

Section Header	Description
Institution Name	John Wood Community College
Institution Characteristics	Community College FTE enrollment FY2020 1,374 3 FTE library staff
CARLI Counts Participant Name + Job Title	Erin Ealy Manager, Learning Resources Center
Project Name/Title	Impact of Reference Services on Student Success
Single Sentence Abstract	John Wood Community College Library is investigating the impact of reference consultations in regard to final project grades in the Humanities 101 course and found that students who met with a reference librarian were overall more successful.
Motivation(s) for Project	One of the college's main goals is student success. It is important to illustrate how library services positively effect students and academic success.
Partners and Stakeholders	Christine Wiewel, Humanities Faculty Member and Department Chair Barbara Lieber, Library Director
Inquiry Question	What is the impact of reference consultations on student final project grades?
Study Participants/Population	John Wood Community College students enrolled in HUM 101 for the fall 2020 semester.
Method(s) of Data Collection and Analysis	Students who met with a librarian were logged into a spreadsheet for tracking purposes. At the end of the semester, these students were then submitted to the instructor. The instructor relayed their final project grade to the library staff, which was anonymized. For comparison and analysis final grades of students who did not meet with a librarian were also collected.
Findings	The findings indicate that students who met with a librarian for a reference session concerning their assignment had a significantly higher grade than students who did not. The average on the final project of students who met with a reference librarian was 88%, while those students who did not had an average of 47%.

	<p>It should be noted that a number of students who did not meet with a librarian failed to turn in their assignments, leading to a lower average. However, the overall average of students who had a reference session was still pointedly higher in comparison.</p>
Use of Findings	<p>These findings will be used during outreach efforts to other departments and faculty members to demonstrate the impact of library services.</p>
Next Steps and Other Results	<p>We plan to continue this study through at least the spring 2020 semester to have a bigger data pool to reveal the library's role in student success.</p>
Timeline	<p>November 2019: CARLI Counts application</p> <p>February 2020: First CARLI Counts meeting; develop plan for project</p> <p>March 2020: COVID-19 – shift to online learning and delay plans for project to the Fall 2020 semester.</p> <p>July 2020: CARLI Counts virtual meeting.</p> <p>August 2020: Meeting with faculty to discuss project steps and data collection methods.</p> <p>September/October 2020: Reference sessions conducted with students/data collection.</p> <p>November 2020: CARLI Counts Poster Session</p> <p>December 2020: Data received from faculty</p>
Bibliography/Works Cited	<p>Krieb, Dennis. "Assessing the Impact of Reference Assistance and Library Instruction on Retention and Grades using Student Tracking Technology." <i>Evidence Based Library and Information Practice</i>, vol. 13, no. 2, June 2018, p. 2-12, doi:10.18438/eblip29402.</p> <p>Miller, Robin. "Information Literacy and Instruction: Reference Consultations and Student Success Outcomes." <i>Reference and User Services Quarterly</i>, vol 58, no. 1, Oct. 2018, p. 16-21, doi:10.5860/rusq.58.1.6836.</p>