

Assessment of Information Literacy Instruction 2012-2013

Teaching librarians have reviewed and submitted assessment results from selected information literacy classes taught during the 202-2013 year. This chart provides an overview of the ACRL Information Literacy Standards taught & assessment information for selected classes. More in-depth information is provided below.

	ENG 150	NUR 150	HLC 504	HLC 512	GST 125	SWK 215	BIO 111	CHM 206	HUM 500	POL 372	POL 115
Determines the nature & extent of information needed											
Accesses information effectively & efficiently	M	M	M	M	M	M	M	M	I	M	M
Evaluates information & its sources critically	S			S			M	M		S	S
Uses information effectively											
Uses information ethically & legally	S	M			M	M					
Assessment of instruction											
Assessment completed	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Type of assessment	clickers	clickers	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post

ACRL Standards*: Level of Focus: S – slight; M – moderate; I – intensive; V – variable

*Adapted from http://www.uri.edu/library/instruction_services/infolitplan.html

BIO 111- General Biology I

Librarian: Olga Verbeek

- Required biology course for all those majoring in biology (B.A. and B.S. all concentrations)
- Optional course for those majoring in Environmental Studies (B.A.)
- This instruction is result of a required lab called “Introduction to Biological Library Research, Scientific Literacy and Literature Retrieval”
- Library instruction was to be limited to 30 minutes with students then completing their lab worksheet which took another 1.5 hours.

Topics taught and/or learning outcomes*:

*based on learning outcomes for the lab

1. to gain an appreciation for, and a knowledge of the library resources
2. to demonstrate an ability to research a topic,
3. to find a suitable primary literature article in the database and retrieve that article
 - a. from hard copy journals in the library
 - b. full text electronic copies, and
 - c. know how to access Interlibrary Loan if needed.
4. demonstrate an ability to discern the difference between, and the value of, material from the primary and secondary sources
5. be introduced to the behaviors of staying current in your field.

Assessment:

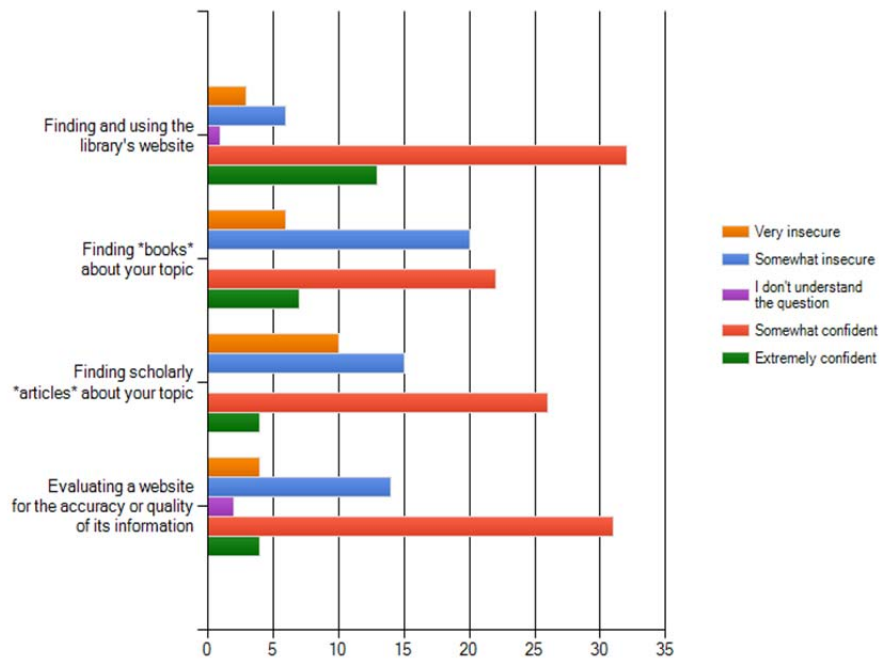
A total of 59 students took the post-instruction survey at the end of the class. Fifty-five (55) students took the pre-instruction survey that was sent to them in an email.

Pre-instruction survey:

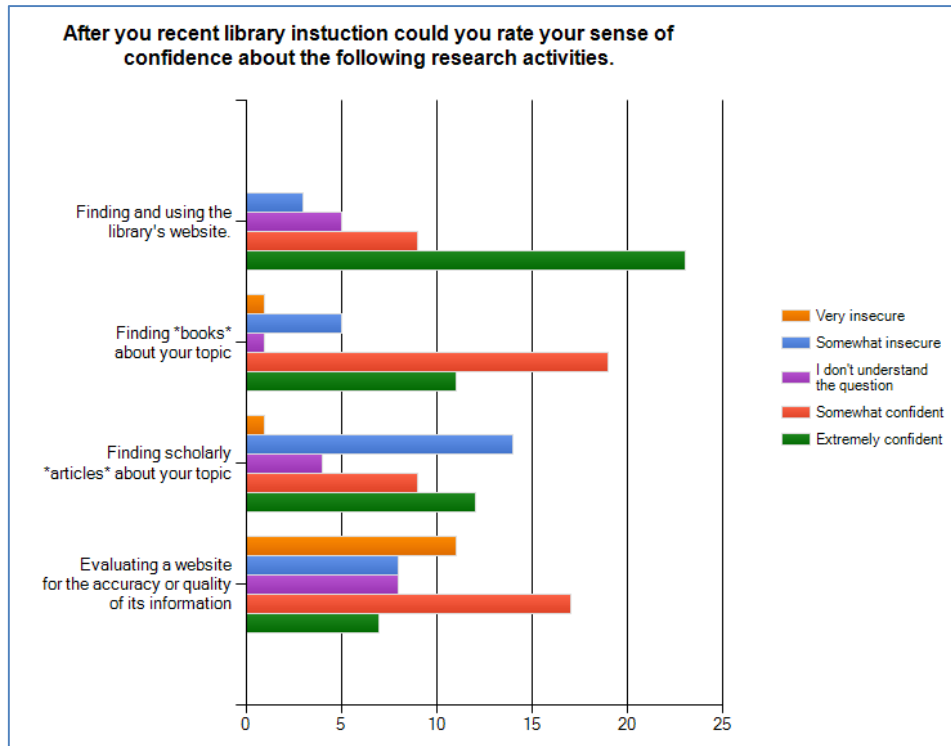
- The pre-instruction survey showed that the instruction provided would be their first instruction for 61.8% of the students.
- When asked what they hoped to learn in the instruction, 65% of the 20 responses indicated that they hope to be able to find resources.
- When asked “When you begin research, how do you start?” only 36% responded with a basic research strategy.
- Eight-seven percent (87%) could correctly identify a scholarly article.

Pre-instruction

Please rate your sense of confidence about the following research activities.

