Information Literacy Program

Sara Purifoy, Instruction Librarian

Statistics and Assessment Report, Fall 2017

August 30 – December 18

General Information

Total Classes/ Consults/ Workshops: 70

==Increase of 18 from Fall 2016==

==Increase of 29 from Spring 2017==

Why?

There was a 5% increase in research consultation participation from Spring 2017 due to introduction of LibCal scheduling system and faculty-librarian collaboration.

To note: Percentage of In-Class instruction remained the same from Spring 2017 to Fall 2017 while consultation program also grew.
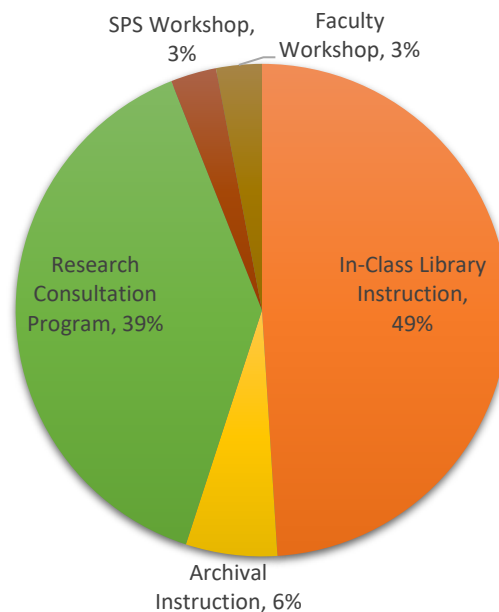
Total Students/Faculty/Staff: ~600

==Decrease of ~125 from Fall 2016==

Why?

Combined, there were 10 more AFC and WRI (ENG) sections offered in Fall 2016. Faculty Workshop attendance and participation decreased almost by 100% from Fall 2016.

==Increase of ~250 from Spring 2017==

Why?

Library met with 29 fewer classes in Spring 2017.

Instruction Analysis (by type)

In-Class Library Instruction:

Total Classes: 36

   AFC-1001: 8

   Met with 53% of sections, a 7% decrease in participation from Fall 2016. There were five fewer AFC sections offered this semester.

   All received Library Clue intro activity (except for Bergey, Monks, and Perricone)

   *See Appendix A for activity results
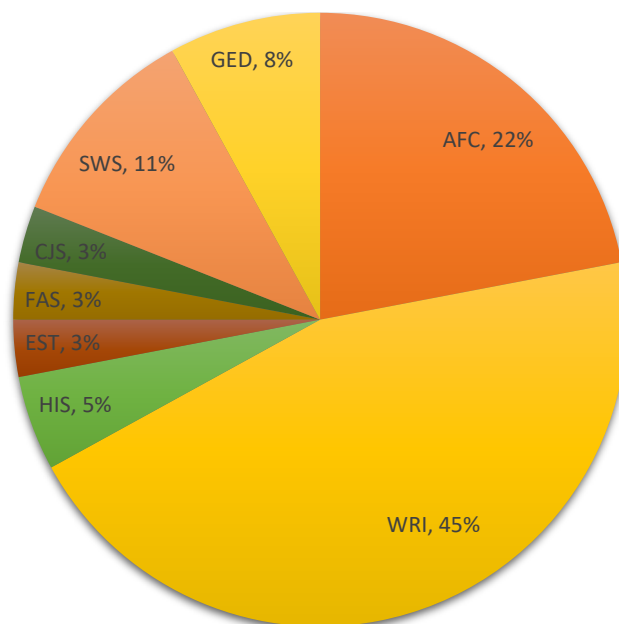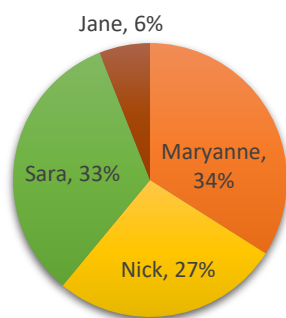
   WRI-1001: 10

   WRI-1002: 6

   Met with 100% of sections, the same as Fall 2016. There were five fewer Comp & Rhet sections offered this semester.

   All received the same in-class activities (except for Anderson- Consultations)

   *See Appendix B for activity results

Other Sections:

   HIS: 2   GED: 3

   EST: 1   CJS: 1

   FAS: 1   SWS: 4

Archival Instruction:

Total classes: 4

   WRI-2012: 3

   WRI-2100: 1

   No data from Fall 2016. Decrease of 2 classes from Spring 2017.

