

Institution Name

Eastern Illinois University

Institution Characteristics

University. Fall 2019 FTE enrollment: 6045. Full time library staff: one administrator, thirteen faculty, and eighteen civil services staff members.

CARLI Counts Participant Name + Job Title

Janice Derr, Head of Acquisition Services

Project Name/Title

ENG 1001 Library Instruction Impact on Final Course Grades

Single Sentence Abstract

Eastern Illinois University's Booth Library investigated how library instruction in ENG 1001 courses impacts students' final course grades. The final course grades of students who received instruction were compared against the final grades of those who did not receive instruction to see if instruction made a positive impact.

Motivation(s) for Project

EIU offers about twenty sections of ENG 1001 each fall semester, but the library only does instruction for half of those sections. Library literature indicates that students who receive library instruction receive higher grades than those who don't receive instruction. The library wanted to see what the local impact of instruction is on final course grades with the hope to use those findings to encourage additional sections to include library instruction.

Partners and Stakeholders

For this project, I spoke with faculty members from the English department to get background information on how ENG 1001 classes are structured. I worked with the library's Head of Reference to obtain instruction statistics. I worked with the Office of Planning & Institutional Research and Registrar's Office to get final course grades for ENG 1001 students.

Inquiry Question

What is the impact of library instruction on ENG 1001 students' final course grades? Do those who receive library instruction earn higher final grades than those who do not receive instruction?

Study Participants/Population

The participants were students enrolled in ENG 1001 in Fall 2018, 2017, and 2016.

Method(s) of Data Collection and Analysis

From the library's instruction statistics, I identified which sections of ENG 1001 received library instruction and which sections did not. I then used the final course grades I received from the Registrar's Office and compared the grades of those who received instruction and those who did not.

Findings

My findings align with library literature in that they show library instruction does have a positive impact on course grades. I found ENG 1001 students who received instruction were more likely to pass the course and more likely to get an A or a B than those who did not receive instruction. I am pleased with these results but cautious not to read too much into them. At EIU, sections of ENG 1001 are taught by many different professors who are each allowed to structure the course as they see fit. While all sections are required to do a research component, they vary in length, the number of sources required, the percentage of the course grade, etc. The variation in sections makes it impossible to say if library instruction is the only thing accounting for the positive impact.

Despite this limitation, it was extremely valuable to learn more about how ENG 1001 courses are structured. Knowing more about the course will affect how the library works with the department in the future. Our campus is in the beginning stages of re-writing general education requirements. It will be interesting to see if course sections are required to be more uniform and if information literacy is written into the requirements, as these two things would significantly impact the results of this study if it is redone.

Next Steps and Other Results

One of the things that surprised me the most when looking at final course grades was the number of students who do not pass ENG 1001 and have to repeat the course. Of all of the students who were enrolled, 15.5% didn't pass in Fall 16, 20% in Fall 17, and 21% in Fall 18. This seems like an area where the library could make a positive, measurable impact. In the future, the library hopes to work with the English department to see how librarians can be of assistance to students who are struggling in the course. One idea is to have librarians meet with students who are not passing at midterm. In the consultation, the librarian would work one on one with the student to discuss research strategies, how to find reliable sources, etc. The hope is that with additional research help, students would be more likely to pass the course.

Additional Reflections

This study would be easy to replicate at other institutions, as it uses statistics most libraries already keep and easily accessible campus information.

Appendices

Attached is a table showing the grades ENG 1001 students who received and did not receive instruction earned. I have also included a chart to provide a visual representation of my findings.

Fall 2018 Students who received instruction

Number of students	Final course grade	percentage
23	A	16%
61	B	41%
28	C	19%
35	NC	24%
1	W	1%

Fall 2018 Students who **did not** receive instruction

Number of students	Final course grade	percentage
36	A	19%
47	B	25%
53	C	28%
36	NC	19%
18	W	9%

Fall 2017 Students who received instruction

Number of students	Final course grade	percentage
11	A	11%
42	B	43%
25	C	26%
15	NC	15%
3	W	3%

