Timing Instruction for Success: A Study Comparing Student Performance on a Common Assignment

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Our Question
What impact does librarian-led, single-session, information literacy instruction (ILI) have on student rubric scores for an annotated bibliography assignment?

Our Methodology
Participants
12 sections of ENGL 1110 across fall & spring semesters taught by the same 3 full-time English faculty. 6 in control did not receive ILI; 6 in test received face ILI for the annotated bibliography assignment. 6 in control did not receive ILI.

Raters:
Critically evaluated information: source type; relevance (relation to topic/thesis, intended audience); authority (credentials, affiliations, qualifications).

Artifacts:
3-source, annotated bibliography assignments.

Institutional Research
Applied T-test to the scored rubrics.

Our College: LCC

Demographics of Sample
Test F.T.E. 5000 Students
First-Generation College 50%

Our Findings
Our study has demonstrated that properly timed information literacy instruction provided by a librarian and tailored to the assignment positively impacts student performance on research assignments. This positive impact may significantly contribute to course completion and student retention.

We found a statistically significant difference between the rubric scores of students who had library instruction (test group) and those who did not have library instruction (control group). We can say at a 95% confidence level that library instruction impacts student scores.

Project Timeline, 2013-14

Project Details:
- Information Literacy is a Lakeland Learning Outcome.
- Students receiving instruction (test) averaged 56.80 points on the rubric, putting them in the Emerging category.
- Students who did not receive instruction (control) averaged 43.18 points, putting them in the Initial category.
- Students receiving instruction (test) averaged 67% on the rubric; students who did not receive instruction (control) averaged 64%.

Our Next Steps
Going forward, our next steps will be:

- demonstrate the value of the library’s instruction program to the college with quantitative data.
- compare data on students from the test and control groups who have enrolled in or completed ENGL 1120, the next course in the composition sequence, to explore whether there is any correlation between library instruction and student retention.
- use the study to demonstrate to faculty the continued importance of the library as a partner in the teaching and learning process.
- use the study as a model to show the library’s value as a partner in the assessment process, focusing on key stakeholders such as the Assessment Council; the Learning Outcomes Assessment Committee, the Deans’ Council, and the Board of Trustees.
- propose an IL summit with faculty from English and Speech to advocate for increased collaboration in delivering appropriately timed instruction for assignments with clearly defined IL objectives.
- coordinate a First Year Experience Forum with the Completion by Design Task Force to expose faculty teaching the new First Year Experience course to IL best practices.

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For more project information & additional project data analysis visit http://library.lakelandcc.edu/AiA.pdf.
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