<u>Research Consultation Program</u>:

Total students: 33
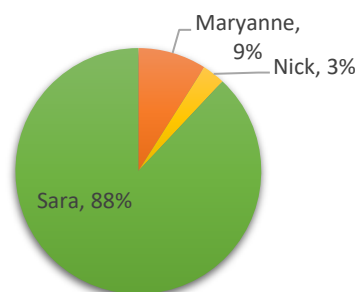
        Individual:

                Maryanne: 3

                Nick: 1

                Sara: 2

        Class:

                WRI-1001-B: 13

                WRI-1001-I: 14

Pie chart: Maryanne, 9%; Nick, 3%; Sara, 88%

==No data from Fall 2016==

==Increase of 18 students from Spring 2017==

Why?

I met with classes for the entire period rather than for only a portion. There was a higher percentage of students who kept their appointments from each section. I believe the LibCal scheduling system is partially responsible. Erin attributes this to more naturally self-motivated students than those in Spring 2017.

Total librarian prep time = 4 hours

==Decrease of ~3 hours from Spring 2017==

Total student – librarian face time = 15 hours

==Increase of ~8 hours==

Why?

We limited the appointments to a half hour, but met with more students. Students were less intimidated by time commitment. More academically responsible students.

Each class received a 90-minute librarian presentation that coincided with a class research assignment that required at least five sources and included an annotated bibliography and a short literature review. As part of their class grade, students were then required to meet with a librarian to receive one-on-one research and source evaluation help before a specified date.

This is the second semester Erin and I have piloted this program, and we agree it was more successful. Similarly to Spring 2017, Erin reported a positive difference in source quality among the students who met with me vs. those who failed to keep their appointments; this is based on final source evaluation and paper grades.

Students completed a pre-consultation survey to evaluate perceived skill in general library research. *See Appendix C for survey results.

SPS Workshops: 3

      Total Research Skills Workshops: 2

      Total Orientations: 1

      <mark>Equal to Fall 2016 and Spring 2017</mark>

Sara,
100%

Research Skills Workshop 9/26/17

Q & Q Feedback

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
WORKSHOP CONTENT					
The objectives of the workshop were clear				(1) 50%	(1) 50%
The workshop provided useful information					(2) 100%
The workshop covered all the topics that I expected it would					(2) 100%
I gained skills from the workshop that I will immediately be able to use in my academic & professional pursuits					(2) 100%
Based on this experience, I am likely to attend another workshop					(2) 100%
WORKSHOP LEADER					
The facilitator was well-prepared & presented the information effectively & logically					(2) 100%
The facilitator demonstrated knowledge of the subject matter					(2) 100%
The facilitator responded clearly to questions					(2) 100%
The facilitator showed respect for the participants					(2) 100%
I would attend another workshop given by this facilitator					(2) 100%
WORKSHOP STRUCTURE					
The time allotted for the workshop was adequate					(2) 100%
Activities &/or handouts were helpful					(2) 100%
Workshop location was satisfactory					(2) 100%

Why did you register for *this* workshop? 1. For both the APA and research skills

Library Feedback

	Study/Do research	Read for pleasure	Relax	Socialize	I don't use the library
I mostly use the Taylor Memorial Library to: (check all that apply)	(2) 100%				
	To simple	**Too advanced**	**Just right**		
The content of this library instruction session was:			(2) 100%		
	Too slow	**Too fast**	**Just right**		
The pace of this library instruction session was:			(2) 100%		
	Public library resources	**Books and reference materials**	**Taylor Memorial Library databases**	**Google and Wikipedia**	
Before this library instruction session, most of my research was done using: (check all that apply)			(1) 50%		1 no response 50%
	Strongly Agree	**Somewhat Agree**	**Somewhat Disagree**	**Strongly Disagree**	
The librarian presented information that will be useful to me.	(1) 50%	(1) 50%			
The librarian covered the right amount of material.	(2) 100%				
The librarian presented information clearly and concisely.	(2) 100%				
As a result of this session, I will be able to use library resources and create citations more effectively.	(2) 100%				

What I found most useful about this session: 1. Searching databases. 2. The citation example in class was very useful
What I would improve about future sessions: 1. No suggestions about this class. Maybe a future intermediate class would be helpful that has more activities. 2. Only would need screenshots of as soon as long in library portal.

