



Creating A Research Writing Environment With Personalized Library Instruction

How in the world did one faculty library group come together to explore assessing students' writing intensive projects in three academic semesters within a scholarly learning space at a Historically Black College University ?

RESEARCH: Methodology



As a librarian in her first year, envisioning how to contribute and show the value of an academic library to the university body through collaborative projects with faculty and students, I decided to apply for the ACRL Assessment in Action Program; Inman E. Page Library, Lincoln University Missouri was accepted into the 2015-2016 program class.

The premise behind the concept for this assessment, to invent a space in our university academic library that houses an environment for scholarly collaboration, student research, and writing for applied learning (both in-person and virtually). The Inman E. Page Library Research Writing Academy was created as a result of participating in this AiA program to assess student progress in writing-intensive courses.

LIBRARY TEAM: Assessment Outcomes

Library faculty team members were asked to create outcomes best suited for their writing intensive research papers and projects:

History: Students will produce a graduate-level paper that could be presented at a conference."

Business: "Demonstrates competency in using APA style to properly cite references within a paper and reference list."

English: "Students will learn how to properly access online scholarly journals. To learn how to analyze quotes in articles."

Technology: "Students will need to learn how to apply correct APA style for referencing documents."

Repository: "Publish works by students that have been designated and approved as scholarly works."

LIBRARY TEAM: Assessment Methods

The qualitative method was used to assess this project by creating a pre-user survey, voluntary enrollment registration, and an end of project student feedback interview to evaluate participants progress throughout the duration of the program. Students accessed the tools on the project website.

Volunteer Participant Enrollment Form

Preliminary Open-Ended Survey

End of Project Student Feedback Interview

Faculty Monthly Meetings for Updates

RESULTS: Project Findings

During the initial phase of the program the following project terms were documented from students enrolled in the program during the pre-survey or verbally with the team librarian instructor as it pertains to their individual research.

Use of citation standards: APA & MLA

Understanding the research process

How to use a database

How to create a website

How to write a research paper and finding sources for evidence

Clarification regarding project or paper instructions

How to create an annotated bibliography

RESULTS: Project Analysis

The desired registration goal for the program was 40 students, this provided each faculty member the opportunity to introduce the program to 10 students during the three- semesters of the program.

All students registered for the program were required to attend four sessions during the semester of enrollment to receive a certificate of completion. There were 17 students that completed the program.

There were 10 students chosen to participate in the student feedback interview. Students were asked to discuss in length their experiences and ways in which the program can be improved in the future.

The library faculty team met for three semesters in-person and online to discuss the progress of students in enrolled in the program.

RESULTS: Student Feedback Analysis

Quotes shared by student participants during the student feedback interview.

"She taught me a lot about APA/MLA and how to write better and to think critically."

"It was a learning experience. I had to analyze a novel. I had no prior knowledge of how to complete this exercise until I met with the librarian. I ended up receiving an 'A' on my paper!"

"She was informative and gave me good feedback about research."

"The librarian taught me a lot about the editing process and that it is important to always read your work to someone."

**Having a librarian as a professor was a great thing in my opinion. She showed us how to properly research and introduced us to databases outside of Google."*

CONCLUSIONS: Team Librarian Analysis

"Collaborating with faculty members at my home institution was a major learning experience and one that I look forward to having again in the future. We are a small academic library and there is a dire need for more liaison instruction and one-on-one sessions with students in all realms of research. I believe in order for this to work a partnership needs to be formed with the entire faculty body for student academic success."

New Student Enrollment Registration	Fall 2015	Spring 2016	Walk In 2015-2016	Total
History	2	2	1	5
Business	6	2	2	10
English	15	3	2	20
Technology	2	0	1	3

Figure 1. New Student Enrollment

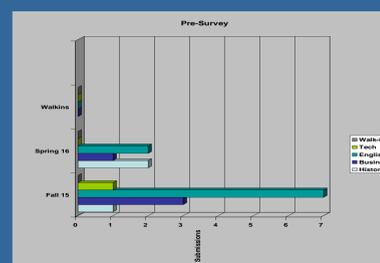


Figure 2. Student Pre-Survey.

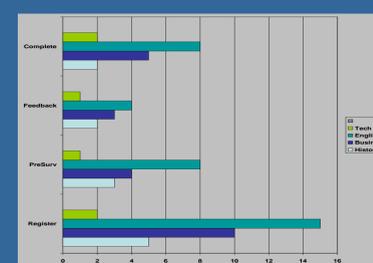


Figure 3. Metrics for Entire Program.



Figure 4. Project Website.



Figure 5. Website QR Code.



Figure 6. Student Projects: Word Cloud.

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