Executive Summary/Key Findings
English 111 faculty members are required to bring in their classes for a library instruction session. For AY2016, librarians redesigned the previous library instruction program and created a new model to deliver these sessions.

In order to assess student learning in this new model of teaching, librarians analyzed library instruction activities and student reflections as well as a survey that was sent out to faculty members that taught English 111. This report summarizes the results of the librarians’ assessment efforts.

Major Recommendations
1. Create a new activity to reinforce the meaning behind the Information Creation Timeline and to gather data on how well students grasp this topic
2. Make edits to existing Library Instruction activities for clarity
3. Spend more instruction time going through examples as a class and working through the problems together (writing a research question, identifying a newspaper articles, etc).
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New Library Instruction Model

The Instruction Synergy Team, consisting of both the Research and Instruction Librarian and the Research and First-Year Experience Librarian, began meeting in May 2016 to develop learning outcomes, tie them to the ACRL Threshold Concepts Framework, and to redesign a lesson for English 111 (Composition 1) library instruction sessions. The goal was to have the lesson completed by August 2016 for implementation during fall semester 2016. English 111 classes are scheduled for 80-minutes, with the Library Instruction session using 73 of those minutes.

The first task the Instruction Synergy Team tackled was to create learning outcomes and then tie them to the ACRL Frameworks. The following learning outcomes (LO) were created:

**Learning Outcome #1:** Identify library resources in order to find materials in multiple formats to meet student research needs.

**FRAMEWORK (threshold concept): Searching as Strategic Exploration:**

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

**Learning Outcome #2:** To recognize how information is formally and informally produced, organized and disseminated in order to select appropriate resources.

**FRAMEWORK (threshold concept): Information Creation as a Process:**

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

**Learning Outcome #3:** Students will be able to create a research question from a broad topic in order to search the ProQuest database.

**FRAMEWORK (threshold concept): Research as Inquiry:**

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

**Learning Outcome #4:** Students will identify keywords in order to construct a search strategy.

**FRAMEWORK (threshold concept): Searching as Strategic Exploration:**

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

Once the Instruction Synergy Team developed the learning outcomes, and assigned the appropriate ACRL Frameworks, the team began to build the lesson for ENGL 111.

The progression of the lesson started with a PowerPoint presentation that directed the students to sit with a partner and to log onto a LibGuide (subject guide) that had the activities the students would
work on during the lesson. The subject guide was designed by the Research and First-Year Experience and Research and the Assessment Librarian used SurveyGizmo to record the students' entries for each activity. Other materials used for the ENGL 111 session included the following:

- **2-handouts**: one handout contained information on logging onto the subject guide (students were to do this prior to the beginning of the session) and on the back-side of this handout were Eight Things Students Need to Know about the Library; the other handout contained information on How to Formulate a Research Question and on the back-side of this handout there was information on How to Select Resources for a Research Paper (based on the Information Creation Timeline, which was part of the PowerPoint presentation). The handout also had information on the General Characteristics of Source Types (scholarly journal articles, magazine articles, and newspaper articles). The students would keep these handouts following the session.

- Each pair of students received a *folder* containing three sample articles. All folders contained the same articles. One article was a scholarly journal, one was a magazine article, and the third was a newspaper article. Students would use these articles to identify characteristics of each source type and record their findings on the subject guide. The students would return the folder containing the three articles at the end of the session.

- Within each folder, a 3x5 *topic card* was included. On one side of the card was a broad topic, for example: Student Loans. On the other side of the card was a search strategy that used the broad topic combined by the Boolean Operator, AND, and then a keyword. For example, “student loans” AND debt. Students would eventually enter these terms into the ProQuest database as one of their activities. They would record their findings on the subject guide. The students would return the topic cards within the folders at the end of the session.

Once the students logged onto the subject guide, they were asked to enter their instructor’s name and the section number for their class. The teaching librarian would write the section number on the white board and announce it to the students. The librarian would also ask the students to determine who in their pair would be the recorder (to enter answers into the subject guide) and who would be the researcher (the one who would search the ProQuest database). At this point, the class would begin by having the librarian review the Agenda for the day’s lesson and point out several links found on the library’s homepage (www.svsu.edu/library). The librarian would not only review the database and Chat link (instant messaging with a librarian), but also instruct the students in all the ways they could receive help for assignments, navigate the library, and to schedule a research consultation appointment. After this ten-minute lesson, the students were asked to go to the subject guide and list two ways they could get research help and record their answer on the subject guide. This completed Activity One.