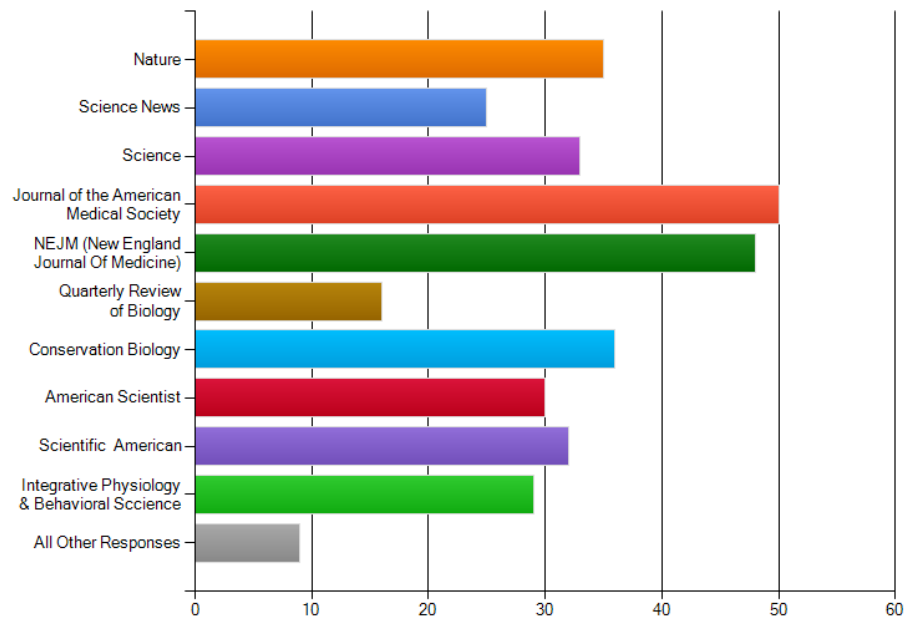


Post-instruction

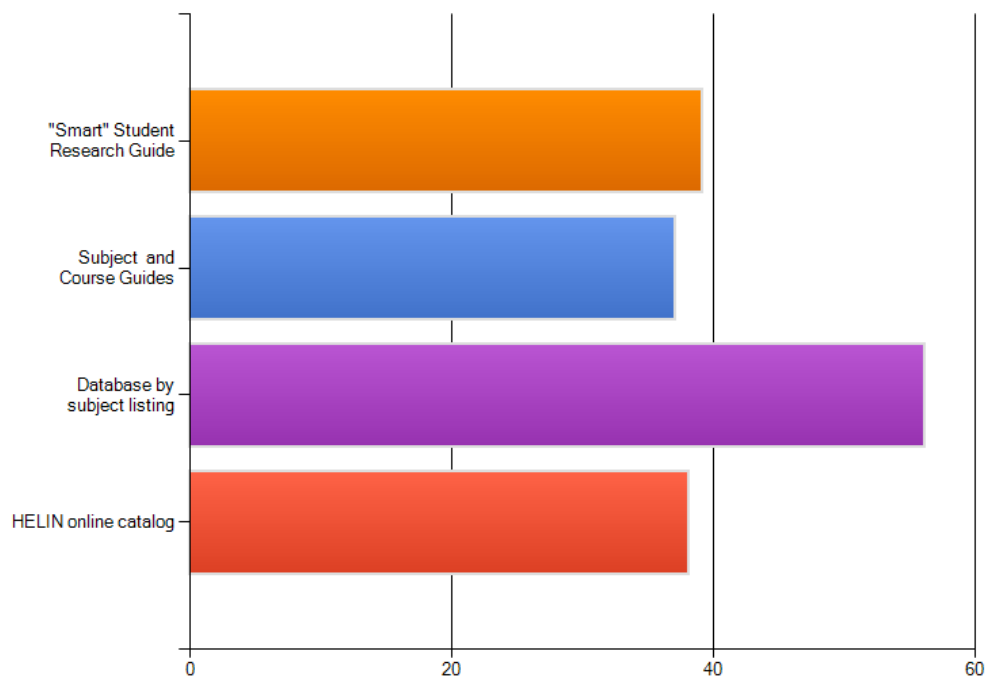


More Post – Instruction Evaluation

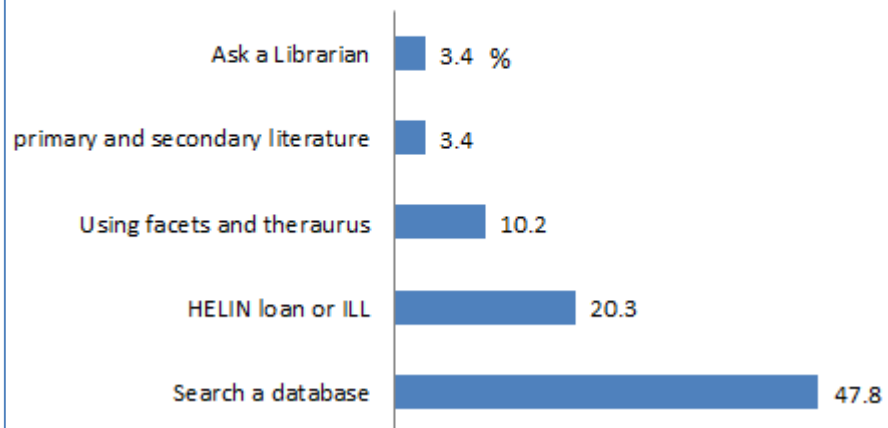
Choose the journals that are considered "primary literature" in the biology field. -- Check all choices that apply

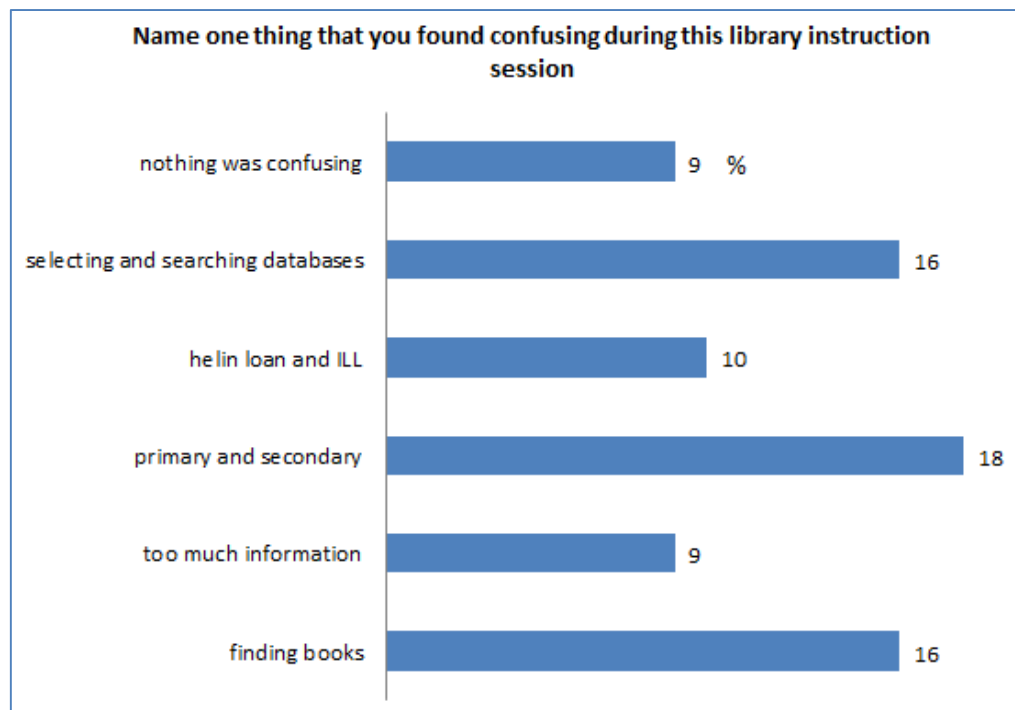


Where on the library's web stie can you find help in determining which database to use? --
Check all choices that apply



Name one thing you learned in this library instruction session
that you didn't know before





Future steps:

Definitely too much was covered in too little time. Some of the more relevant information taught was still confusing at the end. This lab would be better served, if after each concept taught, students could actually do an exercise.

