R U Up for the Challenge? A Partnership to Measure Library Impact on Student Learning: Rutgers University Libraries & Ronald E. McNair Post Baccalaureate Degree Achievement Program

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R U Up for the Challenge? A Partnership to Measure Library Impact on Student Learning: Rutgers University Libraries & Ronald E. McNair Post Baccalaureate Degree Achievement Program (MPBAP)

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MPBAP: OVERVIEW

Do students in the Bibliography & Research Techniques library course in the Summer Research Institute of the MPBAP retain and transfer information literacy skills to other courses and academic research as they persist in the program?

CLAIMS

As McNair scholars persist in the MPBAP, they:
• Retain IL skills gained in the summer library course
  i. While completing the undergraduate program
  ii. While enrolled in a graduate program
• Are agile in adapting to new information tools, services, & systems
• Make & maintain connections with relevant subject librarians
  i. As undergraduates
  ii. As graduates

PROCESS & METHODS

During the library course: Pre-Post Test (Polling)

During the Grad Ed Prep II Course

After the library course: Surveys

During 1st Year of Graduate Program

• Data collection: Summer 2015, Fall 2015 and annually for 5 years
• Comparison of cohorts: Summer 2016, Fall 2016 and annually for 5 years
• Data collection: Surveys at intervals outlined in the Methods section
• Beyond 5 years: Work with McNair Program benchmarks and departmental assessments to determine the 35% enrolled in doctoral degree programs

NEXT STEPS

SURVEYS

Federally mandated objectives for McNair Scholars:
• 90% in current year must complete scholarly/research activities
• 65% of participants must enroll in post graduate program immediately after receiving bachelor’s degree
• 80% of graduate students will persist onto the 2nd year of the graduate program
• 35% of McNair scholars will attain a doctoral degree within 10 years of bachelor’s degree completion

LIBRARY PARTNERSHIP
• Summer Research Institute with 8-week library course

SELECTED REFERENCES


Shen, L. 2014, ‘Information literacy (IL) intervention workshop has positive, but limited, effects on undergraduate students’ IL skills’, Evidence Based Library And Information Practice, 9, 2, p. 28-30, Scopus®, EBSCOhost, [Accessed: 29 April 2015].