

MAKING THE GRADE: How Research by Appointment Makes an Impact

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Why Go Beyond 50 Minutes?

- Multiple interactions **reinforce** information literacy skills
- Time of need** assistance creates meaningful context
- Research appointments help students create **higher quality** assignments
- One-on-one encounters provide a **human connection** upon which many students thrive
- Collaboration with faculty demonstrates the **importance of library instruction** to institutional goals

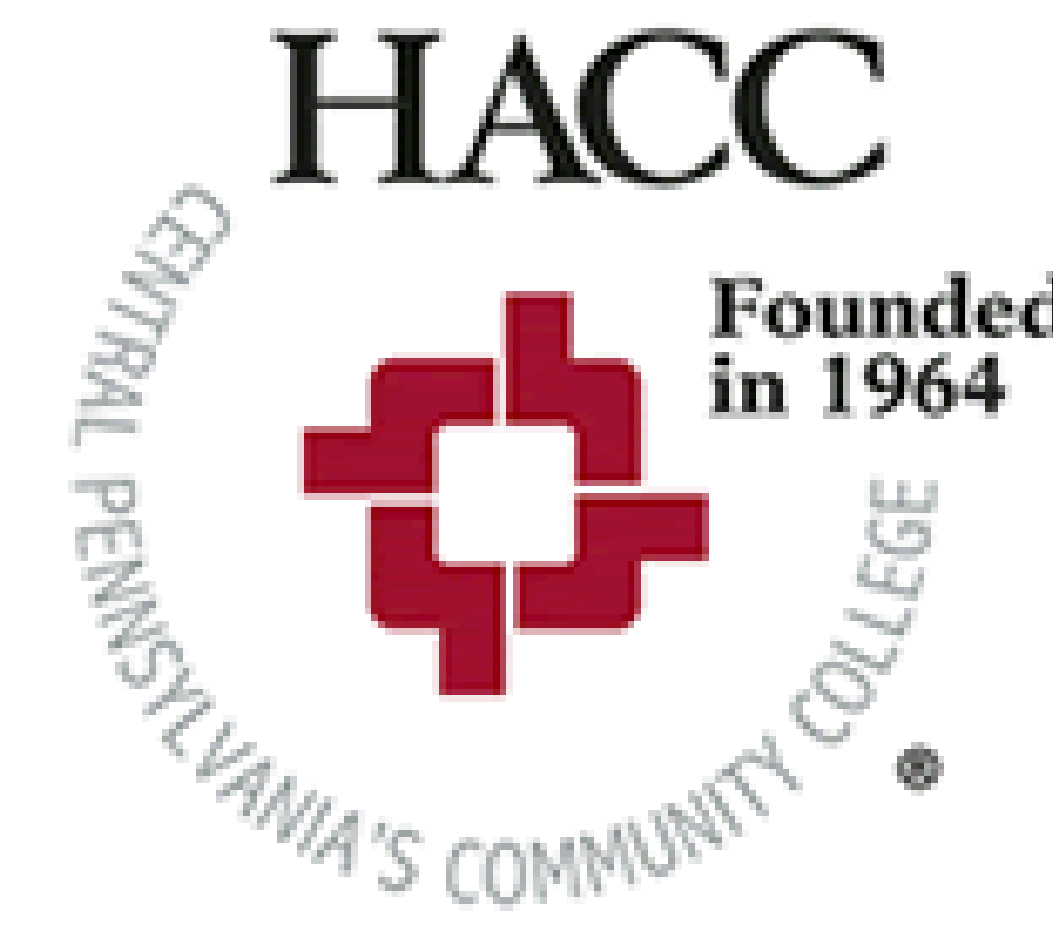
Assignments

Group A—English 002 and 003:

- "I" Search Paper— A first-person research paper on a topic of the student's choice that includes an explanation of the research process and reflections on the information discovered
- 2-3 pages with a minimum of 3 sources, 2 from a library database and 1 interview

Group B—English 101:

- Problem Solving Essay — "Over the last several years, mass casualty shootings have repeatedly been in the news. What should be done to prevent these incidents?"
- 5-6 pages with a minimum of 5 sources, 1 of which must be a peer-reviewed journal article



Harrisburg Area Community College

Total Population: 22,595

- FT: 7,412
- PT: 15, 183

Population Enrolled in Developmental Education Courses:

