Partnerships, Precision-Matching, & Student Success

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Three partners
- College of Criminology/Criminal Justice
- Two librarians
- Reading Writing Center tutors.

Goals
- Learn to write in a very hands-on, incremental way
- Learn research skills
- Improve Critical thinking skills
- Enhance writing fundamentals
Hypothesis

Reasoning

Writing Intensive Course = Student Success Outcomes

Research  Writing
Measures

End of class survey

Exit Interviews

Precision-Matching
Precision Matching CCJ 1005 Students

All Criminology Majors

No Match
Only 37 matches out of 1580!

Controlling for other variables

- Gender
- Race
- Country
- Class/Transfer
- High School GPA
- SAT/ACT
- CARE program
- Honors program
Outcomes

Success Measures

• Learning outcomes
• Improved GPA (by semester & overall)
• Retention in the Major
• Overall Retention
• Graduation Rate
• Graduate School Enrollment/Career
Survey Results

Student Reported Learning:

* their research topic (98%)
* how to use the library (90%)
* how to use different databases (87%)
* importance of peer-reviewed journals in conducting scholarly research (89%)
* JSTOR, Academic Search Complete & RefWorks
* Less learning/lower comfort level using Criminal Justice Abstracts
Survey Results

- Gradual 3 iterations of paper “helped a great deal” (83.6%)
- Intensive attention to drafts by professor “helped a great deal” (86%)
- Self-reported specific research skills increased from 64% to 77% by the end of the class
Discussion

- Disconnect between research and writing success
- Faculty teaching style vs. Librarian teaching style
  - Rapport
  - Tues/Thurs vs. Mon/Wed/Fri Classes
- Developing an area of expertise
- Demonstrating learned skills in other classes
- Longitudinal study – Team commitment