Section Header	Description
Institution Name	Chicago State University
Institution Characteristics	Public, Urban, Comprehensive University and Predominantly Black Institution (PBI) offering undergraduate, graduate and professional degrees; five colleges including Colleges of Arts & Sciences, Health Sciences, Business, Education, and Pharmacy FTE Enrollment (AY2018): 2,274 FTE Library Staff (AY2021): 15
CARLI Counts Participant Name + Job Title	Gabrielle Toth, Associate Professor and Reference & Instruction Librarian
Project Name/Title	Composition II to Completion? Does the Gwendolyn Brooks Library's embedded ENG1280 Information Literacy Program Promote Student Success
Single Sentence Abstract	The Gwendolyn Brooks Library investigated whether its three-session embedded information literacy program, a requirement of the University's ENG1280 Composition II Class, contributed to student success in the class and in terms of student persistence, progression, retention and completion; due to Covid-19 the instruction was provided not during three class sessions but during three one-on-one research consultations with librarians scheduled by each student enrolled in the class.

Motivation(s) for Project	The literature suggests that students who work with librarians perform better academically. Academic success is one factor that affects student persistence, progression, retention, and completion/graduation rates, and it is a factor toward which librarians can contribute. Chicago State University needs to improve student retention, particularly the persistence, progression, retention and graduation of first-time, full-time freshman students. While these students are a small subset of all CSU students, they are the only students counted by the federal government in calculating graduation rates. ENG1280: Composition II is the only assigned opportunity most students have of receiving formal information literacy and library instruction, provided over the course of three class sessions. The GBL is hopeful that an assessment of the efficacy of our ENG1280 information literacy program will demonstrate how librarians make positive contributions to student success, retention and graduation rates, and that by demonstrating this, we will be able to encourage more teaching faculty across disciplines to schedule library instruction sessions for their classes.
Partners and Stakeholders	Partners: English Faculty Member who provided data from students enrolled in her Spring and Fall ENG1280: Composition II courses Reference & Instruction Librarian Faculty who conducted Research Consultations with ENG1280 students ENG 1280 Students Future Partners: Institutional Research staff who will provide persistence, progression, retention and completion data on students who are part of this study.

Inquiry Question	What is the impact of the Gwendolyn Brooks Library's Information Literacy Program for Students enrolled in ENG1280: Composition II on their ability to successfully complete the course, and does this success improve their rate of persistence, progression and/or retention?
Study Participants/Population	Undergraduate Students enrolled in two sections of ENG1280: Composition II, one in Spring 2020, one in Fall 2002, taught by the same English Professor. This pilot study included 23 students, 11 in Spring 2020 and 12 in Fall 2020.

Method(s) of Data Collection and Analysis	Librarians logged Virtual Research Consultation requests and Virtual Research Consultations conducted in a Reference Analytics dataset in LibAnswers.
	Prior to Spring 2020, ENG1280: Composition II courses were offered via on-campus or hybrid instruction, and each professor would schedule three class sessions during which librarians would provide instruction in specific information literacy and library research concepts and skills. Covid-19 made it necessary for students to follow their professor's instruction to each sign up for three virtual research consultations of one-on-one individualized instruction. These sessions covered the same material and skills as is presented during the three in-class sessions of information literacy embedded in ENG1280.
	The teaching faculty member provided class rosters, and for each student provided data on number of 3 required Virtual Research Consultations students completed; final grade on Research Paper; number of 6 mandatory tutoring sessions students completed; final course grade; and where warranted, explanatory notes.
	Qualitative data include email correspondence between the CARLI Counts participant and ENG1280 students documenting what was covered during Research Consultation sessions and addressing questions, and the Instructor's detailed assignment instructions.
	Data analysis is in progress.

