

<b>Section Header</b>	<b>Description</b>
Institution Name	Quincy University
Institution Characteristics	Quincy University is a private university with an FTE of about 1140. The library has 2 full-time librarians, 1 part-time librarian, 1 shared support staff, and 1 part-time support staff.
CARLI Counts Participant Name + Job Title	Byron Holdiman, Head of Public Services, Assistant Librarian
Project Name/Title	Information Literacy and Student Success
Single Sentence Abstract	Quincy University Brenner library is conducting an investigation into the effect of Information Literacy embedded in course curriculum on student success.
Motivation(s) for Project	<p>During the 2009 HLC accreditation visit, Quincy University received low evaluation on assessment. Assessment staff and faculty participated in an Assessment Academy where four rubrics were created that are to be used in assessing course achievements: Critical Thinking, Creative Thinking, Ethical Reasoning, and Information Literacy. Extensive focus has been given to the Critical Thinking rubric that was used to show implementation of the Assessment Academy information for the 2019 HLC accreditation visit.</p> <p>The University Assessment Officer commented that while some courses have tried to implement Information Literacy, there has been no formal training to get the university on a common plan nor on how the rubric should be implemented in the courses. The CARLI Counts project will help formalize the training and implement the use of rubric so that Information Literacy in the courses could be evaluated.</p> <p>The project is to work with faculty on within cohort group to discuss Information Literacy and how it is being implemented in their course. This is based on the research of Carol Perruso, Associate Librarian at California State University – Long Beach. She found in her research that bibliographic</p>

	<p>instructions and faculty source requirements for research based assignments work together to help students develop these skills in selecting scholarly resources for their assignment. Her research found that only 12% of the freshman used a majority of library resources in their research when the instructor did not require specific resources and 33% of the freshman used a majority of library resources in their research when the instructor did require specific resources. By their 8<sup>th</sup> semester of education, 50% used a majority of library resources in their research when the instructor did not require specific resources and 78% used a majority of library resources in their research when the instructor did require specific resources. This shows that by combining both bibliographic instruction and faculty source requirements, students are developing better academic research based skills.</p>
Partners and Stakeholders	<p>University Assessment Officer, Dr. Barb Rowland; Assessment Committee, Undergraduate Research Board</p>
Inquiry Question	<p>What is the impact of implementing librarian led Information Literacy in the courses on student learning through the use of the university provided Information Literacy rubric?</p>
Study Participants/Population	<p>Because of COVID-19, all professional development activities at the university has been focused on online learning. The implementation of the project has been postponed until Fall 2021.</p> <p>The participants in the study will be the students both past and current in the courses that participate in the cohort groups.</p>
Method(s) of Data Collection and Analysis	<p>Students upload the assignment that is to be evaluated with the specific rubric to the LiveText system. Outside evaluators use the rubrics to evaluate the student work. These rubrics will be used to see if the library led</p>

	project increased success with Information Literacy.
Findings	There currently are no findings as the project has been placed on hold until Fall 2021 because of COVID-19 support for faculty with online learning.
Use of Findings	If the finding are successful, it will become part of the university plan for all coursework implementing Information Literacy.
Next Steps and Other Results	Currently working with the University Assessment Officer, the University Assessment Committee, and the Undergraduate Research Board to begin offering cohort groups which will evaluate Information Literacy in their courses during the Fall semester of 2021.
Additional Reflections	<p>The biggest issue has been implementing the project as COVID-19 required more technology use in the courses for both online learning and blended coursework to assist with social distancing efforts.</p> <p>The project has been introduced to the Undergraduate Research Board, a committee to encourage research based projects in the undergraduate courses. Several faculty has expressed interest in the cohort project and have volunteered to participate once the project get clearance again through the university.</p>
Timeline	<p>February – May 2020: Met with university stake holders to introduce the project.</p> <p>June – August 2020: Develop introductory session to be present at the University Professional Development Conference in August 2020 (postponed to August 2021 because of a change in focus on the conference preparing for faculty to conduct online learning while under COVID-19 implications.</p> <p>Future timeline:  August 2021: Conduct an introductory professional development session on the</p>

	<p>project at the University Professional Development Conference.</p> <p>Fall 2021: Work with cohort of faculty to go over the Information Literacy Rubric, ways the library can support Information Literacy in their courses, and develop Information Literacy activities for their courses to be implemented in Spring 2022.</p> <p>Spring 2022: Faculty that participated in the cohort project will implement the activities developed on Information Literacy. Students will upload their student work to LiveText for evaluation using the Information Literacy Rubric.</p> <p>May 2022: Meet with the cohorts to evaluate the results of the rubrics and compare to previous semesters. Discuss in cohort what worked and what needs to be revamped.</p> <p>Summer 2022: Complete the evaluation of the project and make changes for university role out of the rubric to all appropriate courses.</p>
Bibliography/Works Cited	<p>Rowland, B. (2019). What does inquiry mean? Quincy University Assessment, 2(3): 2.</p> <p>Perruso, C. (2016). Undergraduates' use of Google vs. library resources: A four-year cohort study. College &amp; Research Libraries, 77(5), 614-630.</p>
Appendices	Not applicable at this time.

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