**Assessing Research and Writing Support for First-Year Writing**

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**Participants**

- **The Writing Center**
- Washington University Libraries
- Cornerstone: Center for Advanced Learning

**Research Questions**

Our project focused on whether students achieve a higher overall grade in Writing 1 as a result of attending a library instruction session or receiving assistance from The Writing Center or Cornerstone’s Writing Help Desk.

**Process**

- We conducted over 100 scans of resource use for students who sought assistance from our services.
- We determined that the differences in the mean grades for students who sought assistance (3.53) compared to students who did not seek any assistance (3.49) were not statistically significant (p = 0.055), and we instead made any claims in significance between the mean grades.

**Statistical Methods**

- We determined that the differences in the mean grades for students who sought assistance (3.53) compared to students who did not seek any assistance (3.49) were not statistically significant (p = 0.055), and we instead made any claims in significance between the mean grades.

**Fall 2014**

- Students (n = 746)
- Native English speaking
- Non-native English speaking

**Writing & Research Support**

- Library instruction
- Research consultation
- Cornerstone: Center for Advanced Learning

**Claims & Contribution**

- **Conclusions**
  - Writing support services had an impact on the students whose native language is not English.
  - Library instruction and research assistance did not have an impact on either native or non-native English speakers.
  - Writing support services had more of an impact on student success than the Washington University Libraries alone.

- **Limitations**
  - The current Writing 1 curriculum only has a research component for one assignment, whereas the students’ research is performed without our assistance.
  - The partners did not have a control group, and as a result, we do not know how the students would have performed without our assistance.

**Future**

- The partners will analyze data for Spring 2015 and compare the results with Fall 2014.
- The Washington University Libraries will expand their projects to assess its impact on student research in Writing 1.
- The partners will expand this project to other classes in the undergraduate and graduate curriculum.

**Recommendations & Conclusions**

- The project is deeply indebted to Dr. Bill Darby, Associate Dean of Data Analysis, College of Arts and Sciences, and Dr. Janet Duchek, Associate Professor of Psychology and Director of Cornerstone: Center for Advanced Learning, for their mentorship and guidance. We are also grateful to the Washington University Libraries for their invaluable assistance and guidance.

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**Assessment In Action**

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