

Section Header	Description
Institution Name	Brookens Library – University of Illinois Springfield
Institution Characteristics	4-year liberal arts university in the University of Illinois System, FTE: 3,057, 17 library staff (not including student workers)
CARLI Counts Participant Name + Job Title	John Laubersheimer, Clinical Assistant Professor/Instructional Services Librarian
Project Name/Title	Impact of Library Instruction on Student GPA
Single Sentence Abstract	Brookens Library is conducting an investigation into in-class library instruction and its impact on overall GPA.
Motivation(s) for Project	The project is important as an exploratory step for a larger and more detailed assessment of the impact of library instruction at UIS. Ongoing discussions concerning the general education curriculum at UIS are underway and hard data concerning library impact will be useful as the library makes its case for a larger role in general education.
Partners and Stakeholders	Partner: Library faculty, the institutional research office, Information Technology Services (ITS) Stakeholders: Teaching faculty, General Education Review Committee, General Education Council, Associate Vice Chancellor for Undergraduate Education
Inquiry Question	What is the impact of in-class library instruction on student GPA?
Study Participants/Population	All students who were registered for a class in which library instruction was delivered in-person during academic year 18-19.
Method(s) of Data Collection and Analysis	A list of courses in which a librarian delivered significant information literacy instruction was generated from internal records. This list of courses will be provided to the institutional research office who will anonymize the data and calculate the GPA of the students in these courses. This data will then be compared to the rest of the student body. Statistical significance will also be assessed.
Findings	Primary data collection is pending final confirmation of IRB exempt status and processing by the institutional research office.

Use of Findings	<p>Primarily our findings are relevant to our future assessment plans. Data from this project will inform revisions and improvements in future assessments. There are numerous potential refinements that could be implemented should the Library continue assessment in this direction. Specifically, shifting data collection from the course level to the individual student level would clean up our data and allow us to more easily track the impact of multiple instruction session on individual students.</p> <p>Long term, we need more data to assess the efficacy of our instruction, as well as to advocate for increased inclusion in the general education curriculum in some way. Positive correlation would be a valuable piece of data to make our case to stakeholders.</p>
Next Steps and Other Results	<p>Initial data needs to be processed. Steps after that will include reviewing the findings and implementing an improved version of this project that involves all the instructional services librarians. Data collection will also need to be improved in order to more clearly show correlation and correct for attendance.</p>
Additional Reflections	<p>This project has stalled due to the impact of the pandemic on the Library's activities. Future versions of this study will collect more granular student data. The study as outlined in this document looks at classes that received instruction rather than the individual students.</p> <p>Note: support from team members crucial</p>
Timeline	<p>Initial data submitted by January 31, 2021. Data collection protocol improved for implementation for the 2021 fall semester.</p>

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