CHM 206- Organic Chemistry

Librarian: Olga Verbeek

- This instruction is the result of a research paper assignment on an organic compound of interest to the student and its current significance.”
- Library instruction was to be limited to 50 minute instruction

Topics taught and/or learning outcomes:

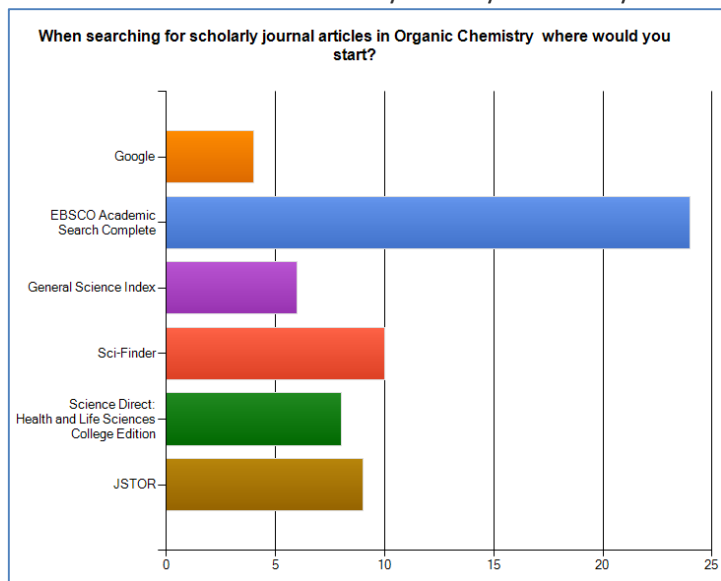
- Students will be introduced to the literature in Organic Chemistry
- Students will learn to choose keywords and design an effective search strategy in SciFinder in order to find an organic compound, its structure and associated research articles
- Students will learn the difference between primary and secondary sources
- Students will learn to request articles not available at Salve

Assessment:

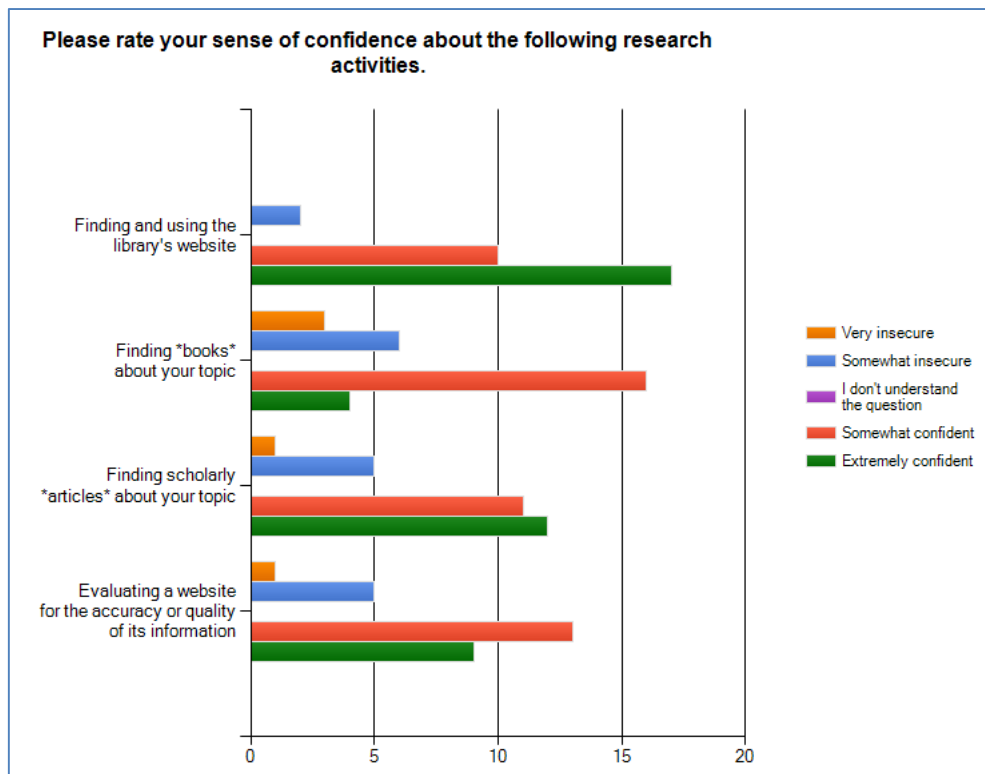
A total of 29 students took the post-instruction survey at the end of the class. Twenty-eight(28) students took the pre-instruction survey that was sent to them in an email.

Pre-instruction survey:

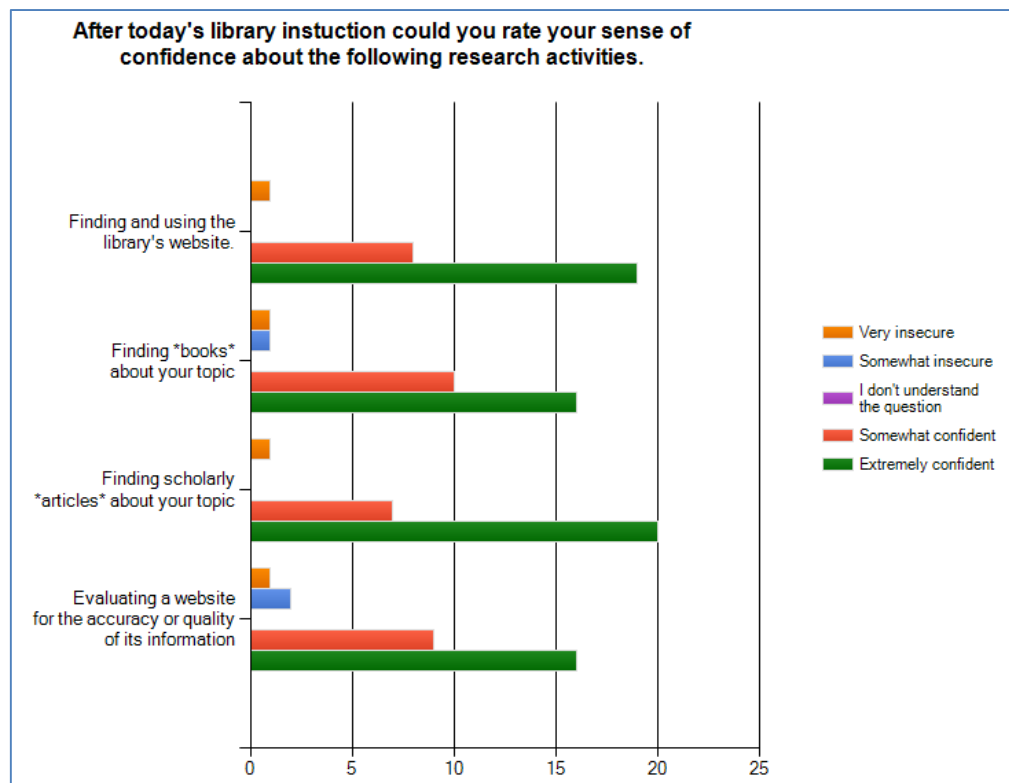
- The pre-instruction survey showed that most students had more than one library instruction under their belts (80%). All had previous instruction.
- When asked what they hoped to learn in the instruction, 50% of the 10 who answered this question wanted to be able to locate primary literature on organic compounds.
- When asked “When you begin research, how do you start?” 55% indicated that they would go to the library website and search the databases for articles. 25% indicated that they would first find information on the web or through Wikipedia.
- Over 90% could correctly identify a scholarly article.



Pre-instruction survey



Post-instruction survey



More Post-Instruction Survey

- 88% could identify key words in a research question.
- 75% could identify Journal of Organic Chemistry as a core journal, but only 21% identified Tetrahedron
- 64% indicated that they previously had not known about the SciFinder database.
- 38% indicated that using SciFinder website is still confusing; 38% found nothing confusing and 23% had other confusing concerns.

Future steps:

To improve future sessions, I would spend more time on the SciFinder database. Students find the added Course Guide very useful and I will build one for each instruction session.

-Olga Verbeek 5/30/13

Classes taught:

HLC 504

GST 125

HLC 512

SWK 215 (two sections)

Librarian: Lori Barile

Topics taught and/or learning outcomes:

1. Students will become familiar with the library webpage, library catalog, and a few relevant research databases in order to know where to search for relevant information.
2. Students will learn to design an effective search strategy in order to find research articles.

Assessment:

Pre- and post- assessment was given via paper form in-class (see attached). The same 5 questions were repeated pre- and post- test throughout all five classes. All classes were taught the same basic topics (catalog, requesting books from other schools, how to search a database, etc.). GST 125 and both sections of SWK 215 also included instruction on citations. HLC 512 had instruction based on a particular assignment which included the basic topics plus the Deep Web. Assessment results show some improvement when comparing pre- and post- test results.

