Purpose: The Wright State University Foundation’s grant-making fund was established to provide a source of one-time opportunity funding to support the student experience. Grants made from this fund are designed to support innovative ideas that assist students to succeed, thrive, persist, graduate and begin their careers.

Funding areas include programs/activities in support of student success, such as:
- Success initiatives
- Leadership programs
- Educational enhancement
- Workforce development activities and programs
- Community/corporate engagement
- Mentorship
- Experiential learning
- Student life and campus engagement

Initiatives that meet the following descriptions will be of high interest to the Grants Committee:
- New pilot projects
- Innovative projects
- Projects serving high numbers of students
- Projects that have the support of college/unit leadership and/or originate from sanctioned student organizations
- Expansion of current student success projects

Who can apply:
- Wright State University faculty, staff or students

Restrictions:
- This program does not fund scholarships or individual student support.
- This program does not fund standard operating expenses or salaries/benefits.
- This program does not allow for travel expenses unless they are an integral part of the program.
- Funding is a one-time opportunity.

Average Grant Range: $3,000-8,000

Deadlines:
- Application Deadline: March 15, 2019
- Grant Report Deadline if Funded: May 1, 2020

Questions:
Andrea L. Wall
Assistant to Vice President for Advancement
Assistant Secretary, WSU Foundation
937.775.2251
andrea.wall@wright.edu

Please note that you need to complete and submit this form in one session; you cannot save and complete it at another time. We would suggest gathering all of your materials before completing this form, including completing the budget form in advance.

Q1. Applicant Details
Q2. Applicant Role

- Faculty
- Staff
- Student

Q3. Project Title

Building Student Success with a Research Toolkit

Q4. Funding Amount Requested

Q5. Project Duration or Date of Event

Fall 2019 - June 2019

Q6. Supervisor, Faculty Advisor or Staff Advisor Details

Name
Title
Email
Phone

Q7. Elevator Pitch/Executive Summary (1400 character limit including spaces)
Learning to do academic research is one of the biggest challenges that students face in college. The process of doing quality research is complex and many students come to college having never written a research paper. The Research Toolkit is a series of eight workshops that the University Libraries began in 2014 in response to national and local data identifying specific challenges students face when learning to do academic research. These workshops provide skills that translate across disciplines and lead to better skills for students to identify their information needs, and then find, evaluate, and use information to meet those needs effectively and efficiently. In short, the workshops help students learn to do better research, faster. This translates to more successful academic experiences. Faculty and students alike have repeatedly requested that the workshops be made available as online modules, both to increase the number of students who are able to complete them and to allow instructors to provide credit for their completion. We have been limited in our ability to move all the workshops online because of staffing shortages. Additionally, we have not been able to market the Research Toolkit widely for the past two years. This grant would allow us to make two additional workshops available as online modules and to market them to advisors and faculty.

Q8. Describe the opportunity, challenge, or need to be addressed by the project and include factual data supporting your position (2100 character limit including spaces)

Students in introductory-level courses tend to have very low levels of research skills and experience (e.g., Barria, Mueller, & Wandling, 2013; Thornton, 2010; Head, 2013). Many of the problems with students’ research papers, as reported by the faculty who grade them, are best addressed by information literacy instruction (Stevens & Campbell, 2008). However, faculty often assume that students have already been taught many of the basic skills of information literacy, including identifying the scope of their information needs, distinguishing between popular and scholarly sources, and evaluating information (Jackson, MacMillan, and Sinotte 2014). Indeed, the skills that faculty view as most important are also those they expect that students will learn independently or in other classes (Jackson, MacMillian, and Sinotte 2014). While students lack research skills and faculty are frustrated by this lack of skills, both tend to have only a peripheral knowledge of the role librarians can play in helping develop those research skills. Student perceptions continue to be that librarians are available to help only with books (Lundstrom and Shrode 2013). Analysis shows that students are only likely to attend a Research Toolkit workshop if faculty require it or incentivize it through extra credit (see https://corescholar.libraries.wright.edu/dave_davvisualization/1). Since we first introduced the Research Toolkit, faculty and students have requested that we make the workshops available as online modules. Over the past few years, we have been able to make four of the eight workshops available as online modules that students can view from the Library's website, or that instructors can import directly to a Pilot course (see https://guides.libraries.wright.edu/researchtoolkit). However, recent staff reductions have led to a loss of in-house time or ability to continue creating these online modules. Additionally, marketing the workshops those who could share them with students, particularly faculty and advisors, has been limited both because of staff time and budget constraints.

