EVALUATION OF LIBRARY INSTRUCTION AT THE UNIVERSITY OF ST. AUGUSTINE: A MIXED-METHODS ANALYSIS

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RQ1: HOW WELL DO THE INSTRUCTION OFFERINGS FROM THE LIBRARY HELP PREPARE STUDENTS FOR RELATED COURSEWORK?
Data Points for RQ1

1. Scores on the Library Assignment in the Evidence-Informed Practice I (EIP I) course (first-professional)
   - Baseline: At least 80% of students will score 23/25 or higher on the assignment
   - Aspirational: At least 80% of students will score 25/25 on the assignment

2. Overall Information Literacy Rubric scores for the Peer Review Essay in the Information Literacy for Evidence-Based Practice course (post-professional)
   - Baseline: At least 80% of students will get an overall rubric score of 12 or more
   - Aspirational: At least 90% of students will get an overall rubric score of 14 or more
Data Point 1 Preliminary Results
Scores on the Library Assignment in the Evidence-Informed Practice I (EIP I) course (first-professional)

- Spring 2018
  - Baseline: 90.8% scored 23 or higher out of 25
  - Aspirational: 56.6% scored 25 out of 25

- Total (Fall 2016-Spring 2018)
  - Baseline: 79.6% scored 23 or higher out of 25
  - Aspirational: 36.8% scored 25 out of 25
## Data Point 1 Progression Over Time
Scores on the Library Assignment in the Evidence-Informed Practice I (EIP I) course (first-professional)

<table>
<thead>
<tr>
<th>Trimester</th>
<th>No. of Students</th>
<th>No. Scoring 23 or Higher</th>
<th>% Scoring 23 or Higher</th>
<th>No. Scoring 25/25</th>
<th>% Scoring 25/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>31</td>
<td>17</td>
<td>54.8%</td>
<td>2</td>
<td>6.5%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>366</td>
<td>215</td>
<td>58.7%</td>
<td>61</td>
<td>16.7%</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>260</td>
<td>220</td>
<td>84.6%</td>
<td>92</td>
<td>35.4%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>488</td>
<td>408</td>
<td>83.6%</td>
<td>175</td>
<td>35.9%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>465</td>
<td>422</td>
<td>90.8%</td>
<td>263</td>
<td>56.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1610</strong></td>
<td><strong>1282</strong></td>
<td><strong>79.6%</strong></td>
<td><strong>593</strong></td>
<td><strong>36.8%</strong></td>
</tr>
</tbody>
</table>
Data Point 2 Preliminary Results
Overall Information Literacy Rubric scores for the Peer Review Essay in the Information Literacy for Evidence-Based Practice course (post-professional)

- Spring 2018
  - Baseline: 77.3% of students scored 12 or higher
  - Aspirational: 40.9% of students scored 14 or higher

- Total (Summer 2014-Spring 2018)
  - Baseline: 75.6% of students scored 12 or higher
  - Aspirational: 42.4% of students scored 14 or higher
<table>
<thead>
<tr>
<th>Determine the Extent of Evidence Needed</th>
<th>Access the Needed Evidence</th>
<th>Evaluate Evidence and its Sources Critically</th>
<th>Use Evidence Effectively to Accomplish a Specific Purpose</th>
<th>Access and Use Evidence Ethically and Legally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Selected sources of evidence directly relate to concepts or answer research question.</td>
<td>Accesses evidence using effective, well-designed search strategies and most appropriate resources.</td>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Communicates, organizes and synthesizes evidence from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>Students use correctly all of the following evidence use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
<tr>
<td>Defines the scope of the research question or thesis completely. Can determine key concepts. Selected sources of evidence relate to concepts or answer research question.</td>
<td>Accesses evidence using variety of search strategies and some relevant resources.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Communicates, organizes and synthesizes evidence from sources. Intended purpose is achieved.</td>
<td>Students use correctly three of the following evidence use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
<tr>
<td>Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Selected sources of evidence partially relate to concepts or answer research question.</td>
<td>Accesses evidence using simple search strategies, retrieves evidence from limited and similar resources.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</td>
<td>Communicates and organizes evidence from sources. The evidence is not yet synthesized, so the intended purpose is not fully achieved.</td>
<td>Students use correctly two of the following evidence use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
<tr>
<td>Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Selected sources of evidence do not relate to concepts or answer research question.</td>
<td>Accesses evidence randomly, retrieves evidence that lacks relevance and quality.</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
<td>Communicates evidence from sources. The evidence is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</td>
<td>Students use correctly one of the following evidence use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
</tbody>
</table>

- Interrater reliability – 0.80 (Excellent)

- Open access article: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4915638/
RQ2: Do students report learning new information/skills as a result of library instruction sessions?
Data Points for RQ2

3. Results of asking students “Did you learn something new and useful in this session?” at every library instruction session (face to face or online)
   - Baseline: At least 80% of students will report learning something new and useful in a library session
   - Aspirational: 100% of students will report learning something new and useful in a library session

4. Results of asking students “what” they learned in the session
   - Baseline: A list of at least 10 topics that students report to have learned
   - Aspirational: A list of at least 50 topics that students report to have learned
Data Point 3 Preliminary Results

Results of asking students “Did you learn something new and useful in this session?” at every library instruction session (face to face or online)

- **Spring 2018**
  - ✓ Baseline: 96.3% of students answered “Yes”
  - x Aspirational: 96.3% of students answered “Yes”

- **Total (Fall 2017-Spring 2018)**
  - ✓ Baseline: 96.1% of students answered “Yes”
  - x Aspirational: 96.1% of students answered “Yes”
Data Point 4 Preliminary Results
Results of asking students “what” they learned in the session

- Narrowing searches/limiters/filters
- Searching/databases in general
- Interlibrary loan
- PubMed
- Connecting PubMed to USA library full text
Takeaways

- Students overwhelmingly report learning something new and useful in library instruction sessions.
- Students generally do well on assignments tied to library instruction.
- The library reaches more students when instruction is required.
- What students report learning in later curriculum library instruction sessions is more advanced than what they report learning in earlier curriculum library instruction sessions (e.g., MeSH vs. how to find full text).
QUESTIONS?