The average percent of correct answers for the 3 standard multiple choice questions (#3-5) on the pre-tests was 69.6%. The average percent of the correct answers for the 3 standard multiple choice questions on the post-tests was 92.4%.

For question 2, pre-test results showed a total of 14 students were "very insecure" and 44 were "somewhat insecure" when asked about their rate of confidence in finding various resources. 87 were "somewhat confident" and 12 were "extremely confident" during the pre-test. Post-test, 4 were "very insecure" and 13 were "somewhat insecure," while 84 were "somewhat confident" and 66 were "extremely confident."

When asked post-test: "What is the most important thing you've learned in today's class?" replies included:

- Where I can find peer reviewed journal articles while researching
- How to effectively search scholarly journal databases
- How to access the databases and search them from home
- How to use the library catalog
- The amount of information I can access is huge. Also that I can get help from you all.
- How extensive search can be
- Subject guide (call numbers)
- To use the library to it full capacity
- How to start research, do research and manage time
- Orientation to the library webpage and where to go for more info
- That the library provides very user friendly tools to assist in research as well as informed staff who are happy to help

- Credo reference; smart student
- So much! Differences between databases, where to find research info quickly and accurately, etc.

Future steps:

Ideally, instruction sessions would be focused on one concept in which we go into in-depth. Attempting to squeeze in the catalog, databases, citation styles and other things in a <60 minute session seems to overwhelm the students. More than one session throughout the semester would be ideal although so far faculty buy-in is non-existent.

To attempt to improve a session where 3-5 concepts are taught, perhaps making the sessions interactive would aid in student learning.

Lori Barile
Pre-Instruction Survey
Class:

Fall 2012

Thank you for completing this pre-instruction library survey! Your answers will help us make instruction sessions more useful to students. The survey is short.

1. What do you most hope to learn in your upcoming research instruction class? *(don't worry if you don't know-- you can leave this question blank)*

2. Please rate your sense of confidence about the following research activities.

	Very insecure	Somewhat insecure	I don't understand the question	Somewhat confident	Extremely confident
Finding & using the library's website					
Finding books about your topic					
Finding articles about your topic					
Creating a bibliography					

3. To find articles for a research paper, the BEST place to look would be (check one):

- In the library catalog _____
 YouTube _____
 In a library database _____
 Under the bed _____
 Google Scholar _____

4. To find a book located in McKillop Library, you should search (check one):

- InRhode Catalog _____
 Google _____
 HELIN Library Catalog _____

EBSCOhost _____

Don't know _____

5. A research database such as Academic Search Complete or JSTOR includes what type of information?

Feature films _____

Journal articles _____

Novels _____

Textbooks _____

Don't know _____

Post-Instruction Survey

Fall 2012

Class:

Thank you for attending today's class! This is a short survey designed to measure what you have learned.

1. What is the most important thing you've learned in today's class?

2. Please rate your sense of confidence about the following research activities.

	Very insecure	Somewhat insecure	I don't understand the question	Somewhat confident	Extremely confident
Finding & using the library's website					
Finding books about your topic					
Finding articles about your topic					
Creating a bibliography					

3. To find articles for a research paper, the BEST place to look would be (check one):

In the library catalog _____

YouTube _____

In a library database _____

Under the bed _____

Google Scholar _____

4. To find a book located in McKillop Library, you should use (check one):

InRhode Catalog _____

Google _____

HELIN Library Catalog _____

EBSCOhost _____

Don't know _____

5. A research database such as Academic Search Complete or JSTOR includes what type of information?

Feature films _____

Journal articles _____

Novels _____

Textbooks _____

Don't know _____

Humanities Research HUM 500

Librarian: Dawn Emsellem

1.5 hour class. ~11 students, with programs of study including Healthcare Administration, Business Administration and Management, Rehabilitation Counseling, doctoral student in the Humanities, Masters of Business Administration and MA in the Humanities.

Topics taught and/or learning outcomes:

General introduction to library research for grad students. Broad topic coverage with time allotted for practicing concepts learned in class.

- Students will know how to develop a list of useful **keywords** for their search, as well as how to narrow and broaden a search.
- Students will know where to go on the library webpage to **find books** on their topic.
- Students will know where to go on the library webpage to **find research articles** on their topic.
- Students will know **how a subject search is different than a keyword search**, and know how to conduct both searches in an article database and the book catalog.
- Students will know how to **search for an article from a citation**.

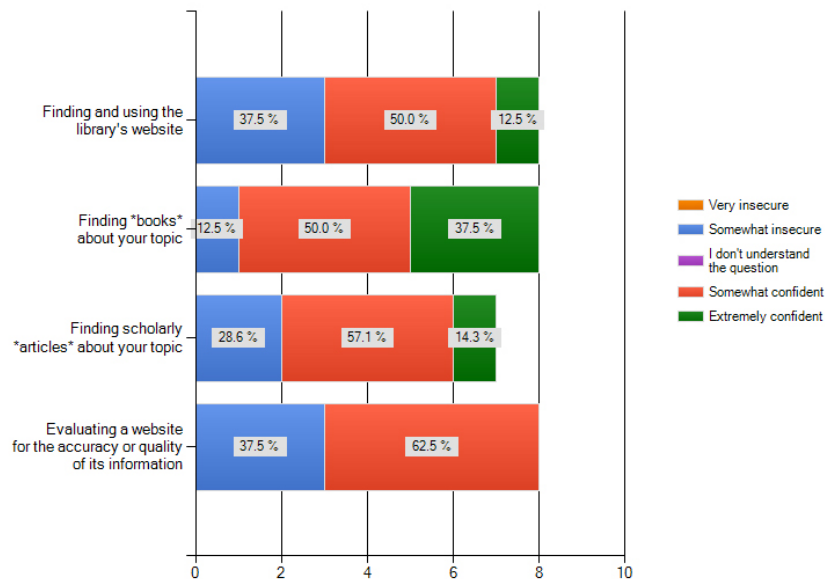
Assessment:

Students were sent pre- and post-tests via email. I received 8 and 6 responses, respectively.

I had been using slightly different questions for the pre- and post-test because some answers were meant to inform how I structure the class, rather than to assess teaching. Going forward, I will continue to do this but incorporate more familiarity.

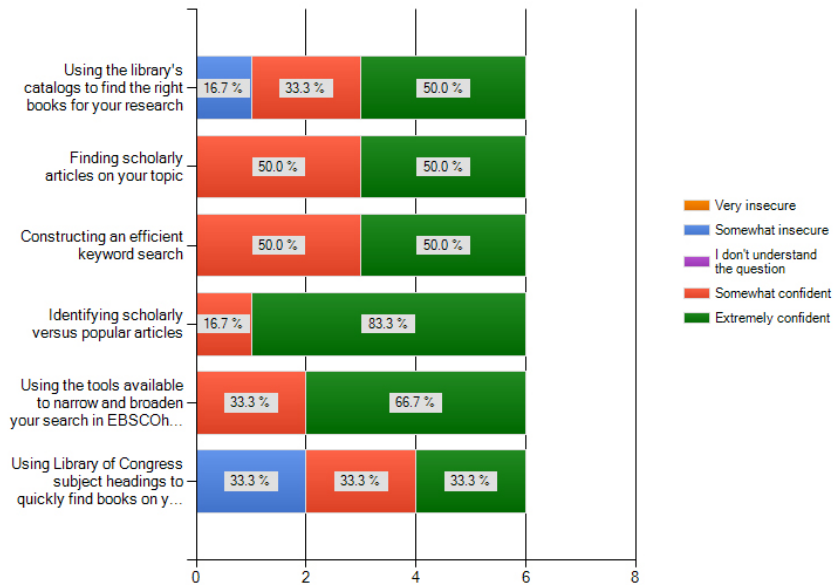
Pre-Test results:

Please rate your sense of confidence about the following research activities.