The next part of the lesson was spent explaining the slides on the PowerPoint presentation and searching the ProQuest database. This was a fifteen-minute lesson. First, the librarian went to the slide entitled, Formulating a Research Question, and then would spend a few minutes discussing four components that create a research question. The librarian would then go into the ProQuest database and explain the various parts of the database’s search screen. It was at this point that the function of the Boolean Operator, AND, was explained. The librarian would then enter a determined topic into the database: social media (without quotation marks). Next, the librarian would enter “social media” with the quotation marks (phrase searching) was given. After this, the librarian entered a keyword to the search: “social media
AND cyberbullying. Then the librarian showed the search history of the ProQuest searches and made
the point that with each entry, the search was limited and the results were reduced. First by adding
quotation marks, next by using the Boolean Operator, AND, and adding a keyword to the search
strategy. Finally, the librarian would return to the ProQuest search ("social media" AND
cyberbullying) and would click on the Subjects link to show additional terms that can limit a search.
S/he selected the word, teenagers and entered that into the search: “social media” AND cyberbullying
AND teenagers. Once again, the librarian would point out the smaller number of results this search
strategy provided in comparison to the previous searches. To review this lesson, the librarian went
back to the PowerPoint to illustrate the Broad Topic search, the Narrowed Topic search and finally,
the Focused Topic search. The librarian then went to the handout, Formulating a Research Question,
and pointed out an example of the concepts that went into building a research question. After
reinforcing the point on how to build a search strategy using a broad subject, keywords, phrase
searching, and the Boolean Operator, AND, the librarian went to the two PowerPoint slides that
illustrated examples of research questions: How does cyberbullying in social media affect teenagers?
and In what ways do teenagers engage in cyberbullying on social media? The point made was that
research starts with a Research Question. To create one, use keywords and the Boolean Operator,
AND, with quotation marks around phrases when searching a database, like ProQuest. Activity Two
entitled, Developing a Search Strategy, would begin now giving the students ten-minutes to replicate
the librarian’s search using their topic card broad subject, keyword, and database subject to
eventually create a research question from their focused topic. The librarian would instruct the
students to work together by having the searcher open the ProQuest database and do the searching
while the recorder would read the subject guide questions and enter the data into the subject guide.
Following Activity Two, the librarian returned to the PowerPoint presentation to show the remaining
five slides discussing the Information Creation Timeline. This lesson would take ten-minutes. The
students were then referred to the handout, How to Select Resources for a Research Paper, which
essentially was a chart of the Information Creation Timeline. Also during this ten-minute lesson, the
librarian would return to the ProQuest search: “social media” AND cyberbullying AND teenagers.
S/he would point out the limiters again, this time focusing also on limiting to Source Types. The
librarian’s example was to limit to scholarly journal articles. The librarian would then select one
citation, open the PDF to illustrate the components of a scholarly research article, and would also
point out some features of the ProQuest database, like Cite and Print/Email. Next would come
Activity Three.

Activity Three lasted for ten-minutes and focused on Source Types. The students were directed to
go to the subject guide’s Source Type page and use the three articles contained within their folders
for this assignment. The subject guide listed the title for each article on the left column while across
the top of the page were questions like: Does it have an abstract? How many authors are listed for
this article? Are there credentials for the authors? How many pages is the article? Are there
references at the end of the article? When was this article published? Is this a scholarly journal
article? Is this a magazine article? Is this a newspaper article? Students would record their answers
to these questions in the space provided on the subject guide by reviewing each article’s components,
in order to determine the article’s source type. During this lesson, students were also referred to the
handout, General Characteristics of Source Types, which briefly defined the components associated
with a scholarly journal article, a magazine, and a newspaper article.
The last ten-minute lesson had the students looking at one more source type, books—both print and electronic. It also explained how to request a print book from the Michigan Electronic Library Catalog, MelCat. To begin this lesson, the librarian went to the library’s catalog and typed in cyberbullying making note of the number of results from this search. Both examples of print and electronic book records were shown to the students. From this search, the librarian clicked on the link to MelCat and brought up a print title and proceeded to show students the steps necessary to request an item from the statewide catalog. Following this lesson, all students were then asked to evaluate the session by going to the subject guide to answer the Reflection Question: List one thing you learned from this session.

