

Report on the McKillop Library Scavenger Hunt September 2012

Report by: Olga Verbeek, April 5, 2013

The Scavenger hunt was part of the New Student Seminar “September Scramble” activities and was awarded 2 points (out of total of 100 points for the course).

The timeframe for the Scavenger Hunt was September 21 – September 31, 2012.

The promotion and verification of completion (*Appendix A*) was part of the September Scramble worksheet. The promotion allowed students who completed the scavenger hunt worksheets to participate in a raffle of two \$50.00 gift cards from Amazon.

Method: First-year students were handed a scavenger worksheet at the circulation desk that provided mini-instructions with accompanying exercises. There were three versions of the worksheets with at least the first page having different questions (*Appendices B, C, & D*). The scavenger hunt was designed to be done individually and we discouraged group activity. The reasoning was that this scavenger hunt would allow development of basic skills needed by each student individually.

Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education are as follows:

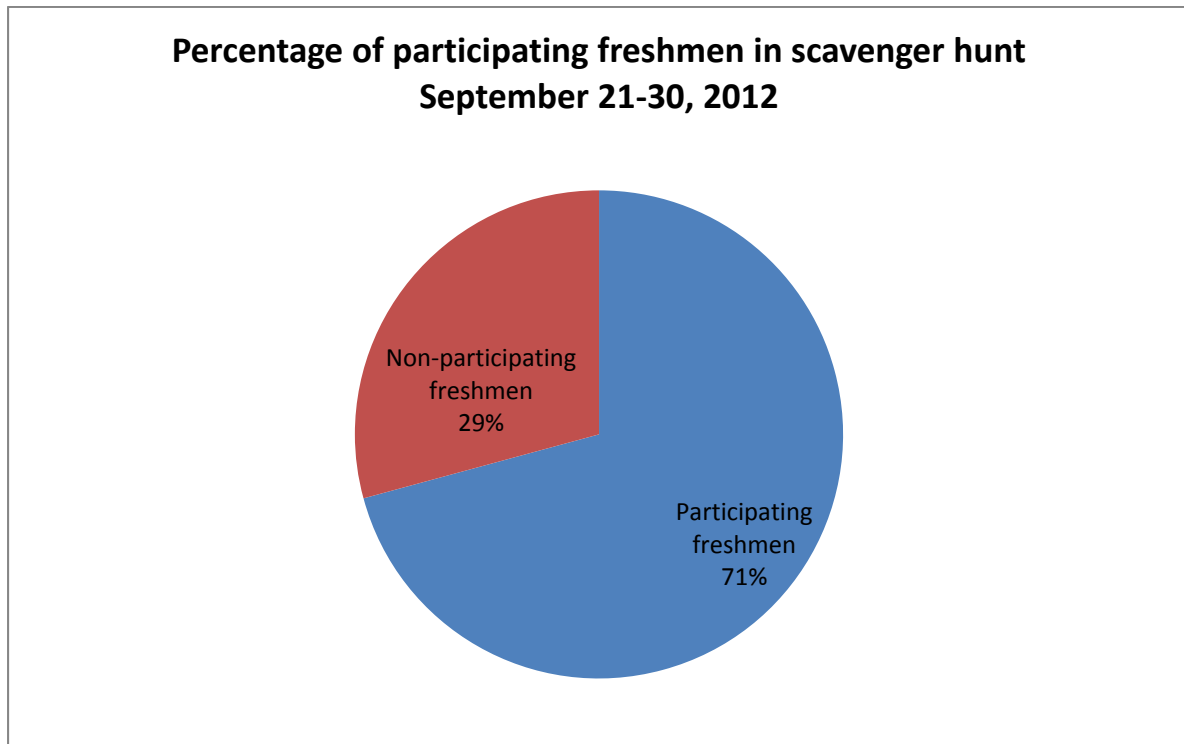
- **Standard 1:** The information literate student determines the nature and extent of the information needed.
- **Standard 2:** The information literate student accesses needed information effectively and efficiently. ***All instructions and exercises on the worksheets addressed this standard.***
- **Standard 3:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- **Standard 4:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- **Standard 5:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The library has set recommended goals for freshmen as follows:

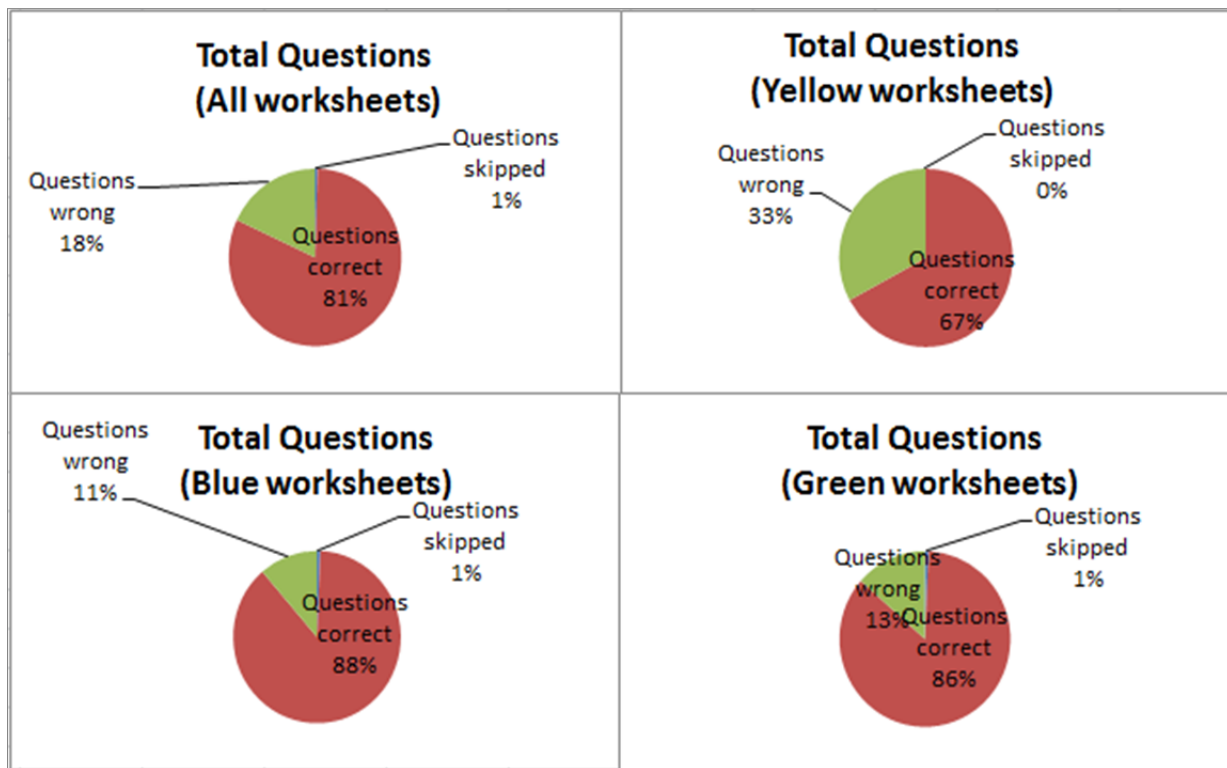
- Become familiar with the library layout and service points.
- Become familiar with the library webpage.
- Use the HELIN library catalog to locate books and other materials.
- Use the HELIN catalog request option to obtain books from other HELIN libraries.
- Understand Library of Congress call number sequence.
- Use a core, interdisciplinary periodical database to find journal articles.
- Understand the difference between a popular magazine and a scholarly journal.
- Use the Library's course reserves system.
- Understand the basics of citing sources and strategies for avoiding plagiarism.

The instructions and exercises of the worksheets addressed the some of the goals as follows:

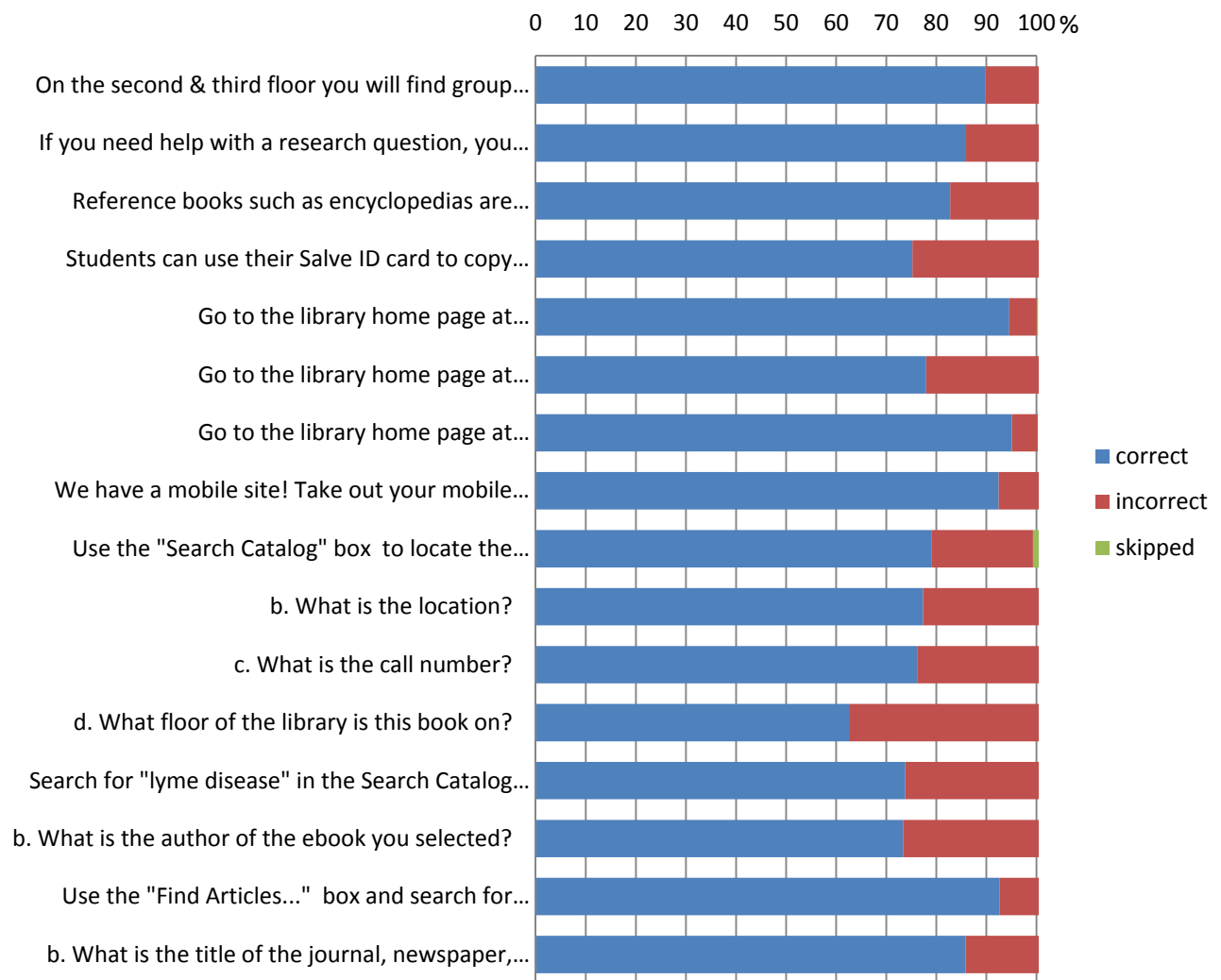
Question asked	Become familiar with the library layout and service points.	Become familiar with the library webpage.	Use the HCLIN library catalog to locate books and other materials.	Use the HCLIN catalog request option to obtain books from other HCLIN libraries.	Understand Library of Congress call number sequence.	Use a core interdisciplinary periodical database to find journal articles.	Understand the difference between popular and scholarly articles.
On the second & third floor you will find group study rooms, with the reservation policy on the door. How can you reserve a study room?	y						
If you need help with a research question, you can ask a librarian for assistance at the main Info Desk located on the first floor. Find this Info Desk. What does the sign over the desk say?	y						
Reference books such as encyclopedias are useful for finding basic background information on a topic. Reference books are located on the first floor. Reference books are also available online in Credo Reference or Gale Virtual Reference Library. What is the title of the last book in the Reference Collection? (Hint: Use the library map provided in your packet. Reference books are arranged by their call numbers starting with "A" and going alphabetically up to "Z".)	y						
Students can use their Salve ID card to copy and print in the library, using the card swipes at each multifunction copier and printer. Twenty dollars per semester of free copying & printing is automatically added to your Salve ID. These machines allow printing double-sided and in color. Which floors have copiers & printers available?	y						
Go to the library home page at http://library.salve.edu and click on the Smart Student Research Guide icon. This is a guide to doing research for new students. Use the navigation menu on the left sidebar to get to Step 4: Finding Items in the Library. Scroll down to the blue location chart. Where in the library is Salve Archives located? Use the chart to answer.		y					