Post-Test Results:

Please rate your sense of confidence about the following research activities *after* library instruction.

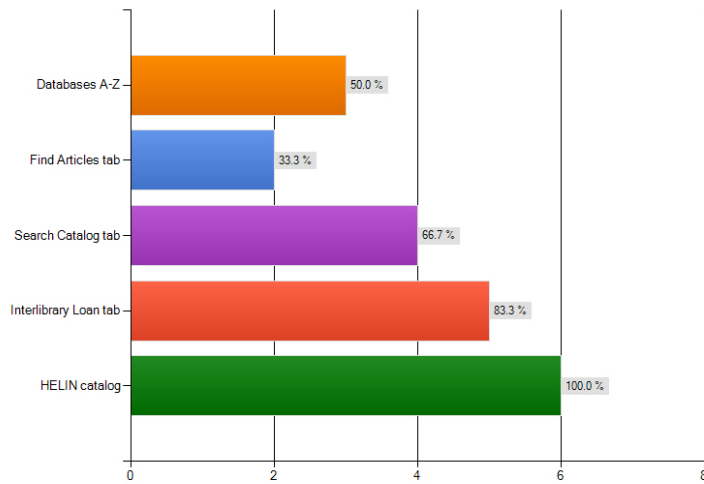


Because of the wording change in the “finding books” questions, it’s unclear whether students were more confused about finding books after my instruction. There were more students who rated themselves as “extremely confident” after instruction, but my finding book instruction may need some work. I plan to integrate resources that address students’ different learning styles, using images as well as talking about library resources, and following each section with a targeted practice session to see if this leads to improvement.

The instruction about finding scholarly articles was more successful with all students reporting that they felt somewhat or extremely confident in searching for articles.

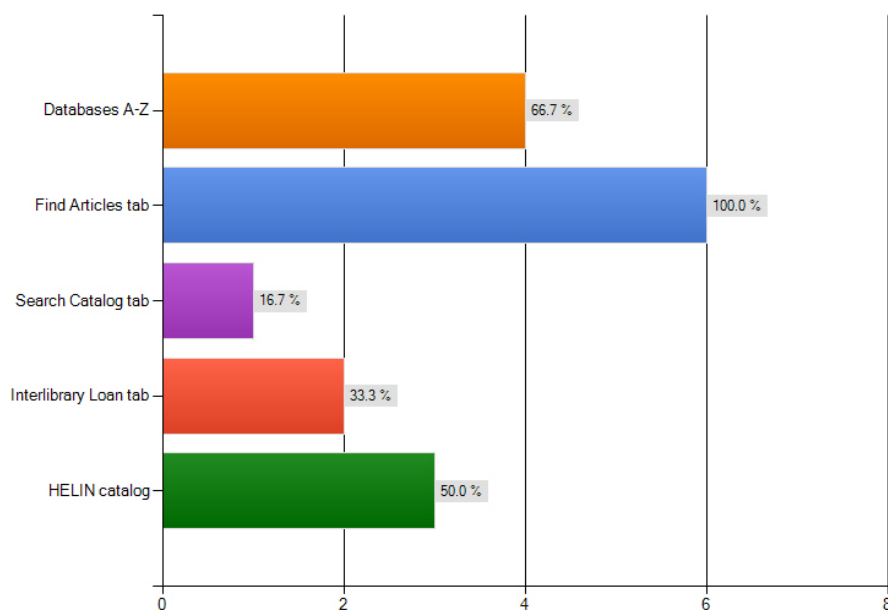
However, the skills portion of the post-test told a different story.

Where on the library's webpage do you go to find "books" about your topic (click all that apply)?



Students believed they could find books in databases A-Z and the Find Articles tab, which is technically true, now that we have a large collection of EBSCO e-books. The wording of the question may need to be changed to reflect this addition. However, it is clear that the books → catalog, articles → databases connection needs to be further emphasized in class time.

Where on the library's webpage do you go to find "articles" on your topic (click as many as apply)?



A large proportion of students believed they could find articles in the HELIN catalog. I plan to address this in later semesters. Perhaps a visual presentation of a bound scholarly journal and a scholarly book, or a description of the scholarly information cycle would be helpful to show the difference between articles and books, followed by a description of where to find each.

Politics 372 (junior thesis)

Librarian: Dawn Emsellem

Topics taught and/or learning outcomes:

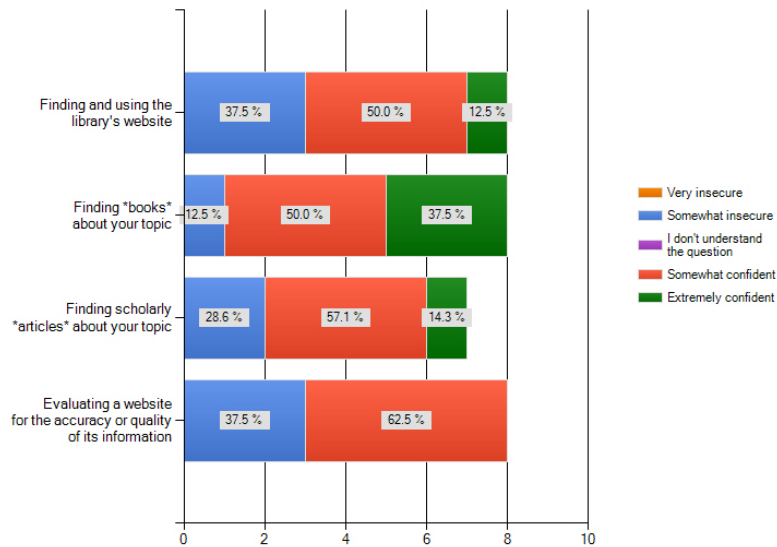
1. Students will know how to find books through the library webpage
2. Students will know how to find articles through the library webpage
3. Students will know when to use library resources as opposed to Google, and if using Google, two or three approaches to limiting their search.
4. Students will know several basic approaches to help them find primary sources

Assessment:

Students reported a dramatic increase in confidence in finding books and articles after the library instruction.

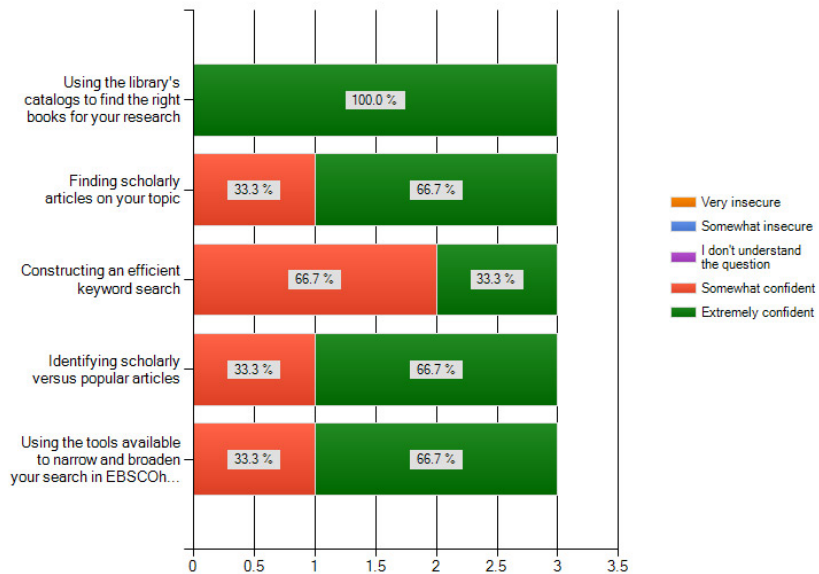
Pre-Test Results:

Please rate your sense of confidence about the following research activities.