Folders and topic cards were then collected as the students were dismissed. This completed the redesigned ENGL 111 library instruction session taught during the fall 2016 and winter 2017 semesters at Saginaw Valley State University’s, Melvin J. Zahnow Library. Between September 2016 and April 2017, a total of 114 ENGL 111 sessions were taught by six librarians.

Assessment Methodology

This assessment strengthens the library instruction sessions for the ENGL 111 courses because assesses what students learned in the session, what students thought of the sessions, and what faculty thought about the sessions. This plan put into place learning outcomes that focus on information literacy for students who attended library instruction with their ENGL 111 course and assessed whether students met these learning outcomes at the end of the session. The assessments ensure that student learning of information literacy is at the center of library instruction.

Assessment for learning theory states that “good teaching is inseparable from good assessing” (Wiggins, 1996, p. V-6: 8). As a part of this plan, the library integrated learning activities that can be used for assessment purposes since assessments should be tools for learning.

The Research and Instruction Librarian ordered prints of the handouts for ENGL 111 and ensured that the supply is plentiful and create a lesson for ENGL 111. The Research and Assessment Librarian created the activity on SurveyGizmo in collaboration with the Research and Instruction Librarian and the Research and First-Year Experience Librarian.

The Teaching Librarian directed students to the ENGL 111 Subject Guide at the beginning of class and had students fill out the activities as needed. Librarians also guided students to fill out the student reflection at the end of class. The Research and Assessment Librarian emailed the faculty members a survey to rate their satisfaction with the ENGL 111 Library Instruction courses.

Once the Research and Assessment Librarian collected all the data for the semester through the survey, she chose at random 30% of the activities to apply to the rubric. The Research and Assessment Librarian then divided the activities among the librarians that teach ENGL 111 courses to apply the activity results to the rubric. As a group, the librarians normed the rubric with several activities that have not been assigned to any librarian.

In order to assess the student reflections, the Research and Assessment Librarian selected at random 30% of the reflections and divided them among the librarians that teach ENGL 111 courses. The librarians then categorized the reflections into the learning outcomes.

For the faculty survey information, the Research and Assessment Librarian coded the data received and added the information to the report on ENGL 111 Library Instruction Assessment.
ENGL 111 Activity Data and Analysis

Overall, students were able to complete the activities that were given in the library instruction session with success. This section shows what students learned, what students struggled with, and what should be changed in the next iteration of this lesson in order to enhance student learning.

Activity 2

In activity 2, students were given topics and keywords and completed an activity where they learned that their results narrow as they add keywords and search strategies. As part of the activity, they were asked to choose a ProQuest subject to go with their given topics and keywords in order to further narrow down their search. After this was complete, they were tasked with incorporating the topic, keyword, and subject into a cohesive research question. The following section looks at their subjects and research questions to grade how well students learned these concepts.

Chooses a subject that focuses their topic

The average score that students received for the subjects they chose to narrow down their topics was a 2.56 out of 3. Most of the students received the highest score on this task, they were able to choose a subject that narrowed and focused their searches and worked with the terms given to students. Of the 9 students that scored a 0 on this task, most of them typed random letters and numbers into their activity. However, the fact that 91.76% of students received either a 2 or 3 for this activity show that the clear majority of students were learning how to identify keywords in order to construct a search strategy.

Some of the topics seemed like it was easier for students to brainstorm keywords more than others. Students scored the lowest, with an average of a 2, on the topic of “same sex marriage”. Students scored a 2.8 or above on the following topics: “distracted driving”, “study skills”, “student loans”, “presidential elections”, and “police misconduct”. The highest scores went to “study skills” and “student loans”, both of which have a direct impact on student life at SVSU.

