teaching the information literacy sessions evaluated while the paraprofessional and assistant helped to assist student and gather data.

	Essential to the project are the faculty who participate, allowing the ARS to come to class and teach information literacy sessions. The faculty also promote use of library resources during regular class hours. Along with the ARS, the library staff, and the faculty, the Institutional Research Specialist has an integral role in gathering data and advising the ARS on trends, needed information, and best practices for research. This project will also serve as the library's college assessment project and will take information and input from the committee.
Inquiry Question	What is the impact of information literacy instruction on student success?
Study Participants/Population	The study included six English and communications classes. For subsequent semesters, additional English, communications, psychology, and physics classes are slated to be included.
Method(s) of Data Collection and Analysis	After visiting classes and giving information literacy instruction, the ARS worked with IR to collect student success rates for comparable sections of the courses visited. For every course visited in spring semester of 2019, rates for correlating courses from spring semester 2018 were pulled. Initially, the success rates were flat, with no discernable growth. Through discussion with the library and learning commons dean and IR, the ARS decided to extend the project to a three year period and add in a survey component beginning with spring semester in 2020. The future data will now include seven semesters of data and three to six surveys. The surveys will gather student input on sessions and how they saw their academic success improve due to information literacy instruction. At the end of the three years, persistence and completion rates may be able to be seen, which would also form a new component to the project.
Findings	Growth rates were not able to be seen at this point. This led the ARS and team to see that projects may take time to implement, track,

	and assess, as well as adjustment made. No initial evidence does not mean that it does not exist. Because of the possibility of no results, the team has made plans for adjusting the assessment methods, as well as plan for negative results. Negative results would then spur the ARS to ask why and reevaluate instruction methods and content.
Use of Findings	Flat success rates have led the ARS to continue instruction as normal. ARS has also decided to extend the project and adjust method of instruction to include more handouts and more structured times for student assistance.
Next Steps and Other Results	The information literacy courses will continue to be taught and more sections and subjects for classes will be added. As the project progresses, the ARS will present findings to the faculty and administration to educate and gain resources for more information literacy instruction. Surveys will be given to students for feedback and improvement purposes. Also, the project will eventually be extended to trades and technical education courses and tailored to fit their needs. Eventually, with enough data and course involvement, the project will include retention, completion, and persistence rates for students. The ARS would like to see what impact information literacy has on the other benchmarks and if they could be improved with instruction as well.
Additional Reflections	As each semester progresses, more classes will be added and taught, which will increase the scope of the project. It will also add to the number of students being reached. At some point, examining more than overall success rates may be necessary.
Timeline	Spring 2019 – Visit classrooms and teach information literacy Compare rates for Spring 2018 and Spring 2019 Fall 2019 – implement 3-year plan for visiting classrooms and surveying students

	F2019 - S2022 – Review data and survey results to understand student success rates and the impact of information literacy instruction.
Bibliography/Works Cited	N/A
Appendices	N/A

Note: Report will be submitted as a single PDF.