Q9. Total number of people and a brief demographic description of the population to be served by the project (1400 character limit including spaces)

These workshops will be available to all Wright State students. Students in all years of study and across all colleges have taken the workshops in-person. In the first three years they were offered, 648 students attended in-person workshops. Of those, 18% were freshmen, 11% were sophomores, 20% were juniors, 40% were seniors, and 11% were graduate students. These workshops have also proved beneficial for targeted groups of students, such as Raider Academic, and the Choose Ohio First scholars. Making the Research Toolkit workshops available online will greatly expand the number of students who will be able to participate. From Fall 2014 – Fall 2017, 143 face-to-face workshops were offered by the University Libraries, with a total attendance of 648 students, an average of fewer than 5 students per workshop. In comparison, in calendar year 2018 a total of 533 students completed at least one of the four available online workshops, an average of 133 students per workshop per year, despite an inability to provide broad outreach efforts since they were made available online. If that holds, adding two new workshops could reach 266 new students each year. We expect to reach even more students if we are able to resume marketing and outreach efforts, through and increased number of faculty embedding the modules in their Pilot classes, and advisors making student referrals.

Q10. Describe the uniqueness of your project, and how and why it does or does not collaborate with other university organizations/programs (1400 character limit including spaces)

The University Libraries’ Instruction & Research Department is dedicated to promoting and teaching information literacy, and we are the only unit on campus with that explicit goal. The project is unique because it transcends discipline, program, and college to be beneficial to all students on campus who are struggling with writing research papers. It increases the ability of students to obtain instruction at the time and location of their choosing. By its nature, this project will also be accessible to distance students, and Lake Campus students in addition to students on the Dayton campus. Because a component of the project is to increase awareness of the Research Toolkit workshops from other areas of campus, we would be actively reaching out to campus partners to collaborate. We would ideally like to work with the Center for Teaching and Learning to sponsor workshops for faculty. We will be contacting academic advisors in all colleges on campus.

Q11.
Describe your project goals and how you will measure them (1400 character limit including spaces)

Our project goals include: 1) Increase the number of students who complete the Research Toolkit workshops. We will be able to measure this using Panopto analytics for students whose instructors have added modules to Pilot. We have a baseline comparison for completions since January 2018. 2) Increase student awareness that the library is available to help with research needs. Graollo, Chalmers, & Baker (2012) identified the ability to ask even non-academic questions as having positive effects on student retention. Local assessment data show that 97% of students who attended knew after completing a workshop that they could ask a librarian for research help. 3) Increase faculty and staff awareness of the Research Toolkit workshops. We will provide outreach to academic advisors and faculty, and expand marketing efforts. Faculty and staff recommendations to students are the single most important indicator of whether a student will attend. 4) Determine effect of Research Toolkit completion and student success indicators. Because Panopto includes student information, we have the ability for more specific analysis on student success outcomes. We are currently examining the relationship between attendance at in-person Research Toolkit workshops and student outcomes including GPA, retention, and graduation, and would be able to do something similar for the online workshops.

Q12.
Describe project activities and timeline (2100 character limit including spaces)

There are two primary components to this project. The first, and primary, goal is to create two additional Research Toolkit workshops available digitally online through the library website and as embeddable Pilot modules. Secondarily, we aim to increase awareness of the workshops and their impact on student success among faculty and advisors who work closely with students. Students are most likely to be aware of these workshops and to complete them if and instructor or advisor recommends or requires them. Timeline: Summer 2019 Bid project to local instructional designers and companies. Select vendor, and work to create modules. Include captioning and follow universal design principles to ensure accessibility for all students. These modules would include: Simple Steps to Reading Scholarly Articles – This workshop will teach students to recognize the structure of scholarly articles and develop strategies for reading them effectively and efficiently to improve their understanding of scholarly topics. and Finding the “Perfect Source” – In this workshop, students will explore the way scholarly articles contribute to a larger conversation, and how to identify articles and other resources that will improve their own contribution to the scholarly conversation. Collaborate with distance learning specialists in CTL to ensure modules are compatible with Pilot. Prepare marketing plan. This will include workshops for faculty, advisors, and other University employees who have direct contact with students. We have been successful in the past in getting attendance at workshops like this with individual invitations and a catered lunch. Fall 2019 Launch new Research Toolkit modules in Pilot. Promote via social media and marketing campaign. May 2019 Evaluate project and adjust as necessary.

