Jefferson College Library Assessment Summary
Library Use Instruction Fall 2018 – Spring 2019

Background

Jefferson College librarians go to great lengths to thoroughly assess, critique, and close the loop on trends and data derived from our Information Literacy Instruction (Library Use Instruction) assessment tools. We try to improve our pedagogy at every opportunity as reflected in our ongoing adjustments to processes and strategies and the assessment tools themselves. This year, we continued with previous trajectories from 2017-18 and focused on assessing a complete year with the new assessment tool we developed in Spring of 2018. Last year’s assessment data (2017-18) was split between two disparate but related models, while 2018-19 will use a single model. 2018-2019 also reflects our first complete year in our newly renovated library space.

Method

Most of the library’s formal pedagogical efforts are made through one-shot library use instruction sessions. In these sessions, one or two librarians collaborate with an instructor in a given subject to develop outlines, lessons, and demonstrations relevant to course assignments and based on the needs of students. Our assumption, supported by data and anecdotal evidence, is that tying instruction to a given assignment makes the instruction relevant for students, rather than simply providing overarching lessons without a specific and immediately relevant cause to use the information. We’ve been working over the past few years to more seamlessly integrate the ACRL Framework for Information Literacy into efforts to keep our instruction in line with professional best practices. For assessment, students are given an half-sheet of paper with questions on both sides. One side contains questions to be answered at the outset before the librarian begins instruction. These are:

1. Not including today’s presentation, for which of the following has a librarian spoken to your class [followed by the names of various courses].
2. How many research assignments have you completed at Jefferson College?
3. What research resources were required for your assignments [followed by various choices]?

At the end of class, students are instructed to turn over the assessment sheet, and respond to three statements on a Likert scale with answers ranging from “Strongly Agree”- “Strongly Disagree.” These three statements are:

1. I understand the information.
2. The librarian answered my questions.
3. As a result of the presentation, I know more about library resources.

Following the Likert questions, a final question is posed: “What did you learn during this presentation (LUI) that you could pass on to another student?” This question is meant to assess both what students found to be the most helpful or poignant component of the LUI session, and also to assess students’ ability to synthesize information in such a way that is useful for their own purposes. This question was originally designed to understand how/if students were able to implement some of the frames from the
ACRL Framework for Information Literacy such as “Information has value,” and “Searching as strategic exploration” without explicitly stating these concepts as such in the course of instruction.

Results and Discussion

In the 2018-19 School year, we taught 2,130 students (which is fewer than last year (2017-18), but may be accounted for by continued drops in overall enrollment (4% this year as compared to last). Fall continues to be our busiest time for teaching, and due to a decline in our instruction sessions for psychology classes, College Experience and English Composition and II courses have taken a larger percentage of overall librarian efforts.

LUI SUBJECT BREAKDOWN (FALL 2018)

LUI SUBJECT BREAKDOWN SPRING 2019
2018-19 represents the first full year in our new library space, as well as the first full year using the revamped assessment tool from spring 2018. Students continue to report a lack of library use instruction in the college experience classes, which makes sense given that COL 100, 101, and 136 are generally and ideally taken in the first semester of the first year at Jeffco. Students who take the same class in spring are likely either transfer students, or have failed the course the first semester, and are being required to take it again. This year, most college experience classes were offered in an 8-week format, which does not seem to have appreciably impacted overall responses.

![Previous Library Use Instruction (Fall 2018)](image)
When asked how many research assignments students were given prior to the class in which the LUI was being offered, responses followed expected historic data. In college experience classes, especially in fall, students had been assigned very few such assignments. That ratio changed among respondents who took the assessment in English and other upper-level classes, which tend to be offered later in their careers. The single exception occurred in the English Comp classes between Fall and Spring 2018/19. This may have to do with the structure of remedial classes or other trends beyond the control of the library faculty.
When asked which resources were required for previous assignments. Students in the College Experience classes in Fall 2018 pointed to scholarly databases and websites, which may reflect previous high school research requirements. In more advanced courses, students continued to emphasize websites as among the top two required resources.

Emphasis on “websites” may reflect the confusion of beginner researchers with regard to what exactly constitutes a database, website, or other online source. One interpretation of this data is that websites constitute a catchall category in our students’ minds. Spring results also largely followed this trend and mapped very closely to results from Spring 2018, although overall scholarly articles were emphasized more explicitly.
As previously explained, the post-class part of the assessment focuses on students’ interpretations of the quality and usefulness of instruction. As in previous years, students consistently value the contributions of librarians, and rate highly their comprehension of the material. Lacking access to other assessment methods (final grades for the library assignment in college experience classes, for example), it is difficult to understand with any certainty how accurate these self-reported outcomes are in terms of comprehension without seamless access to student quizzes and assignments.
The librarian answered my questions competely.