Fall 2017 Students who **did not** receive instruction

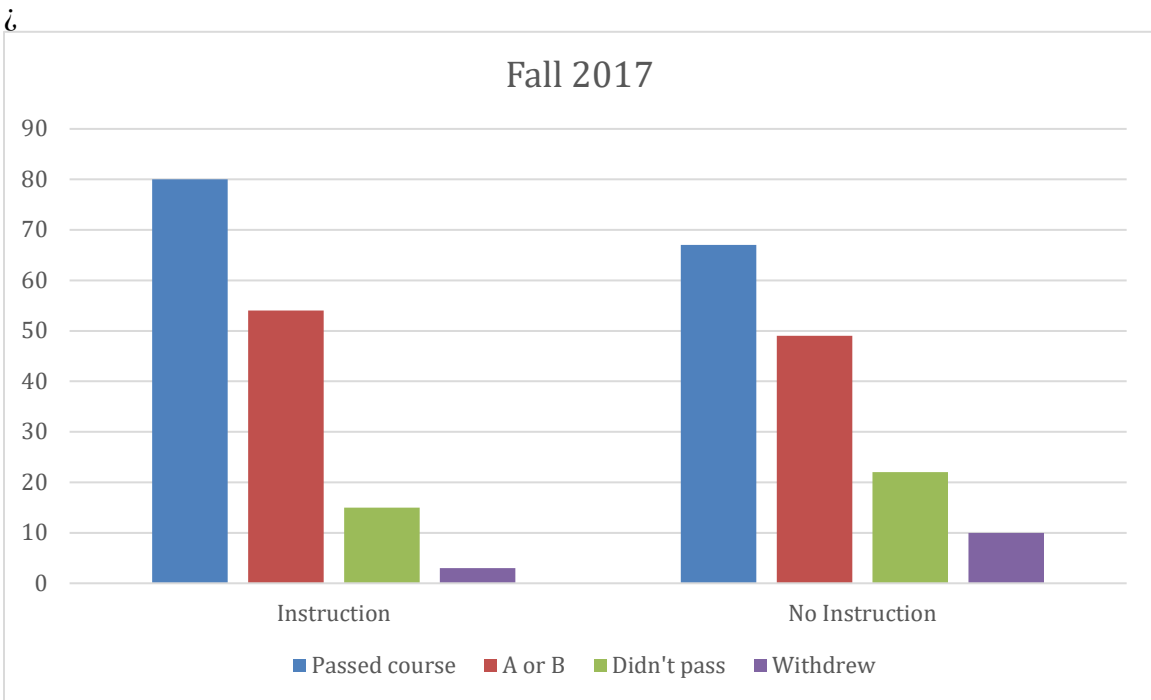
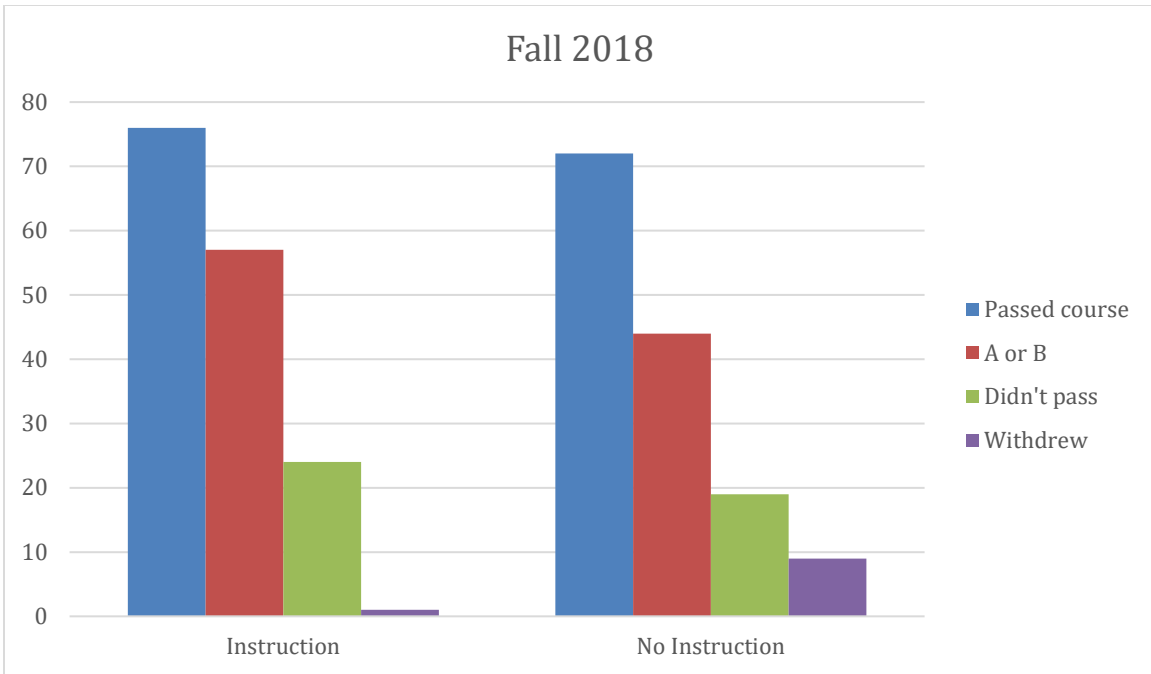
Number of students	Final course grade	percentage
41	A	22%
51	B	27%
34	C	18%
42	NC	22%
19	W	10%

