**Project:**
In 2012, ENG-112 faculty members integrated Research @ Reynolds online modules into their curriculum and assessed their impact on student learning.

**Problems:**
- Limited # of librarians on staff
- Lack of faculty buy-in
- Limited impact of one-shot instruction

**Procedure:**
- Librarian-faculty-student collaboration
- Map modules with course curriculum

**Analysis:**
Research @ Reynolds has a positive impact on student learning, with students’ post-test scores improving by an average of 20 points.

**Discussion:**
Students who complete the modules are more likely to persist in college and achieve greater success in 200 level courses within the community college system and beyond.

**Alignment:**
- Map IL skills with course outcomes
- Conform to ACRL/SCHEV core learning competency standards

**Resources:**
- Based on ACRL/SCHEV standards
- Comprehensive yet flexible
- Available for both online/on-campus learners
- Easy implementation

**Assessment:**
- Align with VCCS assessment
- Administer Pre/Post-tests
- Implement through Bb

**Findings:**
Aligning course outcomes with well-developed instructional resources and solid assessment had a positive impact on student learning.