As a result of the presentation, I know more about library resources.
When given the opportunity to select one or more useful components of the LUI, most students pointed to databases (in both Fall and Spring) followed by internet searching pointers provided by librarians (see appendices), which is consistent with previous years. New this year were frequent mentions of media literacy (in some form) or information literacy. Efforts to use IFLA’s “How to Spot Fake News” media literacy tool, and increased focus on and implementation of ACRL standards are likely causes for this ultimately increased awareness. Specific answers to the final question may be found in Appendix A.
Conclusion

As a result of the aforementioned data, librarians took steps to amend the 2019-2020 assessment tool and library use instruction sessions (especially the College Experience sessions) to more effectively make use of librarian expertise and meet students at their point of need. In future years, librarians will work to recalibrate the structure of LUIs to meet requests by faculty and students, and also to more fully integrate the ACRL framework into pedagogy. For next year, librarians combined the first two questions in the first part of the assessment to ask simply “In what ways have you learned about library resources in the past?” This will open up responses to account for co-curricular contributions. Further, our media literacy efforts have been amended somewhat to build upon this year’s successes, and to shift focus from media literacy to information literacy.

Submitted by Joe Kohlburn, Emerging Technologies Librarian: Edited 8/6/19 10:49 pm

Appendix A

In addition to coding the responses to the final question on the 2018-2019 post-test, two random artifacts were selected from each class to reflect a range of responses to library use instruction. Below, these are listed by overall category of course.

In response to: What did you learn during this presentation (LUI) that you could pass on to another student?

College Experience

Fall

I learned about new research websites that I can trust better
Not all articles are reliable and you should look more carefully into the article before pursuing a research project
If you need help with finding a book go to library and go to Archway
Using quotations in a search is a lot more specific
How to find books and articles as well as how to tell if a source is credible
If I am struggling I can contact a librarian for help
Certain articles can be deceptive, so you should always check your sources.
I learned that on the library pg you can find books and lots of information about the book
Sources are not always credible. Check the author and the date published to ensure the article is real.
How to find different information including subject terms, page numbers, and LC subjects on different articles.
The library page is much more helpful than I imagined! I’d strongly recommend it!
I learned more about where things are located in library at Jeffco Website and how to work with them
How to limit your search when looking for stuff and how to keyword search
Keywords can be used while searching database to get more needed info
How to access our library page on Jeffco’s webpage
How to better use Jeffco.edu resources to complete assignments
How to make sure a source is real and credible. I needed this. Thank you.
I learned how to use the databases in an effective way
Always check your sources to make sure your articles are accurate

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G

Appendix H

Appendix I

Appendix J

Appendix K

Appendix L

Appendix M

Appendix N

Appendix O

Appendix P

Appendix Q

Appendix R

Appendix S

Appendix T

Appendix U

Appendix V

Appendix W

Appendix X

Appendix Y

Appendix Z
The library is a more important resource than you think
How to analyze when an article is not true
How to use the databases and how to cite them properly
I learned different ways to research other than Google and how to spot a fake article
How to narrow search results
How to navigate the library website and databases. Find books specific to my needs and spot fake news.
If I'm in college and can't figure out how to use this website I should reconsider my life choices thus far
I learned to search articles by subject and how to search for books on the website
You can get books from any library in the state, not just at Jeffco
Where to look for help with a research project
How to narrow searches and find reliable websites
I learned more about how to find reliable credible sources
If you have any sort of confusion navigating your way through the databases, the librarians will help you
Lib-guide resources
How to print a book record
How to find books and articles in the Jeffco website
How to find stuff
That there is other resources that can help me when I need help getting a project done
The library has thousands of sources and help waiting if needed
Finding references/resources available for research a class
There is a lot more info on the Jeffco website than you realize
To come to the librarians for help
I found out how to find really cool books
You can chat, text or e-mail the librarians from Libguides
There is a box you can check that gives you books that are in the library and eliminate online and already checked out [book]
How to use the library tab on the Jeffco website
Library is one of the best resources on campus. Don't take it for granted. Use it while you can.
How to use the databases and how to find books and articles
How to find articles and how to eliminate ones that are not needed
How to find articles for research papers
How to find resources, search the library database for books, and how to spot fake news
How to use the thesaurus
That you can find reliable sources and information using the library tab
I know how to search for a book or an article
How to look up books specifically using LC terms
How to navigate the library page and how to look for books as well as narrowing the results
You can look for books online rather than going to the library to find out they don’t have what you're looking for
The fake news part is actually very helpful because no I'll use it
I learned that Jeffco is a MOBIUS school and we can get basically any book we need
Narrowing down key words to improve results
How to look up books and articles. Very helpful
You can use MOBIUS to find books around the state and order them
How to navigate the library site
There is a better chance of finding credible resources through the school library rather than the internet
I learned how to narrow the searches
I learned how to navigate my resources at Jeffco better
How to get a book that isn't in the library here
What fake news really means
Finding resources is easy on Jeffco.edu
How to spot false information and identify bias
Instead of looking through Google there are trusted sites [databases] listed on the Jeffco Library website
How to find credible sources, how to use databases and archway
The libguide and the stuff it links
How to spot fake news
I learned how to use the online database in order to find books and articles
I learned how to use Archway and access resources to help with my assignments