- English: 4,040
- Math: 4,362

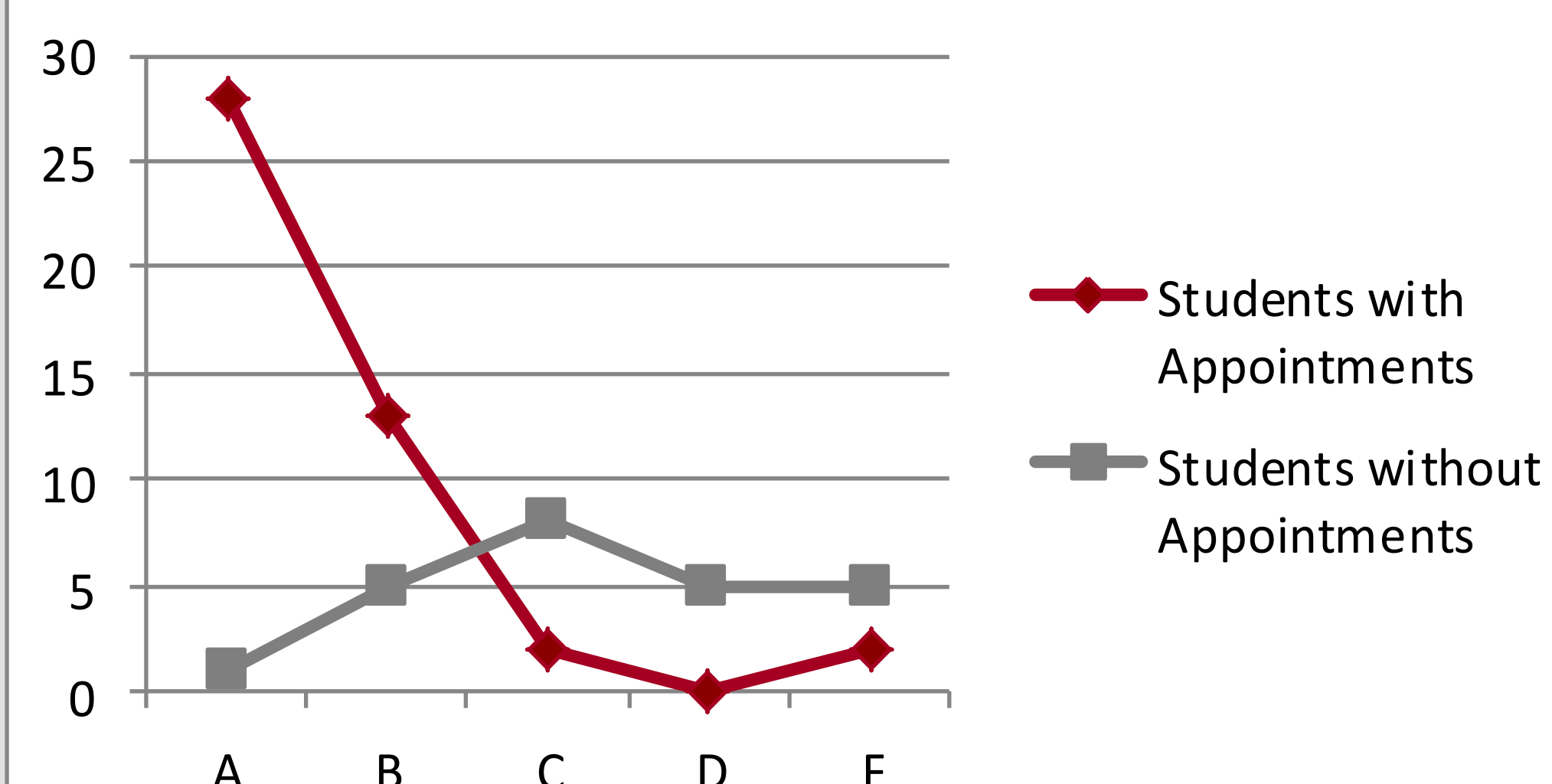
Demographics:

- 12.3% African American
- 1.0% American Indian
- 3.4% Asian-American
- 77% White
- 1.9% Mixed
- 3.5% Unknown