Research Skills Workshop 11/14/17

Q & Q Feedback

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
WORKSHOP CONTENT					
The objectives of the workshop were clear					(2) 100%
The workshop provided useful information					(2) 100%
The workshop covered all the topics that I expected it would					(2) 100%

I gained skills from the workshop that I will immediately be able to use in my academic & professional pursuits					(2) 100%
Based on this experience, I am likely to attend another workshop					(2) 100%
WORKSHOP LEADER					
The facilitator was well-prepared & presented the information effectively & logically					(2) 100%
The facilitator demonstrated knowledge of the subject matter					(2) 100%
The facilitator responded clearly to questions					(2) 100%
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I would attend another workshop given by this facilitator					(2) 100%
WORKSHOP STRUCTURE					
The time allotted for the workshop was adequate		(1) 50%			(1) 50%
Activities &/or handouts were helpful					(2) 100%
Workshop location was satisfactory					(2) 100%

Library Feedback

	Study/Do research	Read for pleasure	Relax	Socialize	I don't use the library
I mostly use the Taylor Memorial Library to: (check all that apply)	(2) 100%				
	To simple	**Too advanced**	**Just right**		
The content of this library instruction session was:			(2) 100%		
	Too slow	**Too fast**	**Just right**		
The pace of this library instruction session was:		(1) 50%	(1) 50%		
	Public library resources	**Books and reference materials**	**Taylor Memorial Library databases**	**Google and Wikipedia**	
Before this library instruction session, most of my research was done using: (check all that apply)	(1)	(1)		(1)	
	Strongly Agree	**Somewhat Agree**	**Somewhat Disagree**	**Strongly Disagree**	

The librarian presented information that will be useful to me.	(2) 100%				
The librarian covered the right amount of material.	(2) 100%				
The librarian presented information clearly and concisely.	(2) 100%				
As a result of this session, I will be able to use library resources and create citations more effectively.	(2) 100%				

What I found most useful about this session: 1. Searching databases. 2. Research skills and apa format

What I would improve about future sessions: 1. More directions on searching, include quotes. 2. A little slower, a little more emphasis on apa format.

Faculty Workshop Presentation: 2

Total faculty/staff: 1

Decrease of 29 attendees from Fall 2016.

Decrease of 11 attendees from Spring 2017.

Sara, 100%

Appendix A

Library Clue

Activity Description:

Taylor Memorial Library's Mobile Library Clue is an interactive, technology-rich activity designed to introduce students to the library's resources and services. Library Clue encourages situated and experiential learning by incorporating team-based gaming dynamics and mobile technology. Students complete the activity by following clues in a digitally rendered map of the library to explore the library's spaces, technologies, and collections. Activity is worth a total of 25 points and students work in groups.

Learning Objectives:
- Understand how information is organized and stored in an academic library
- Practice using library resources and services relevant to their coursework
- Prepare for future successful knowledge-seeking behaviors
- Become familiar with the TML staff and spaces
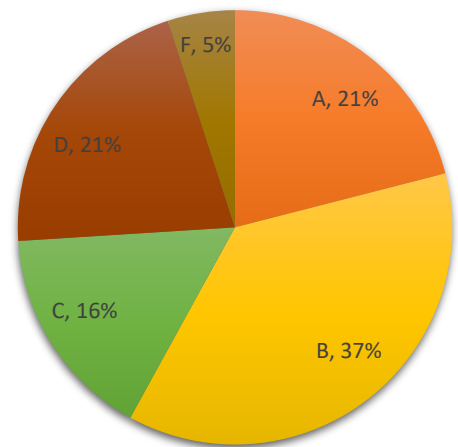
Learning Outcomes:
After completing Library Clue, students will be able to:
- perform searches in the library catalog and a subject specific database by successfully navigating the website
- locate library items by the library of congress classification system
- locate library items by the dewey decimal system
- access and view an ebook directly from a computer screen
- identify important citation information
- successfully interact with library staff and spaces
- differentiate between popular and scholarly periodical sources

Grades by Class

	AFC Radio/Social Media	AFC Psychology	AFC Social Work	AFC Business	World History
A 90-100%	0	0	2	0	2
B 80-89%	3	2	0	0	2
C 70-79%	0	0	0	1	2
D 60-69%	0	1	1	2	0
F 50-59%	0	0	0	1	0