Post Test results:

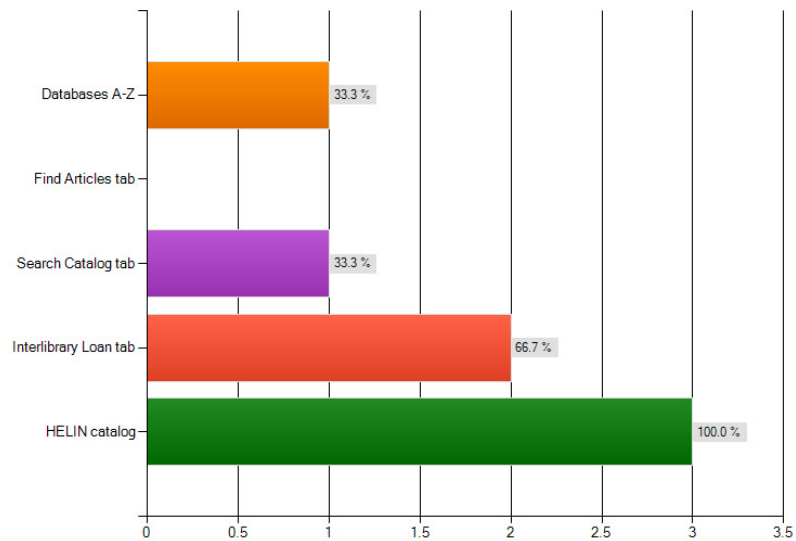
Please rate your sense of confidence about the following research activities *after* library instruction.



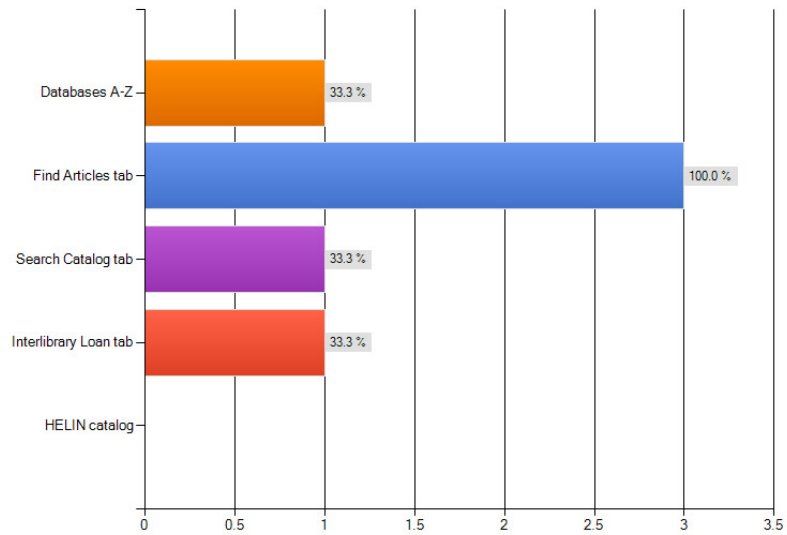
However, 33% still believed they could find books in Databases A-Z. This indicates that it is necessary to reinforce the books → catalog, articles → databases lesson during instruction sessions, and to provide practice time or activities to reinforce each point.

33% of students also believed they could find articles in the catalog and through the interlibrary loan tab, indicating that the purpose of each of these library search tools needs to be emphasized and re-emphasized in different ways.

Where on the library's webpage do you go to find *books* about your topic (click all that apply)?



Where on the library's webpage do you go to find *articles* on your topic (click as many as apply)?



POL 115 (introduction to politics)

Librarian: Dawn Emsellem

Topics taught and/or learning outcomes:

1. Students will know how to create a question and how to pull out keywords
2. Students will know how to look for books on the library's website
3. Students will know how to look for articles on the library's website
4. Students will be able to use some rudimentary tools for evaluating websites

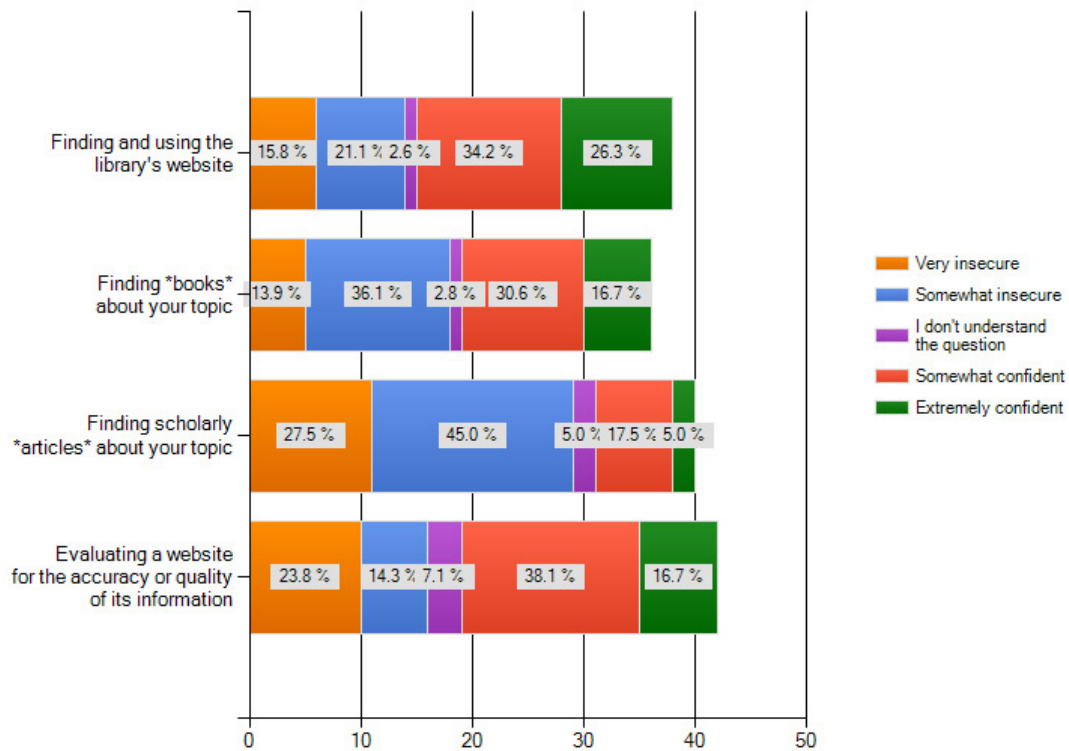
Assessment:

Students reported a dramatic increase in confidence in finding books and in some aspects of article searching. They also answered the questions about defining the difference between an scholarly and popular journal properly. Many students answered the question about which libraries participate in the HELIN consortium incorrectly, but as a question choice this wasn't very representative of the subject matter covered in class.

In the future I will be more careful to match up the question topics with the subject matter covered in class, and to match pre and post-test questions more closely to allow more meaningful comparisons.