Go to the library home page at http://library.salve.edu and hover your mouse over Services on the top bar. Then click Departments from the drop-down menu. Then click Circulation and Borrowing, then click Borrowing Privileges and Loan Rules (the first link). For patron type all others (this includes you!), how long would you have to borrow a book from the main collection?		y					
Go to the library home page at http://library.salve.edu . In the footer (the information over the dark blue bar at the very bottom of the page) are icons that link to the social networking sites that you can use the stay connected to the library. For example, the library creates YouTube video tours and tutorials to help you with certain tasks such as finding books and articles. Click on the YouTube icon and write down the name of the video that is about APA Style		y					
We have a mobile site! Take out your mobile device* (Smartphone, iPod Touch, iPad, Tablet...anything that can access the internet) and go to http://library.salve.edu/m Then click on the Hours icon. How late is the library open on Sunday?		y					
Use the "Search Catalog" box to locate the book "Immortal Life of Henriette Lacks" a. Is this book owned by McKillop Library?			y				
b. What is the location?			y				
c. What is the call number?					y		
d. What floor of the library is this book on?					y		
Search for "lyme disease" in the Search Catalog box and limit to E-Book a. What is the title of the ebook that you selected?			y				
b. What is the author of the ebook you selected?			y				
Use the "Find Articles..." box and search for "fair trade." a. What is the title of the first article found?						y	
b. What is the title of the journal, newspaper, or magazine that this article is in?						y	