Total Grades

A, 21%
B, 37%
C, 16%
D, 21%
F, 5%
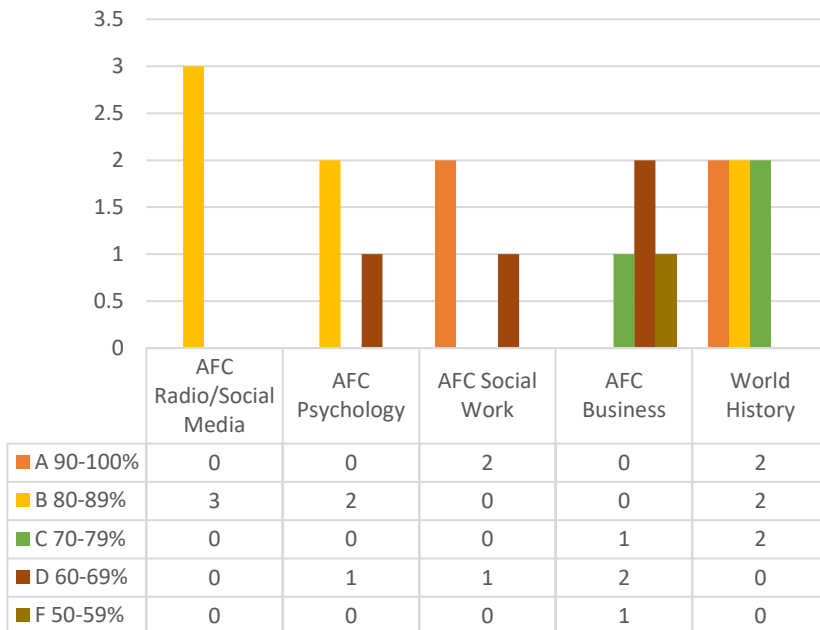
Appendix B

Comp & Rhetoric Class Activities

Activity Description:

Students work in groups or by themselves to access a print book, electronic book, or journal article from the appropriate database using librarian-provided item information. Important bibliographic information is located and recorded once the item record is found and students complete two discussion questions designed to evaluate students' information seeking behaviors and attitudes.
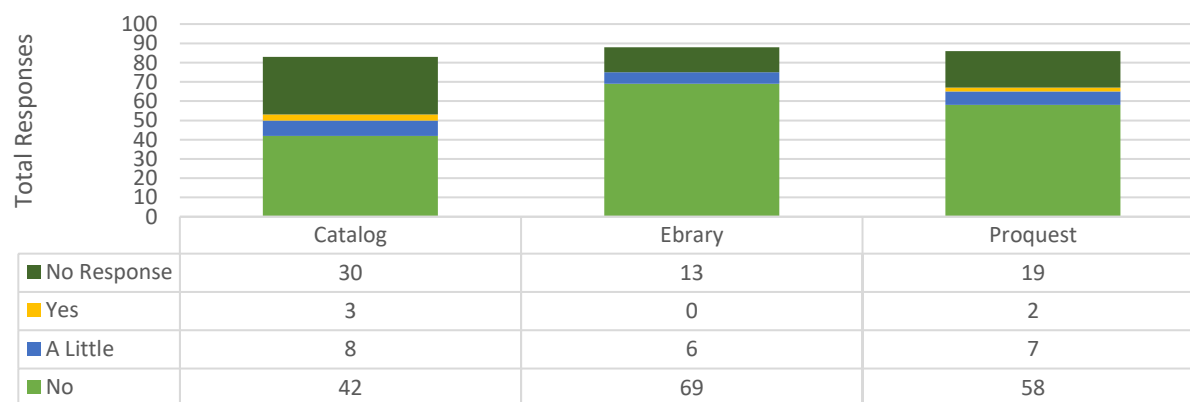
Learning Outcomes:

After completing these activities, students should be able to:
- navigate the library's website
- use the online catalog to search for print books
- locate a book using its Call Number
- use the ebrary database to search for electronic books
- locate important bibliographic information
- read a book online
- use the Proquest database to search for journal articles
- read journal articles online
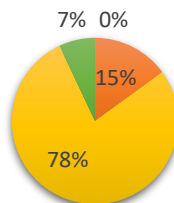
Total Student Responses, Question 1:
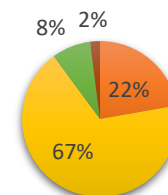## Did you have any problems searching for or accessing items in each of the following databases?
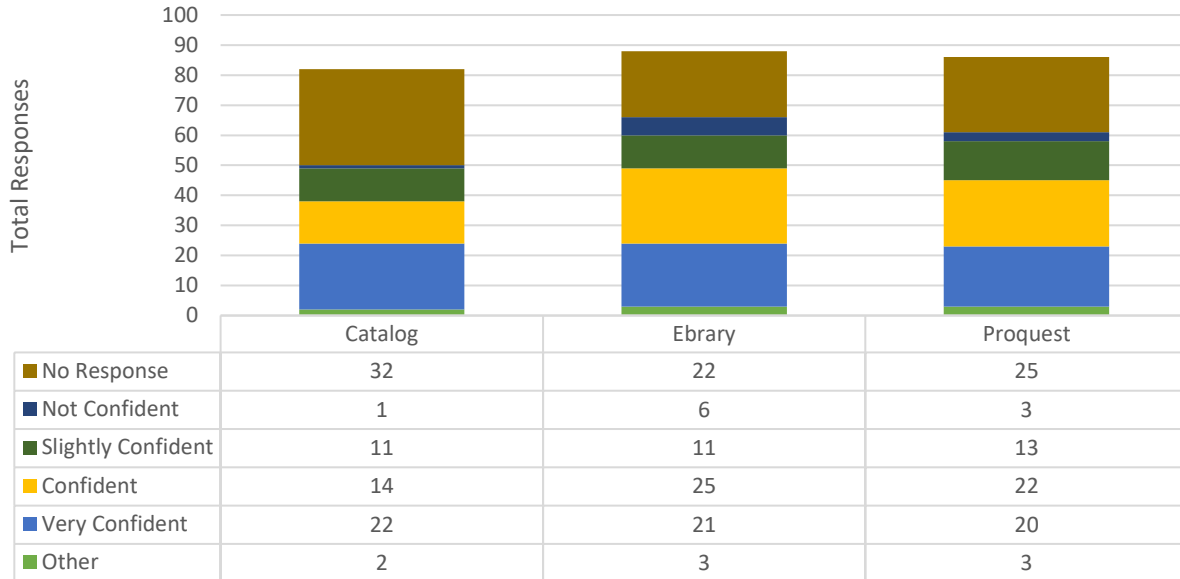