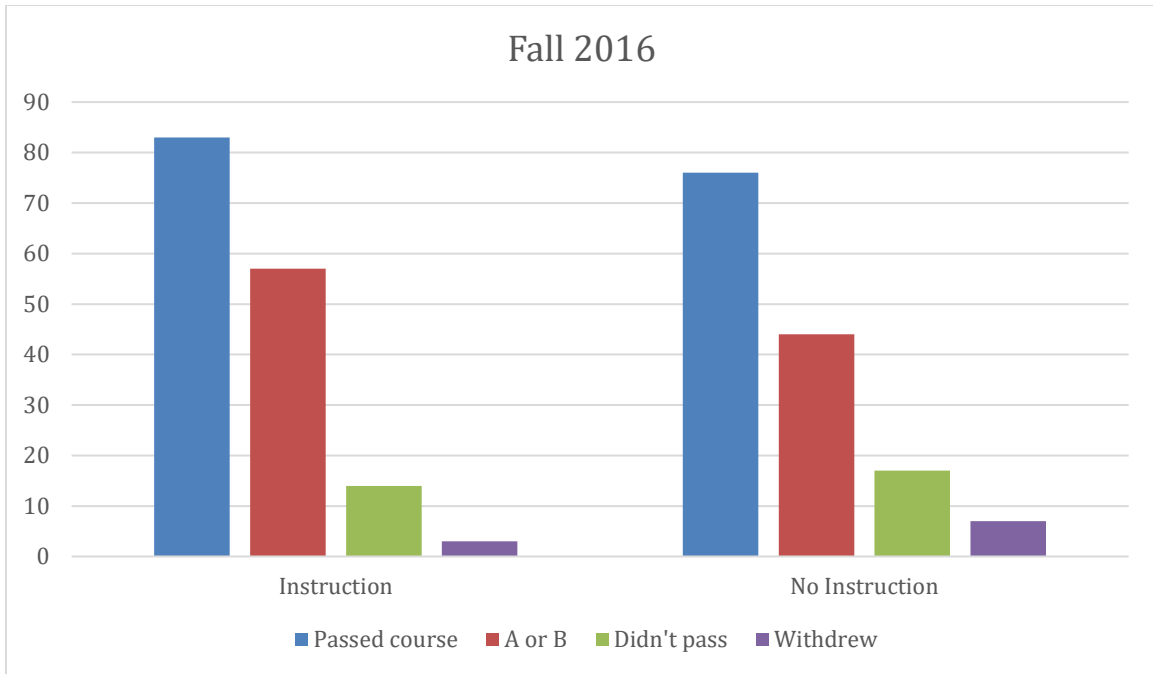
Fall 2016 Students who received instruction

Number of students	Final course grade	percentage
20	A	13%
67	B	44%
40	C	26%
21	NC	14%
4	W	3%

Fall 2016 Students who **did not** receive instruction

Number of students	Final course grade	percentage
31	A	14%
69	B	30%
72	C	32%
38	NC	17%
16	W	7%





Numbers show percentage of students who passed course, received A or B, etc.