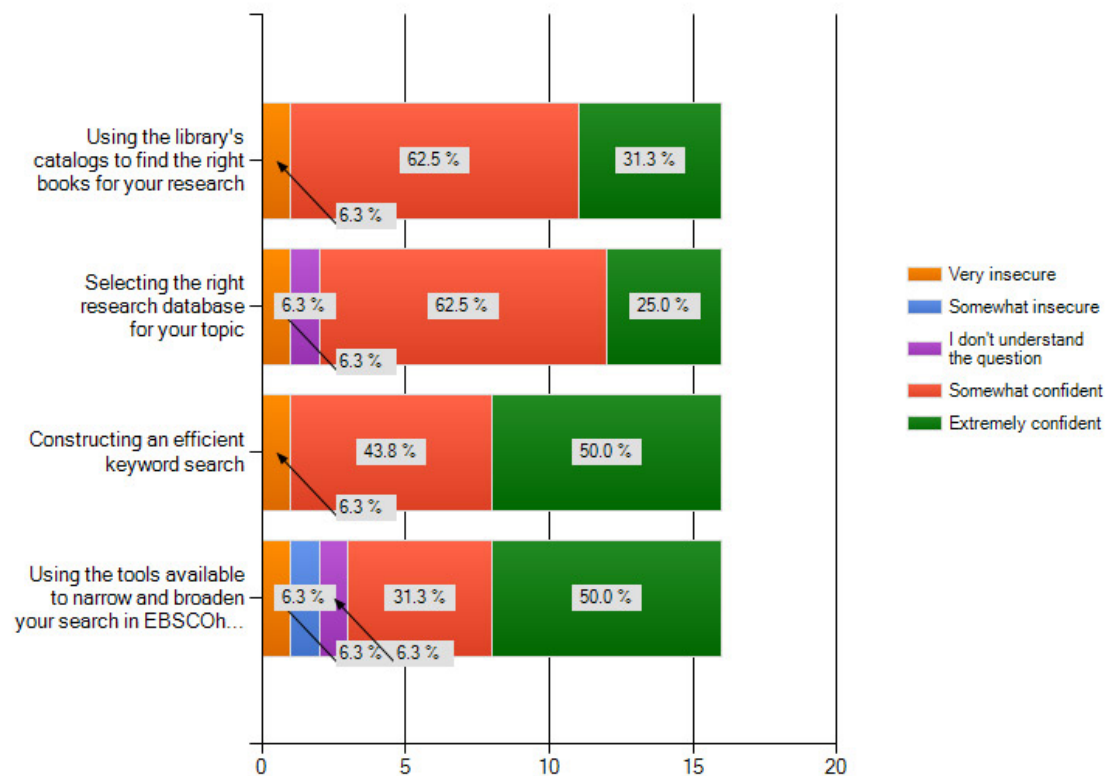
Pre-Test Results:

Please rate your sense of confidence about the following research activities.



Post-Test Results:

Please rate your sense of confidence about the following research activities *after* library instruction.



-Dawn Emsellem 5/5/13

ENG 150

Librarian: Ingrid Levin

Topics taught and/or learning outcomes:

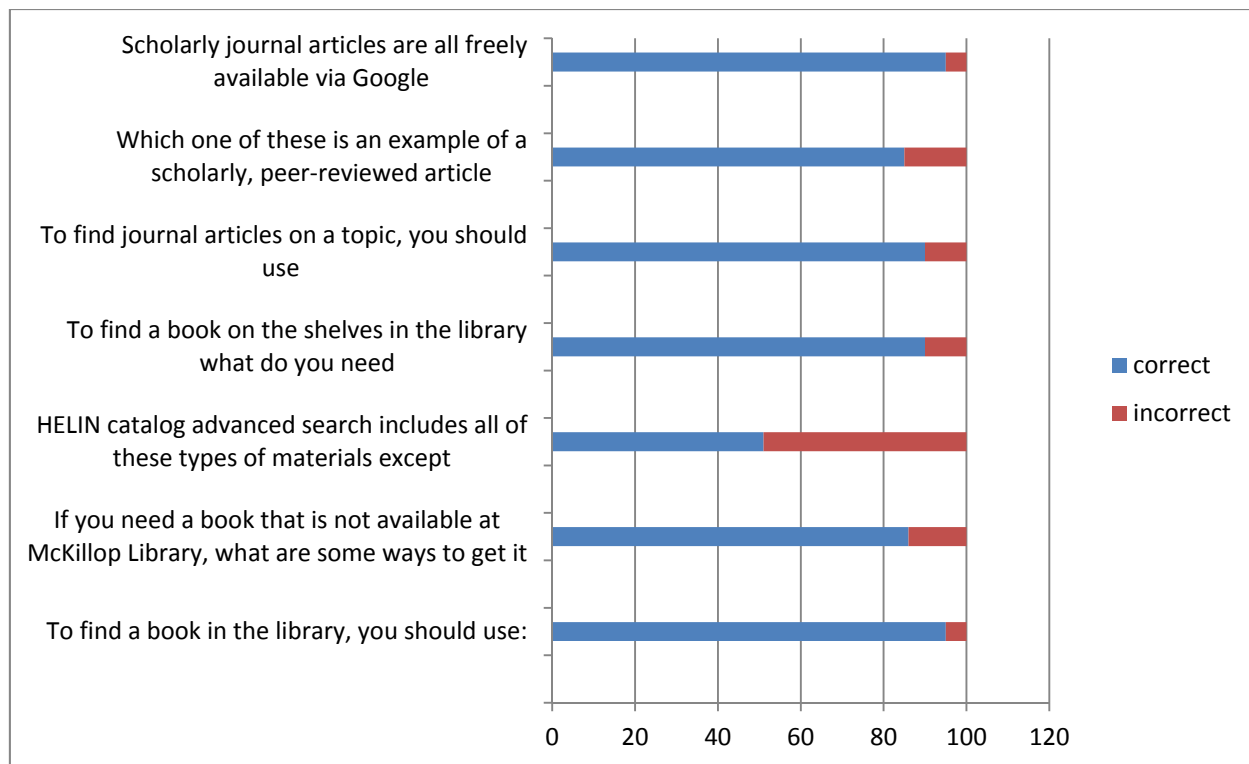
1. Students will become familiar with the library webpage, library catalog, and a few relevant research databases in order to know where to search for literary criticism and related information.
2. Students will learn to design an effective search strategy in order to find research articles on literary criticism topics

Assessment:

Turning Point software and clickers were used in 11 sections of English 150 during 2012-2013 to assess student learning during an introductory level library instruction session lasting 50 minutes. (32 total sections of ENG 150 were taught during the 2012-2013 academic year, so library instruction was provided in 34% of ENG 150 classes.) While all classes were taught the same basic topics, the examples used during instruction were customized based on the specific assignment required by the professor. The average percentage of correct answers for the 7 standard multiple choice questions was 84%. Students scored worst on questions relating to what materials are included in HELIN catalog advanced search (51% correct). This indicates that half of the respondents did not understand that they should use a separate resource to locate journal articles, such as a research database. Students understood well that to locate a book they should use the HELIN catalog (95% correct). 85% of students were able to identify a scholarly article correctly. Based on in-class questions it was also clear that many students struggled with choosing appropriate keywords when searching.

Future steps:

To improve future sessions, instruction should include a greater focus on differentiation between when to use databases versus the catalog, and further explanation and hands-on practice in choosing keywords for search strategies.



ENG 150 clicker question results

NUR 150

Librarian: Ingrid Levin

Topics taught and/or learning outcomes:

1. Students will become familiar with the library webpage & how to get help from a librarian
2. Students will learn to choose keywords and design an effective search strategy in CINAHL in order to find scholarly articles in nursing journals.
3. Students will be introduced to the basics of APA style