Results:

Freshmen data provided by the Office of Institutional Research

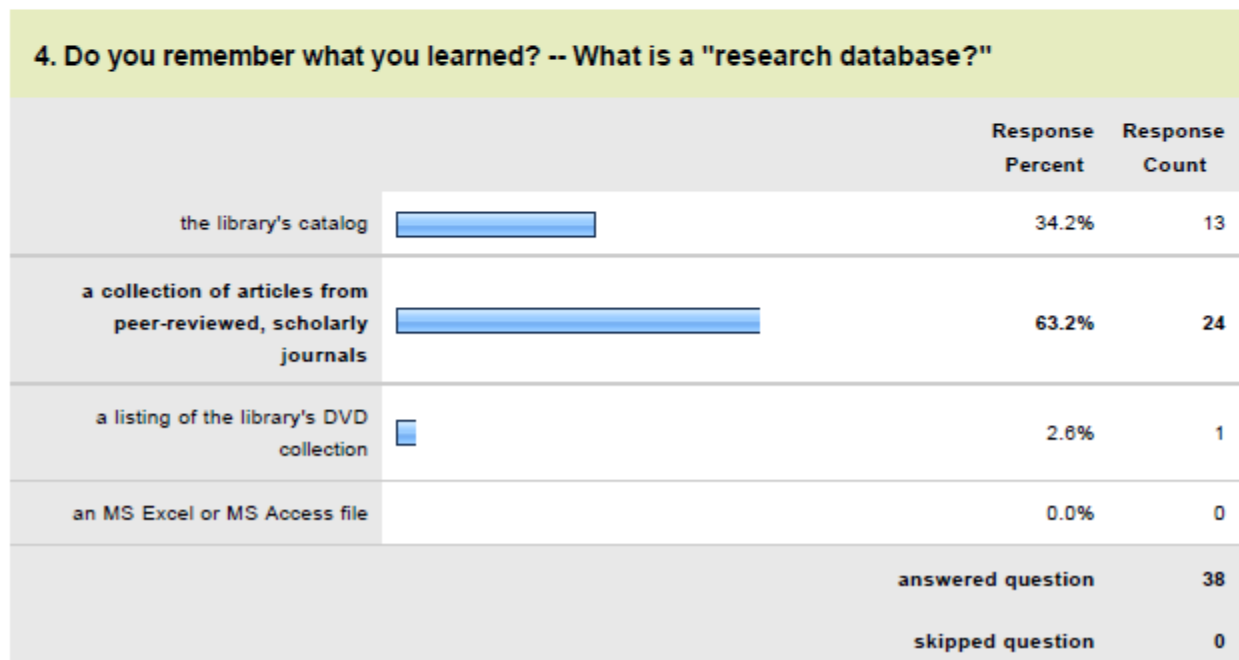
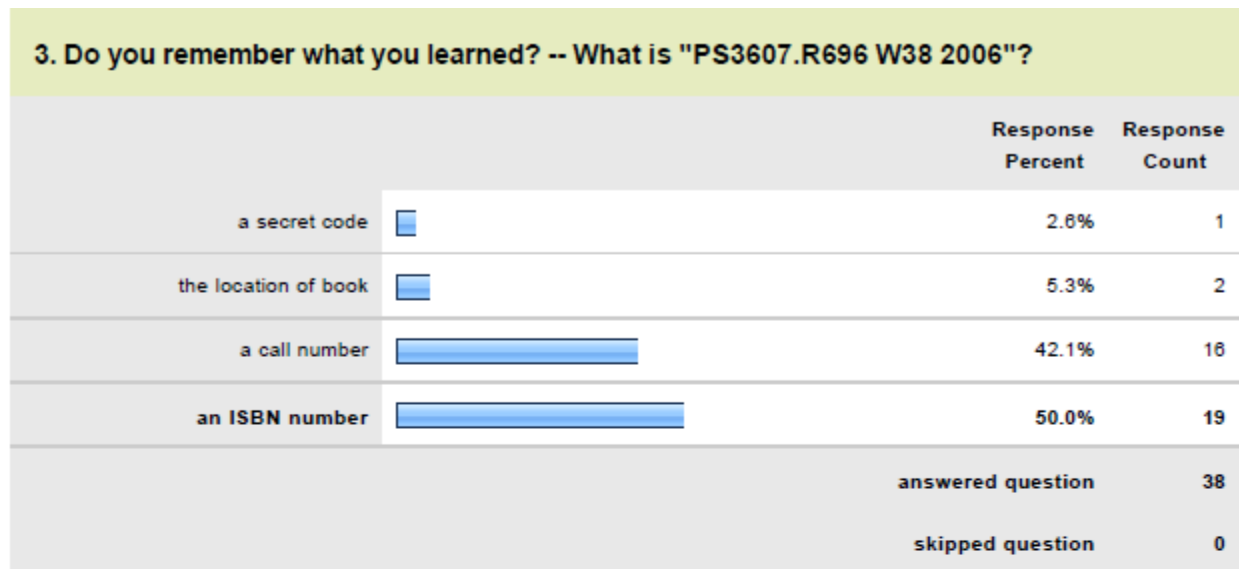


How the students answered the questions



Survey of students: One month (October 18-21, 2013) after the scavenger hunt, we invited the first year students to participate in a survey (*Appendix E*) on their experience. The survey was both a satisfaction survey and also tested what they learned. In all 38 students participated in the survey.

All students felt more confident using the library and in particular more confident of their ability doing the activities that they had done on the scavenger hunt such as using the library website, finding a book and/or finding an article. The result of the following two test questions that tested particular knowledge to actually accomplish the tasks were disappointing.



Conclusions: The students completed and handed in worksheets that allowed the library to assess the effectiveness of a “Scavenger Hunt” approach for freshmen orientation to the library.

Freshmen were introduced to the library within the first month of arriving on campus which fulfills one of the library’s objectives of getting freshmen into the library as soon as possible.

Students were provided with hand-on exercises that allowed them to explore some of the most common library activities that freshmen are expected to perform.

Students could easily navigate the library website and find information about the library and its services.

Students had more difficulty actually finding a book, even after locating it in the online catalog. Students do not understand the LC classification and could not identify a call number (58% of surveyed students). Students could not read the library map which was provided with the worksheet and did not know how to locate the book in the library (38% of scavenger participants).

Students had difficulty in identifying a “research database” (37% of surveyed students). Fifteen percent (15%) of scavenger participants had problems locating an article in the library’s main research database *Ebscohost’s Academic Search Complete*.

The assessment indicates that this method of library instruction may not be the best method of introducing freshmen to the library and research skills. On the other hand in the absence of any other formal program, the scavenger hunt did provide an assessable introduction to the basics of information literacy for freshmen.