

Project Title

Library Instruction and Student Success: A Case Study of the Business 101 Library Instruction

Jen-chien Yu, Library Assessment
Zoe Revell, Business Information Services
Becky Smith, Business Information Services
Kelli Trei, ACES (Funk) Library

The Project Idea

The University's Next 150 strategic plan and the Library's Strategic Plan 2019-23 both established "Transformative Learning Experience" as a strategic plan goal. Since then there is a renewed energy surrounding the "student success" conversation and multiple initiatives are underway across campus. The University Library provides a wide range of services, resources and facilities that impact student success. In particular, the Library designs and teaches information literacy instruction for many undergraduate and graduate courses across disciplines. While there is evidence to support the value and impact of the library instruction, it is difficult for the Library to articulate one unified impact story because the instruction is designed for different subjects, audience and have different learning outcomes.

A Subject-Based Approach

"BUS 101: Professional Responsibility and Business" is a 3-credit course that introduces first-year business students to professional responsibility. There are multiple sessions with hundreds of students who enroll in this core course each year. At the end of the course, students are required to complete a capstone project that demonstrates their business research skills. The Library Business Information Service (BIS) had been providing instruction to the students. However, it was optional and not all students attended the instruction.

In early 2019, BUS 101 made the library instruction a required component of all BUS 101 sessions after they found that the students who attended the library instruction demonstrated advanced research skills and presented evidence-based discussions in the capstone projects. In addition, BUS 101 supplied instruction resources that helped the production of a series of video tutorials about business research.

The proposed project has the following goals:

- I. Assess the extent to which the Business 101 Library Instruction has achieved the BUS 101 learning outcomes and how it has achieved those outcomes.
- II. Collect evidence of impacts on three dimensions: students, Business course instructors and the academic program as well as factors contributing to the impacts.
- III. Share the aspects of the Business 101 Library Instruction that are most critical to student success.
- IV. Using the Business 101 Library Instruction as a model, propose a framework of collecting and communicating library impact stories.

Objectives: what problem(s) will it solve

To achieve the goals identified above, our objectives are:

- I. Conduct data analysis on the Business 101 Library Instruction evaluation and student data. Examples of student data include but not limit to demographic data and course grades. Appropriate approvals from campus units such as the Division of Management Information (DMI) will be obtained prior to the analysis.
- II. Convene two meetings with Business faculty and instructional staff across campus who are partners of library instruction.
- III. Conduct three focus groups, two for Business students who have received Business 101 library instructions and the other for students who have not attended library instruction.
- IV. Conduct qualitative analysis on the data collected through the meetings with faculty and student focus groups.
- V. Document and evaluate the project process and determine critical strategies for collecting and communicating library impact stories.

How it fits with existing activities in the Library

The proposed project will directly address the “Transformative Learning Experience” goal as set forth in the University and the Library strategic plans. It is an extension of the ongoing Business 101 Library Instruction program. If funded and succeed, the outcomes of this project (e.g. an impact story about the Business 101 Library Instruction and a framework of creating impact stories) can contribute to other instruction programs with the Library.

Resources needed (be specific, e.g., for backfill, equipment, hourly employees)

- Statistical analysis work (\$50 per hour) @ 40 hours - \$2,000
Available at the Illinois Statistics Office [<https://stat.illinois.edu/consulting/illinois-statistics-office-consulting-rates>]
- Division of Management Information (DMI) student data requests (\$100 per request) @ 2 requests
- One graduate hourly (\$22.36 per hour) @ 40 hours - \$894.4
Coordinate the meetings and the focus groups.
- Box lunches for meetings with faculty (\$12 per person) for 20 people - \$240
- Pizza and soft drinks for student focus groups - \$200

Total Requested: \$3,534.4

Sustainability

The proposed project plans to utilize the Illinois Statistics Office (PhD Student Consultant rate) for data processing and analysis work. The PhD Student Consultant rate is most inexpensive but sufficient for the needs of this project. Since the analysis will be conducted by the consulting service, no additional statistical software or computing resources will be needed for this project.

A portion of the requested fund will be used to provide refreshments at the meetings with Business faculty/instructional staff and the student focus groups. Hosting luncheons or “Pizza and Chat” type of events have been a popular and effective way to bring people together to engage in important conversations. In addition, it is easy to scale and replicable for future projects. A great example is the campus-wide Student Success Initiative [<https://publish.illinois.edu/studentsuccess/>], which has held four luncheons for faculty, staff and students to who were interested in contributing to student success. The luncheon participants discussed a wide range of sub-topics (e.g. Teaching & Learning, Academic

Advising & Support, etc.) and recorded new ideas generated from the discussion on a worksheet. The completed worksheets then were collected by the organizers and the responses were analyzed and shared. We plan to model after the Student Success Initiative luncheon format but on a much smaller scale for organizing the proposed meetings and student focus groups.

Timeline

Feb – May 2020	Convene two meeting with Business faculty and instructional staff. Conduct student focus groups.
May – July 2020	Conduct data analysis on the Business 101 Library Instruction evaluation and student data. Examples of student data include but not limit to demographic data and course grades. Appropriate approvals from campus units such as the Division of Management Information (DMI) will be obtained prior to the analysis.
August – September 2020	Draft an impact story based on the data analysis. Share with stakeholders for feedback.
October – December 2020	Complete the impact story. Summarize the process, findings and the final impact story in final report for EC.

How to measure benefits of the project

The benefits of the proposed project can be measured by how the framework, which is a subject-based approach with conversations with faculty and students in order to create library impact stories, can help the Library, library instruction programs in particular, to articulate our impacts on student learning and success.

How to determine whether the project has succeeded or failed

The success or failure of the proposed project can be assessed in two ways:

- The **completion** of the project can be determined by 1) the attendance of the meetings with Business faculty/instructional staff and the student focus groups, 2) the completion of quantitative and qualitative data analysis and 3) the creation of an impact story about the Business 101 Library Instruction.
- The **intermediate** and **long-term impact** of the project, though it will likely take more than the timeline of this project to be observable, may be 1) increased awareness of the success of the Business 101 Library Instruction at different departments or colleges, 2) increased number of new collaborations between the Library and campus student success initiatives, and 3) other library instruction programs adopt of the framework followed by this project to articulate the value and impact of library instruction.