Spring

How to narrow my searches to find the book or article I'm looking for.
I would pass on the information about how to find articles or books or even reliable websites.
That the library is very big, and very cool. LOL.
I learned that you are able to order books from different locations.
I learned about helpful resources to find reputable research articles.
A lot.
Check all websites for Fake News & ask for help when you need it.
How to access library information.
I learned that to make sure which website is better and has better information [sic].
The chat with a librarian is a useful tool. Just double check the hours.
There is so much data you need to do research.
How to spot fake news or deceiving articles.
  How to spot fake news.
  How to find articles using key words and how to "fact check online info."
The wikipedia page for fluoride toxicity needs editing.
I was completely new to this so everything I learned was helpful.
I learned the different resources that the library have to help you with research.
How to find credible resources on the internet and at the Jeffco library.
How to state if a website is credible and how to find sources on Archway.
Lots of information can be found in the library.
LC subjects.
How to utilize the library section of the Jeffco website. I trust this as a source for research. I would not probably used internet more vs. this.
Checking sites to make sure they're safe.
That they should always fact check something before using it for a paper.

**English**

**Fall**

Finding databases by subject
The LibGuide!
The MLA handbook and how to cite sources
I learned where to find articles for my research paper
Considering the source is very important. Look up who the article is written by and where it originated from
How to order books to the library
How to use the library website so much better than before
How to cite sources
I learned that databases are a lot more useful than I thought they were
How to find and read the call number in a library [book] and I learned how to find fake news and controversial topics

**Spring**

How helpful GVL is when doing a research paper on literature.
I learned how to lookup poems and the authors who wrote the poems.
If you are having trouble with finding a certain poem, type in the author's last name first, then first name.
Nothing. Everything we learned was basic knowledge.
Where to find scholar articles.
I learned how to use the JSTOR tool and it was very helpful.
I learned how to narrow down search results for my topic.
How to find and locate educated articles about specific topics.
I would say to use the subject/type database list to help narrow down what you're looking for is a big time-saver.
How to search theories using JSTOR in the Jeffco Library homepage.
How to further your research on poems/short stories on the library's resource page online. There's also books on them in the library.
There are lots of useful resources on the databases, use them!
I learned more about the databases and would have an easier time telling people where to locate things.
The first exercise that was "poetry for students" that helped me a lot and I think I'll get good use out of it. I did not know about that database.
How to effectively use archway.
Comparison of an article that you believe is good and another that better fits your need by the context.

Other (Social Sciences, Biology, Music, Oral Comm)

Fall

bro did you know you can filter the type of website in a search by typing site:gov or site:edu?! This will help you pass your class
Selecting disciplines, narrowing search fields, to be more specific w/info gathered
Control + F on an article helps you find key words in that article
Scholarly articles will be used in college and you cannot get out of it
Too much info... overwhelming
Saw presentation twice now, can explain to anyone how to look up books and articles
There are many different resources available to search for articles. You can chat, text, or call for help or questions
I learned how to narrow down search results to find exactly what I wanted.
Start broad!
How to use Purdue OWL
The shortcut Ctrl +F to search an article
I learned how to narrow down my search results
How to limit the amount of sources to something more specific
I learned a lot about navigating the library site and what to look for when doing research. I especially like the info the librarian gave us in what to look for when doing online research.
Using keywords in quotation marks to narrow results
How to search using JSTOR
Learning to be ale to search the databases to refine my search (advanced search)
I learned that there are lib guides that I can go to review topics covered in class
The difference between scholarly articles, authoritative publications, and a "pop" reference and how they all can help in their own ways
Do not just copy citation info. Always check and compare with Purdue Owl and a librarian
I learned how to narrow down the search for articles
If you are unsure how to use database(s), libguides explains how to do it. Also you can call, chat or email the library staff
Searching the databasse and MLA formatted citations
Use limiters to narrow searches
The Google search .gv was very helpful!
I learned about websites that will help you cite your sources
Make sure you check websites to make sure it's a reliable source

Spring

I learned how to find useful articles that have to do with CAN program on libguides, which is pretty interesting.
How to use JSTOR and be able to narrow down my searches to specifically what they're looking for. [sic] The presentation informed me about unique resources I can call upon for research. The librarians are an excellent resource for students. How to narrow down searches so that you can find good articles that relate to your assignment. I know all this because I've seen this presentation at least 7 times already. How to access databases. I didn't know those were there when I wrote previous research papers. How to limit my search down. There will be librarians that'll help answer any questions or problems that we may have via library chat. I learned how to navigate through the library tab and the databases to search for specific searches. did not know was the Libguides, I would definitely pass this on to another student. So helpful! To research more in detail via multiple websites and use the Jeffco website because they are a good credible resource. How to find a database or website with real info. Quotation[s] help you make a search without searching the words individually. To be aware of the validity of all sources, even if it's from a database. The librarians are nice and they know what they're doing. How to broadly search for articles- Just need more practice. If you don't understand the article title, you will have a hard time understanding the article itself. How to refine the search to help find what you're looking for quickly. Always check if a source is reliable and factual. Finding useful PDF article files to use so you don't have to physically go to the library. Don't use links that have lots of ads. How to do an academic search the correct way. The tips and tricks from the 'How to spot fake news' sheet we received.