Institution Name:

Harry S Truman College, one of the City Colleges of Chicago

Institution Characteristics:

Truman College is a community college located in the Uptown community of Chicago with a FTE of 11,332 in FY2020. The library has one full-time librarian and 6 part-time librarians.

CARLI Counts Participant Name + Job Title:

Katie Ediger, Library Department Chair

Project Name/Title:

Impact of Pre or Post Work on Speech 101 Library Outcomes

Single Sentence Abstract:

Truman College Library conducted a study to determine if it would be more effective to have students complete a short library assignment before a library session or after, and ultimately determined that those who completed the assignment after the session received higher scores on their related research projects.

Motivation(s) for Project:

Over the summer of 2020, I conducted synchronous workshops with several Speech 101 classes. While the sessions went well and the students were engaged, we had to devote a significant amount of class time trying to get students signed into the databases and understanding their basic functionality. I wondered how much of this content could be covered by students on their own so that class time could be spent on finding high-quality sources and troubleshooting for people who struggled to find resources. I wanted to see if there was a measurable difference between students who complete a short library assignment prior to instruction versus those who do not complete a pre-assignment.

Partners and Stakeholders:

Professor Brandon Bumstead and Professor Lauren Montgomery, Speech 101 professors at Truman College.

Inquiry Question:

Does completing a short assignment prior to library instruction have an impact on how students perform on library/research related measures on their speeches?

Study Participants/Population: Speech 101 students enrolled in Fall 2020. Initially I planned to work with nine sections of Speech 101 for this study. Five of the sections were with Professor Bumstead, and the other four were with Professor Montgomery. I planned to have two sections for each faculty member complete the pre-work, for a total of four. These sections were asked to review a library guide and complete a brief assignment prior to attending the library workshop on Zoom.

All of the classes for Professor Bumstead were scheduled first, and I learned an important lesson. While the students had been given instructions to review the library guide and complete a short assignment, there were no points associated with this activity. This meant that I ended up teaching all of those sections as if pre-work had not been assigned, as very few students had completed it. Thankfully I was able to coordinate with Professor Montgomery to ensure that points were given for the pre-work in her sections. As a result, I only collected data from 4 Speech 101 sections for Fall 2020.

Method(s) of Data Collection and Analysis:

For the performance on library related measures on speeches, I used the rubric established by the professor for the students' informative speech. The relevant rubric items are listed below:

1. 3 credible sources are cited (0-6 points)
2. Citations are complete and include author, date of publication and source of publication (0-6 points)
3. Sources include at least one PRIMARY and one SECONDARY source (0-6 points)

I gathered scores for these questions from all 4 of Professor Montgomery's sections. I did not include the students who had not submitted the library pre-assignment as they had not received the treatment that I was trying to measure. I also did not include students who completed the library assignment but did not complete the speech.

One thing that I did not anticipate was that Professor Montgomery would have the sections that had not been assigned the pre-work complete the same assignment *after* the session. From an instruction perspective, this obviously makes sense; however, it presented me with an interesting question: should I look at how completing the assignment after the session impacted performance as well? I decided that it would be difficult to untangle the impact of the session without including this variable. So, when comparing the classes I only looked at students who had completed the library assignment (either before or after the session). This changed the nature of my data analysis, as well as the way I was thinking about this study.

Findings:

Based on this small sample, having students complete a library assignment prior to a library session does not lead to higher score on library related rubric sections. On average, students in the pre-work classes performed worse than the students who completed the assignment after the class on all three rubric sections. See appendix at the end of this document for a breakdown of scores and averages. A more in-depth data analysis is ongoing.

Use of Findings:

Based on my findings, I do not plan to advocate for students to complete library related pre-work in future classes. While I thought this approach had promise, it did not lead to better outcomes. Another reason to avoid this approach are the complicated logistics involved. Since I am not the primary instructor in these classes, asking faculty to add an assignment that might not have otherwise been given takes time and requires collaboration. That said, the students who completed the short assignment after library instruction did better on every rubric measure.

Next Steps and Other Results:

I am often invited to classrooms in order to teach students how to use library resources in advance of a bigger project that requires research. Based on the results I saw from these classes, I will encourage faculty to have students complete a short assignment to solidify their understanding of library concepts after the sessions I lead if appropriate. I am happy to say that many faculty members already do this, and this data will help me encourage any that have not yet taken this step.

Timeline:

February 2020- April 2020: Attendance at first CARLI Counts meeting, brainstorming possible projects. Initially focused on a project related to library spaces. Based on the pandemic closing library spaces to students, made decision to focus assessment project on instruction.

Summer 2020: Decision to work with Speech 101 classes after securing participation of two instructors.

September 2020- October 2020: Taught Speech 101 library sessions

January- May 2020: Data collected during Fall 2020 analyzed to determine next steps

Appendix:

Scores and averages for students completing the library assignment before the library session:

Completed Assignment	3 Credible Sources	Complete Citation	Primary and Secondary	Total Score
Before	0	0	0	0
Before	0	0	0	0
Before	2	3	6	11
Before	3	6	3	12
Before	6	4	4	14
Before	4	4	6	14
Before	6	5	4	15
Before	6	6	3	15
Before	3	6	6	15
Before	6	6	4	16
Before	6	6	4	16
Before	6	4	6	16
Before	6	4	6	16
Before	6	4	6	16
Before	6	6	4	16
Before	6	5	6	17
Before	6	5	6	17
Before	6	6	6	18
Average	4.666667	4.444444	4.44444444	13.55556

Scores and averages for students completing the library assignment after the library session:

Format	3 Credible Sources	Complete Citation	Primary and Secondary	Total Library Score
After	3	6	4	13
After	6	4	4	14
After	6	5	4	15
After	6	5	4	15
After	6	4	5	15
After	6	3	6	15
After	6	6	4	16
After	6	6	4	16
After	6	6	4	16
After	6	6	4	16
After	6	6	4	16
After	6	6	4	16
After	6	5	5	16
After	6	5	6	17
After	6	5	6	17
After	5	6	6	17
After	6	6	6	18
After	6	6	6	18
After	6	6	6	18
After	6	6	6	18
After	6	6	6	18
After	6	6	6	18
Average	5.818182	5.454545	5	16.27273