	Catalog	Ebrary	Proquest
No Response	30	13	19
Yes	3	0	2
A Little	8	6	7
No	42	69	58
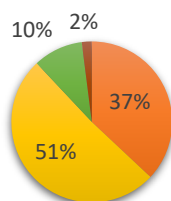
Catalog Q1

10% 2%
37%
51%

No Response No A Little Yes

Ebrary Q1

7% 0%
15%
78%

No Response No A Little Yes

Proquest Q1

8% 2%
22%
67%

No Response No A Little Yes

Total Student Responses, Question 2:
How confident are you in your ability to search for items in each of the following databases? Questions?
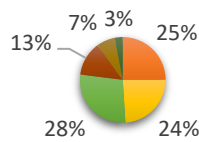

	Catalog	Ebrary	Proquest
No Response	32	22	25
Not Confident	1	6	3
Slightly Confident	11	11	13
Confident	14	25	22
Very Confident	22	21	20
Other	2	3	3

Catalog Q2

2%
3%
14%
32%
17%
27%
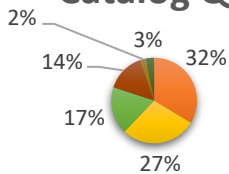
- No Response
- Very Confident
- Confident
- Slightly Confident
- Not Confident
- Other

Ebrary Q2

7% 3%
13%
25%
28%
24%

- No Response
- Very Confident
- Confident
- Slightly Confident
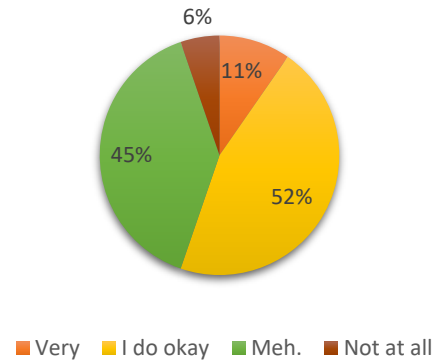- Not Confident
- Other

Proquest Q2

3% 3%
15%
29%
26%
24%
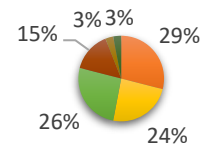
- No Response
- Very Confident
- Confident
- Slightly Confident
- Not Confident
- Other

Appendix C

	Very	I do okay	Meh.	Not at all
How confident are you in doing library research in general?	1	6	4	2
How confident are you in your ability to pick and use relevant, high-quality keywords when searching on your topic?	2	4	7	0
How confident are you in developing a specific topic for an open-ended research question?	1	10	1	1
How confident are you in evaluating the relevance and quality of information sources that you find?	2	7	3	1
How confident are you in choosing and using proper databases when doing research?	1	7	5	0

Section B, 10am

6% 11% 52% 45%

Very | I do okay | Meh. | Not at all

	Very	I do okay	Meh.	Not at all
How confident are you in doing library research in general?	1	9	4	0
How confident are you in your ability to pick and use relevant, high-quality keywords when searching on your topic?	2	10	2	0
How confident are you in developing a specific topic for an open-ended research question?	1	10	3	0
How confident are you in evaluating the relevance and quality of information sources that you find?	2	9	3	0
How confident are you in choosing and using proper databases when doing research?	4	6	4	0

Section I, 4pm

0% 14% 63% 23%

Very | I do okay | Meh. | Not at all