Q13.
Describe how the project impacts student success (2100 character limit including spaces)

Multiple studies demonstrated that Information literacy instruction is influential on student success. For example, Arkansas State has found that students who participate in a half-semester, one credit information literacy class have a 20% higher retention rate from the 1st to 2nd year, and a 12% higher 6-year graduation rate than students who don’t take the class. At University of Central Missouri, students who complete an information literacy course have a 7% higher 4-year graduation rate. University of Tennessee Knoxville found that, among students who had used academic support services, 70% of students with a GPA over 3.5 had worked with librarians for research help, compared with only 12% of students whose GPA was 3.0 or lower. This relationship was unique to the library research support, and was not evident for tutoring services or computer support (Walker, Baker, & Mays, 2014). Locally, Shannon & Shannon (2016) found that Wright State University students who had information literacy instruction embedded in the classroom for just two days showed substantial gains in the quantity and quality of sources used in their research papers, and that they used their sources more effectively. Students in the class with librarian instruction scored higher overall on their research papers, suggesting that improving information literacy had direct impact on students’ success in their discipline-specific work. This project would bring information literacy instruction to students in an accessible, approachable way. We are able to reach far more students with online modules than we can by offering face-to-face workshops alone. The concepts taught in Research Toolkit workshops apply across disciplines. They introduce information literacy concepts, which provide an opportunity to cover baseline concepts when class time is not available for librarian instruction. When incorporated as part of a flipped classroom, they allow librarians to offer more discipline-specific, advanced instruction to students when they meet with classes.

Q14.
Describe the sustainability plan, including university support, college/unit support, and future funding plans for the project (1400 character limit including spaces). One-time projects should include a description of their position in a sustainable university organization or office. (Note: Sustainability plans should not rely solely on an external gift or grant funding.)
This project provides one-time funding for content production. To ensure sustainability, the University Libraries insure vendor contracts provide the original working files with permission to modify them in the future as needed. This will allow future revisions to be made in-house rather than continued external contracts. The project also provides money to market the workshops to the stakeholders most influential in directing students to academic support services. The University Libraries are committed to ongoing support of the Research Toolkit workshops online. During the project stage, this includes providing staff time to create the substantive content, work with vendors on production, and market the resulting products to the campus community. After the content creation, this includes maintenance of the online content, support services for campus users, and continued marketing and outreach efforts. The Friends of the Libraries regularly fund projects that support the library mission to provide quality research services, materials, and spaces for students, faculty, staff, and the community. This includes support for research projects and other special projects. We anticipate that future research on the direct impact of the Research Toolkit workshops on student success would be funded by a collaboration between the University Libraries and the Friends of the Libraries.

Q15. Please fill out the [Students First Fund budget template](application/vnd.openxmlformats-officedocument.wordprocessingml.document) and then upload your completed document here.

Q16. Optional: Upload documents that help explain/describe your project (brochure, program agenda, etc.).

[2018 flyer FINAL.pdf](application/pdf)

Q17. I/we certify that all statements in this application, including all provided supplemental information, are true, complete and accurate to the best of my/our knowledge. I/we confirm that the Supervisor, Faculty Advisor or Staff Advisor listed in the application has reviewed and approved the submission of this application. I/we also agree that if an award is granted for this application, I/we will comply with any resulting terms of an award, including without limitation that the funds will be used for the intended purpose as stated in the application, the completion of a post-project or event report and the displaying of a Students First Grant Certificate.

   Agree

Q18. The applicant will receive an email confirmation and a copy of the application upon submission.
Location: (39.750503540039, -84.268600463867)

Source: GeoIP Estimation