Findings	What was learned through the project?
	1. We really know very little about the effectiveness of our information literacy program in general, and whether it is effective at teaching students how to use the library beyond the immediate needs of this course.
	2. Students who we know are most likely to succeed - student athletes on scholarship who also tend to be better prepared for college, for example - did succeed; they did attend the requisite number of sessions and in three instances independently scheduled one extra session with the librarian to review citations and fill in final research gaps. While it is clear that students who did not attend any research consultations failed, it is not clear the extent to which library instruction boosted grades or provided skills necessary to prevent a student from failing.
	3. Due to Covid-19, we were unable to provide live classroom instruction and had to resort to remote, direct individualized instruction. It was not clear to some students that they were being taught skills that they should ultimately be able to navigate on their own; some saw the consultations as providing services rather than providing instruction and skill development. This may have been a result of the one-on-one nature of the sessions.
	4. This pilot project allowed us to collect data we have not had access to before, namely, student grades on final research papers and final course grade. It also allowed us to get immediate feedback from students as to their learning and the benefit of information literacy instruction. All of this is useful, but much of it is not necessarily applicable once we return to normal in-class-based instruction sessions.

Use of Findings	How are the findings being applied locally?
	These preliminary findings will be applied both to improve practice and to a devise a full-scale assessment of our ENG1280 Information Literacy Program.
	These preliminary findings will be reported to the Library Chair and the Reference & Instruction Librarians to determine how we can construct a more thorough and rigorous analysis of our ENG1280 Information Literacy Program. We will also examine how we can revamp our program to address students' needs and instructors' wants, as appropriate.
	These preliminary findings will be shared with the ENG1280 instructor who provided her data; she and I will discuss them to collect qualitative data on what she thinks works and does not work in terms of library instruction. These insights will be used to create a set of questions for all ENG1280 instructors to gather a more complete set of qualitative data.
	Subsequent findings will include the persistence, progression, retention and completion rates of students from whom data was collected in this round.
	By Fall 2021, a full-scale, longterm, regular assessment of the program will be devised and deployed as a result of this pilot project.

Next Steps and Other Results	1. Use this pilot project to develop more robust assessment and research tools, as noted above, to determine what works in terms of our provision of information literacy instruction to ENG1280 students. 2. Use this pilot project to recruit additional ENG1280 instructors to share their data 3. Submit an IRB application to run a full-fledged study
Additional Reflections	Is there additional context that would help others make sense of the project and/or be able to replicate it? Issues or challenges that were overcome? Resources/budget needed to carry out the study? This serendipitous study came together late-in-the-game, and thanks to the opportunity provided by Covid-19 that forced us to work with students in new ways. Because we had to work with students one-on-one, rather than in a classroom setting, we know exactly which students actively engaged in learning, but we lost the opportunity to work with those who did not bother to sign up for sessions. We cannot use this study to determine the effectiveness of our regular, class-based information literacy program, but we can use this pilot study to build additional studies, and to consider what practices worked well with students on an individual basis and replicate those in the classroom setting.

Timeline	February 2020: Decided to investigate the impact of the GBL's Three-Session Information Literacy Program for ENG1280: Composition II students on their successful completion of that required course, and whether its successful completion boosted retention and graduation rates for first-time/ full-time freshman, in particular, enrolled in the course. Planned to determine how to tackle that question, to speak with teaching faculty about collecting student data, attendance at info lit sessions, and research paper and final course grades. Planned implementation for Fall 2020 Semester. March 2020: COVID-19 shifted all Reference and Instruction services to remote; determined it was not possible to pursue original project because we would be embarking on the provision of Library Instruction sessions in a virtual environment for the first time. Summer 2020: Contemplated other possible projects September 2020: Began generating and collecting data from one ENG1280 instructor who chose to address the requirement of 3 information literacy live class sessions by replacing them with the requirement that each student sign up for 3 virtual research consultations with a librarian. Asked instructor if she might share grade information for students for assessment purposes. December 2020: Collected data from ENG1280 Instructor for Spring 2020 and Fall 2020 sections.
Bibliography/Works Cited	In Progress

Appendices	As needed. Might be visualizations of the data, survey instruments, etc.

Note: Submit report as a single PDF to Michelle Haake (mjhuls@uillinois.edu).