

Section Header	Description
Institution Name	Spoon River College
Institution Characteristics	Community College; public, 2019/2020 FTE 948, 1 FTE library staff
CARLI Counts Participant Name + Job Title	Jeannette Glover, Library Services Coordinator
Project Name/Title	Effect of LibGuide used for the Embedded Librarian program on class grades
Single Sentence Abstract	Spoon River College Learning Resource Center conducted an investigation into whether or not the LibGuide used for a specific assignment for a class where they are an Embedded Librarian impacts student grades.
Motivation(s) for Project	<p>This project was important to undertake to prove that the Embedded Librarian program along with a customized LibGuide is effective and beneficial for instructors to incorporate into their courses. On our campus, the Embedded Librarian program is not used as much as it could be due to having only one full time librarian on staff and its lack of popularity. It is my goal to show that with the right resources, the Embedded Librarian program can help in our courses, even if it is assignment specific.</p> <p>As a campus, we are to provide student services to support the educational goals of students and provide assistance for students with special needs. The data gathered during this research project will be used in a way that can be easily understood so that we will be able to produce reports and presentations to college stakeholders that will show that library services and collections provide an invaluable foundation to the college's mission of supporting the educational goal of our students and achieving student success. As a small campus and small library with one librarian on staff, this isn't something that has been done to prove our value and the library has been pushed around as unimportant and we would like to change that to advocate for its existence and importance.</p> <p>This study will seek to support the idea that, "collaborative academic programs and services involving the library enhance student learning" (Brown & Malenfant, 2017).</p>
Partners and Stakeholders	Jeannette Glover, Library Services Coordinator Lisa Dennis, Director, Academic Support

Inquiry Question	What is the effect of the Embedded Librarian program combined with a course specific LibGuide on students grades on a major paper in the PSY130 course?
Study Participants/Population	Students that meet “in person” for the PSY130 class that has an Embedded Librarian and have been given the major research paper.
Method(s) of Data Collection and Analysis	<p>For the project, we should be able to pull in student grades (without any identifiable information) for the major assignment that this pilot project is focusing on. I will then compare the student’s grades for this assignment when there was no Embedded Librarian, but there was still a LibGuide versus the student’s grades for this assignment with an Embedded Librarian and updated LibGuide.</p> <p>I have redesigned the LibGuide for the course and the paper that I think will be more effective in helping students to find what they need. Since I am also embedded in the course on Canvas, I have a space (discussion area) where students can ask questions and I can potentially post any relevant articles, tips, etc. that I see during the semester that might help the students. At the end of the semester, I will survey faculty to get their input in what could be done differently, etc.</p>
Findings	This project has not been able to be implemented as imagined due to COVID-19 restrictions moving the course online and the instructor changing the syllabus for the online environment, which means that the major paper assignment was no longer included. This project will be postponed until the class is again on site in some form with the assigned major paper project back on the syllabus with having an Embedded Librarian in the online course site. If this does not happen, I will have to reimagine the whole project and potentially just focus on a course I can be embedded in regardless of onsite/online status.
Use of Findings	Currently on our campus, I realize that the Library is not always given the autonomy that it needs to operate. Decisions are made that can affect the library, but we have no input. So, I hope that I can use the findings to show the campus community the value of all that the library does and its need for more autonomy. This research will also be used in marketing to other faculty/staff that teach courses that it is beneficial to utilize this service.

<p>Next Steps and Other Results</p>	<p>I am hoping that once I am able to complete this research paper that it will lead to more opportunities for library assessment. I am relatively new in my position here and I want to make sure that the library is providing and doing all that we can for our students, faculty & staff, so I will continue to do more assessment by possibly getting input from our students (creating a focus group) to create programs that will get them using our resources more, and make sure our processes are effective and efficient.</p> <p>CARLI Counts was an awesome way for me to begin my time as librarian here at Spoon River College. One of the main priorities of our institution is student success, and although I do not work in a traditional library, we are a Learning Resource Center with both the library aspect and student success coaches. I think sometimes people forget that librarians also have a responsibility to ensure student success even though that is not in our title. My hope is that through library assessment, all that I do as a librarian to contribute to student success is known and acknowledged by administration, and maybe even appreciated. I was previously very familiar with the world of research, but I had never actually done library assessment. I believe that CARLI counts is just the beginning of my introduction to library assessment as I hope to continue down this road as long as I am able.</p>
<p>Additional Reflections</p>	<p>The main issue/problem associated with carrying out this program as planned, is not anticipating or expecting the way that the world would change due to COVID-19. Before that, I had no idea that the instructor of the course would change the major paper for the class in the online environment.</p> <p>The supervisor that I work under is in Instructional Design and can easily pull grades for me without pulling any identifiable student information, which made it easier for me to bypass needing to do an IRB. So, having that resource will be a great help for me as I continue to complete this project.</p>
<p>Timeline</p>	<p>Febraruay 2020 – Project identified. Decision made to look at the Embedded Librarian program along with the updated LibGuide to see if that has any effect on student grades</p> <p>Early-March 2020 – Determined that the Instructional Design person on campus could pull the data for me without any identifiable student information</p>

	<p>Mid-March 2020 – Determined that an IRB would not be necessary since we are not pulling in any identifiable information of the students</p> <p>June/July 2020 – Updated existing LibGuide in preparation for fall classes</p> <p>Late-August 2020 – Psychology 130 classes moved online and paper removed from syllabus. 1 class remained on site</p> <p>October 2020 – Final Psychology 130 class moved online. No update on final paper, assignments changed for the online environment.</p>
Bibliography/Works Cited	Brown, K., & Malenfant, K. J. (2017). Academic library impact on student learning and success: Findings from assessment in action team projects. Chicago, Illinois: Association of College and Research Libraries.
Appendices	When the project is completed I will have charts of data of grades of students without Embedded Librarian and student grades of with the Embedded Librarian.