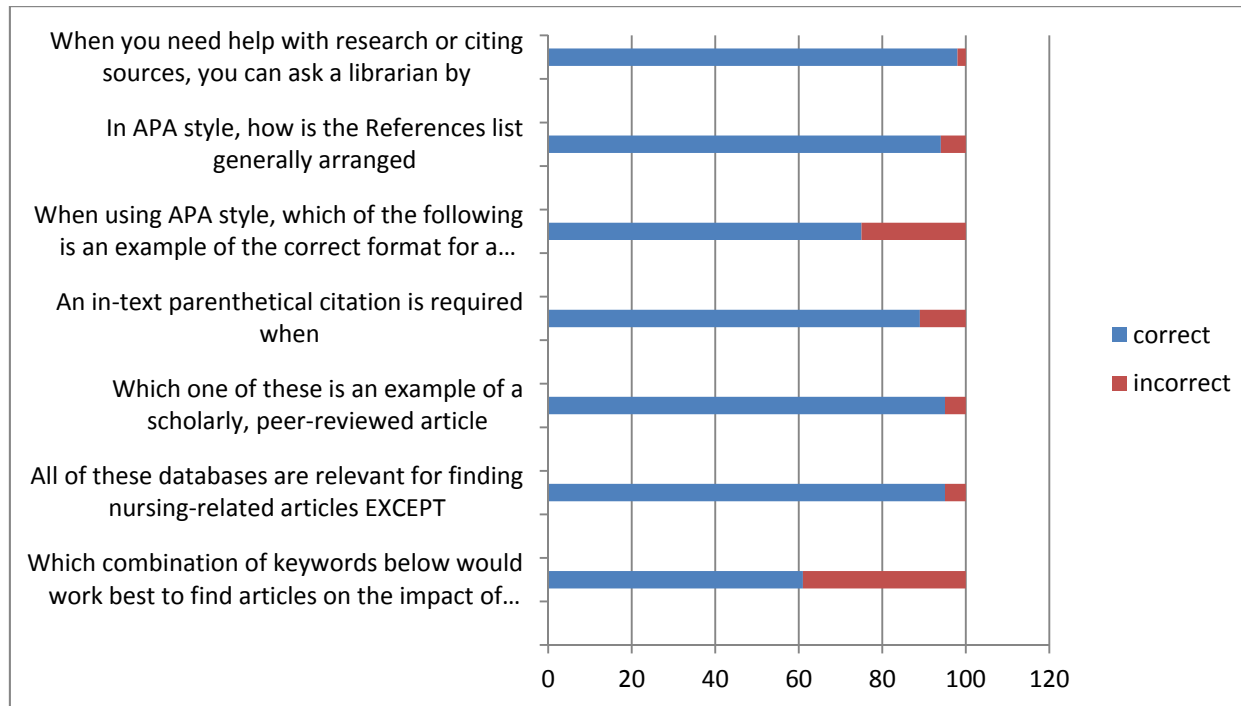
Assessment:

Turning Point software and clickers were used in 5 sections of Nursing 150 during fall semester 2012 to assess student learning during an introductory level library instruction session lasting 50 minutes. (5 sections of NUR 150 were offered during the 2012-2013 academic year, so 100% of NUR 150 classes received library instruction.) The average percentage of correct answers for the multiple choice questions was 85%. Students scored worst on questions relating to choosing the

best keywords to search for a certain topic (61% correct). Students did well in identifying a peer-reviewed article (95% correct). Clicker questions in this class were also used to reinforce topics taught related to APA style, and 75% of students were able to successfully identify a properly formatted parenthetical citation for a quote. For this introductory level class, emphasis was also placed on how to get further research help in the future. A clicker question on ways to contact a librarian was answered correctly by 98% of students.

Future steps:

To improve future sessions, more explanation of choosing keywords would be helpful. However, as these classes cover both finding articles and APA style in one 50 minute session, time constraints make it difficult to teach all topics successfully. The possibility of dividing instruction for NUR 150 into 2 separate sessions would be preferable, as teaching both finding articles and APA style in one 50 session is difficult.



NUR 150 clicker question results

Education

Librarian: Chris Bagley

Topics taught and/or learning outcomes:

1. Students will become familiar with the library webpage, library catalog, and a few relevant research databases in order to know where to search for articles on topics pertaining to education and related information.
2. Students will learn to find peer-reviewed articles showing true research and incorporate them into their assignments throughout the semester.

Assessment:

Surveys were sent to three different Education faculty members on April 24th to distribute to the classes they had brought for instruction. A separate survey was included for the faculty member. A reminder was set to the faculty after 1 week. The surveys were designed to take no more than 5 minutes and it was requested that they be returned by campus mail by the end of classes (2 weeks). Two faculty members returned the surveys completed and one did not (she forgot to hand them out). While this only provided 29 results of 43 sent, I believe they are a good representation of student responses to instruction. The most surprising find was that 26 of the students had at least 1 Library Instruction session previously, but only 3 said they didn't learn anything new this time. 28 out of 29 students agreed and strongly agreed that they felt more comfortable using databases after the session.

Future steps:

For the Fall semester, hand-out will be re-worked and faculty will be asked to identify how many in their class have already had introductory library instruction. This assessment method was a trial run and will be augmented by more class responses. In the future, surveys will be sent out a week earlier.

Assessment Results Spring 2013

Assessment forms and cover letters sent to each Faculty member below via campus mail on 4/24/13

Reminders emailed on 5/2

James Buxton	20 sent/20 returned / no Fac. response
Dr. M. E. LeBlanc	9 sent /9 returned / 1 Fac. response
<u>Dr. M. Rose</u>	<u>14 sent / 0 returned/ 1 Fac. response</u>
Total	43 sent/29 returned 3 sent/2 returned

18 Freshmen

- With previous library class 16
- Without previous library class 2

11 Sophomores

- With previous library class 10
- Without previous library class 1

4. PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THESE STATEMENTS ABOUT THE LIBRARY INSTRUCTION SESSION YOU ATTENDED.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The objectives of the Library Instruction were clearly stated by the librarian.	15	14	<input type="radio"/>	<input type="radio"/>
The Librarian was knowledgeable and responsive to questions.	21	8	<input type="radio"/>	<input type="radio"/>
The Librarian presented the subject matter in a clear, understandable, and organized manner.	18	11	<input type="radio"/>	<input type="radio"/>
The librarian provided his/her contact information so I could contact him/her if I have further questions or need additional research assistance.	19	9	1	<input type="radio"/>
Handouts/guides that were distributed were helpful.	14	14	1	<input type="radio"/>
The class met or exceeded my expectations.	6	22	1	<input type="radio"/>
After participating in this Library Instruction session, I am more likely to use the library for my research.	12	15	2	<input type="radio"/>
After participating in this Library Instruction session, I feel more comfortable accessing and searching in the library's databases.	13	15	1	<input type="radio"/>

5. What was the most useful thing you learned in this Library Instruction session?

- I didn't know Salve subscribed to EasyBib
- How to use databases
- Databases
- Where to look for info
- Where to find additional legitimate sources like databases etc
- I learned about a database I had never used before
- That we can renew books online
- How to use the HELIN database
- How to find the articles
- How to find articles
- How to properly use our online library resources
- Where PRAXIS test practice is located
- The best databases to use for my specific research
- How to access different databases
- How to book a study room
- Databases
- More about databases
- How to find research articles
- How to find resources

- Database searching
- Data Base searching!
- Data Base searching
- Learned how to navigate the website
- How to find articles / EasyBib
- How to find good articles

6. What was the least useful thing you learned in this Library Instruction session?

- Just the fact that I've seen the same presentation 3 times
- I found everything helpful
- I don't remember all of the links because there was just so much learning
- How to contact librarians. It's quite obvious
- Where books are in the library (as far as subject)
- Kind of boring, material not presented in an interesting manner
- Spent time on stuff I already knew, and learned in previous library instruction
- How to get to Library website
- Booking a study room
- How to get to the website
- The movie
- The movie about resources
- It was all helpful
- It was all helpful

Comments:

- I love the librarians.
- There should be a neutral spot on question 4 of the survey
- I was already aware of info. Presented
- Hand outs were overwhelming

FACULTY RESPONSES

Please rate your level of agreement with these statements about the Library Instruction session you attended.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The objectives of the Library Instruction were clearly stated by the librarian.	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Librarian was knowledgeable and responsive to questions.	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Librarian presented the subject matter in a clear, understandable, and organized manner.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian provided his/her contact information so I could contact him/her if I have further questions or need additional research assistance.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handouts/guides that were distributed were helpful.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class met or exceeded my expectations.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library instruction content was relevant to my teaching needs.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student reaction to the library instruction was positive and was reflected in their assigned work.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend library instruction to other faculty members.	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What was the most useful thing you think your students learned in this Library Instruction session?

- Chris B's invitation to students to help
- It helped them to meet the requirements of their research project

What was the least useful thing you think your students learned in this Library Instruction session?

- N/A

Comments:

- Mrs. Bagley actually made them enjoy research...they used her expertise throughout the semester