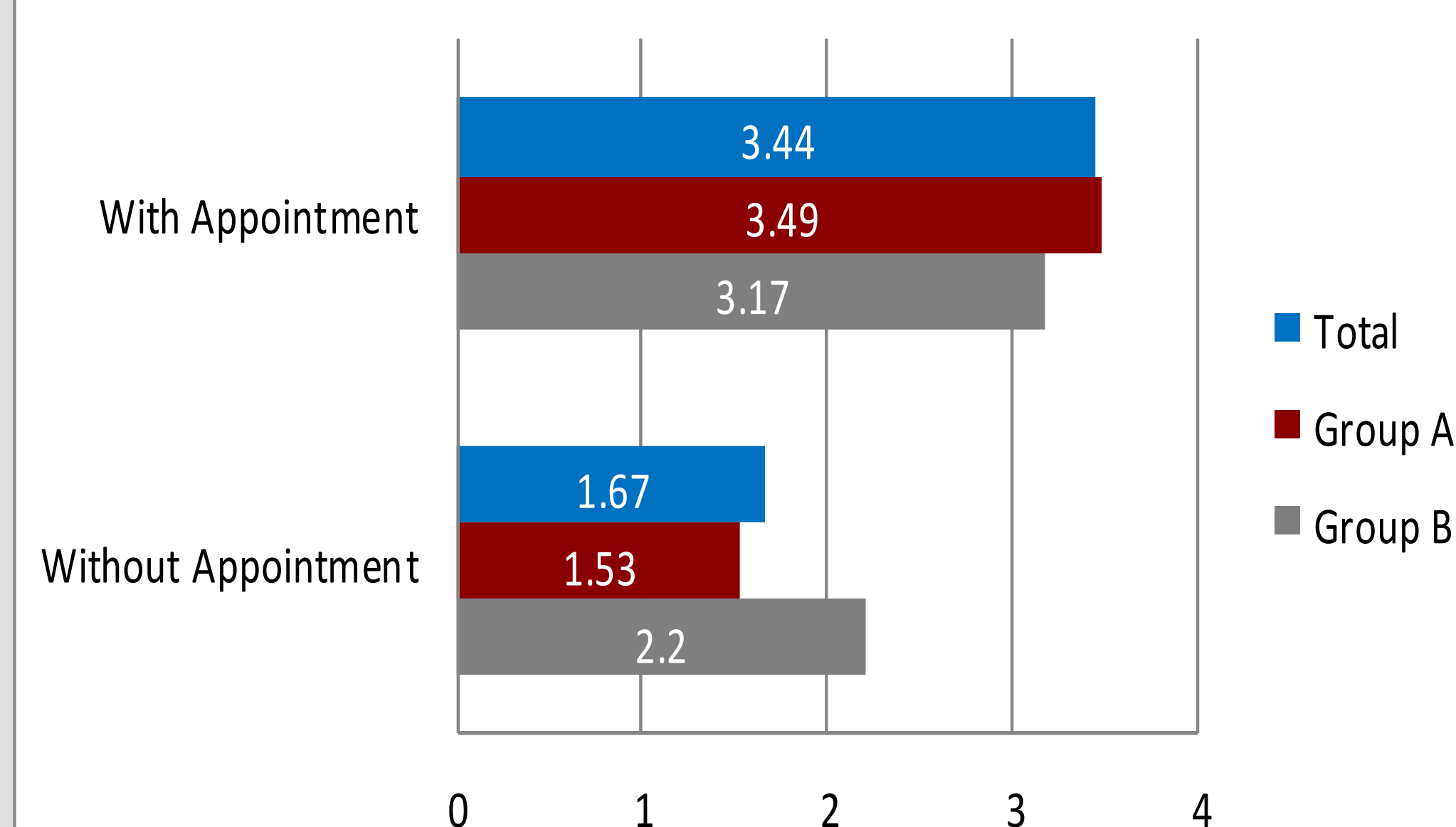
Grading Scale

| | % | GPA |
|---|--------|-----|
| A | 100-90 | 4.0 |
| B | 89-80 | 3.0 |
| C | 79-70 | 2.0 |
| D | 69-60 | 1.0 |
| F | 59-0 | 0.0 |

Final Grades



Average Assignment Grade



Methodology

- Group A—Library tour, 50-minute instructional session, and research by appointment
 - Librarian: Judi
- Group B—50-minute instructional session and research by appointment
 - Librarian: Maoria
- 69 student research-based assignments
- 5 points of the assignment grade allocated towards the student completing a research by appointment session

Results

| | Students with Appointments | | | Students without Appointments | | |
|---|----------------------------|---------|-------|-------------------------------|---------|-------|
| | Group A | Group B | Total | Group A | Group B | Total |
| A | 24 | 4 | 28 | 0 | 1 | 1 |
| B | 12 | 1 | 13 | 4 | 1 | 5 |
| C | 2 | 0 | 2 | 7 | 1 | 8 |
| D | 0 | 0 | 0 | 3 | 2 | 5 |
| F | 1 | 1 | 2 | 5 | 0 | 5 |

- Students who worked one-on-one with a librarian after their in-class instructional session **scored on average a grade and a half (1.77) higher** on their assignment

Conclusion

- Pairing research appointments with instruction helps students achieve **higher grades**
- Requiring research appointments as part of a grading **rubric** appears to be a key to greater student success
- A tour of the library and instructional session makes working with the librarian one-on-one less intimidating and builds a **sense of trust**
- Collaboration between librarians and faculty helps students better meet the **learning outcomes** of a course

Implications

- Librarians need to familiarize themselves with **statistical methods** in order to create more effective and meaningful assessment projects
- Collaboration** between librarians and faculty in assignment design and instruction can benefit not only individual students but also **institutional missions**
- Results provide a **marketing opportunity** for librarians to explain to faculty how their services can benefit students
- A **future project** can compare these results with classes that do *not* include reference appointments as part of the grading rubric