**What we Did**

- Pre-Test and Post-Test focus groups
- Tour, 2 database workshops, and 1 reflection discussion
- 359 Developmental English students, 2 different semesters, 17 sections

**I feel sure of myself when using the library for research**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>38%</td>
</tr>
<tr>
<td>Post-Test</td>
<td>44%</td>
</tr>
</tbody>
</table>

- Students who use the library increased for research and other purposes
- Awareness of library resources increased

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**What is Next**

- Track student persistence and success in later English classes
- Use workshop method for other Developmental English classes
- Build assessment to conduct library instruction

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**What we Learned**

- Teaching Developmental English students to search for evidence for essays is:
  - Achievable by librarians
  - Useful to students
  - Appreciated by teachers

- Multiple Workshop Method:
  - Enhances notion of librarian as coach and support for student success
  - Allows more reinforcement of learning skills
  - Increases use of the library by teachers and students
  - Encourages positive perceptions of library

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**What we Asked**

- Does research coaching from librarians help increase Developmental English student self-confidence in completing course assignments requiring library use?
- Do students within Developmental English courses who receive research instruction use databases with more frequency and selectivity?
- Will students who have research instruction:
  - Pass at a higher rate than those who did not?
  - Be more likely to be promoted to college-level English than students who did not?

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**Why it Matters**

- Student success is high priority for college
- Persistence increases chances of success
- Basic skills students are least likely to persist
- Supportive relationships foster persistence
- Relationships with librarians create a sense of belonging

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**Related Findings**

- Students who use the library increased for research and other purposes
- Awareness of library resources increased

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**Related Findings**

- Understanding of term “database” improved
- Search strategies were improved
- Database limitations for research needs were discovered

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**Related Findings**

- Learning about database sources improved
- Students learned to identify online elements
- Skills in determining credibility of sources improved

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**Related Findings**

- Students felt supported by librarians
- Confidence and ease started higher than expected and got higher