92% of students picked a subject that narrowed down their topic
Creates a Research Question from a broad topic

The average score that students received for their ability to create a research question from a broad topic was a 2.13 out of 3. 78.2% of students received either a 2 or 3 on this task. Some of the students that did well in choosing a subject that focused their topic, did not do well in using their keywords to create a research question. One student received a score of 2 on their research subject of "weed" as related to "medical marijuana" and "drug legalization", but their research question was "cults and teenagers". This question was not in question format and it did not have anything to do with their subject. Another student received all around 3s for this activity after the student chose "college students" to focus their topic of "student loans" and debt. The student could use these keywords to create a good research question, "How does the debt from student loans affect college students?"

How well students wrote research questions varied based on the topics they were given. The following topics earned a 2 or below in scores: “drug abuse”, “medical marijuana”, “minimum wage”, “student loans”, and “same sex marriage”. Having the topic of “student loans” receive a low score on the research question is interesting, because it scored one of the highest scores on the subject portion of the activity.

**78% of students created a research question that incorporated their keywords**
Comparison of Subject and Research Question

Students that scored well on choosing a subject that focused their topic, also tended to score higher on creating a research question that incorporated their subject. Relatively few people that scored highly on choosing a subject received a 0 score on their research question. There were also few students that scored a 0 or 1 on choosing a subject that could create a well thought out research question. It is important to ensure that students have a strong grasp of choosing and narrowing subjects so that they can create an adequate research question based on their given subjects. Since the two are so closely linked and students generally scored higher on choosing a subject, more time should be spent ensuring students know how to incorporate the subject into a research question.

Most students that Scored well on Choosing a Subject also scored well on writing a Research Question

![Graph showing the comparison between choosing a subject and writing a research question]
Activity 3
In this section, students were given several print-outs of different types of articles. They then filled out the activity where they were asked to identify different types of articles and the different parts of the articles. Overall, students scored the highest when identifying scholarly articles and the lowest when identifying a newspaper article.

Able to correctly identify a Scholarly Article
The average score for identifying a scholarly article was 2.62 out of 3. 91.76% of students scored either a 2 or 3 on this section of the activity. Students that scored a three could correctly identify all parts of a scholarly article as well as identifying the article. Students that scored a two could identify the type of article, but had a few mistakes when identifying the different aspects of the article. Overall, students scored the highest in identifying scholarly articles.

Most Students were able to Identify a Scholarly Article
Able to correctly identify a Magazine Article

Students had an average score of 2.41 out of 3 when identifying a magazine article and 90.59% of students received either a 2 or 3 on this task. Several students received a 2 for this section, which means that they had several mistakes when identifying the different aspects of a magazine article.

**Most Students were able to Correctly Identify a Magazine Article**
Able to correctly identify a Newspaper Article

On average, students scored a 1.94 out of 3 when identifying newspaper articles, which is the lowest score of the three. Only 75.3% of students received a 2 or 3 on this section. 34 of the students were unable to identify a newspaper article compared to 8 that were unable to identify a magazine article and 8 that were unable to identify a scholarly article.

Students had a difficult time identifying a Newspaper Article

Students had the most correct answers when finding information for scholarly articles and correctly identifying scholarly articles. Though this is important, this exercise was intended to show students the differences between magazines, newspapers, and scholarly journal articles.
Student Reflection

In the student reflections, students were asked to write about something they learned during the day's session. Most student responses fit into Learning Outcome #1: identifying resources to find materials in multiple formats to meet student research needs. Most students in this learning outcome wrote about learning how to find different materials. One student wrote that they learned “where to find research information and books throughout the library, also how to receive help multiple ways from the librarians.” Knowing where to find information for research falls into the learning outcome of identifying library resources to find materials in multiple formats.

There were only six students who had reflections that could be categorized into Learning Outcome #2: learning about how information is formally and informally produced. This is a difficult category to fill in because this is such a broad concept for students to grasp and learn during the session. Most of the students that had a response that fit into this learning outcome focused on the organization of sources. One student wrote that they learned “a new way to access the databases SVSU has access to. (A-Z sort)”.

Several students reflected that they learned Learning Outcome #3: create a research question from a broad topic in order to search the ProQuest database. One student stated “I learned how to properly search for sources online and how to find books in the library. I also learned how to come up with a research question and that was very helpful.” Several students specifically mentioned that it was helpful to search through the databases to create a research question.

Students also had several responses that fit into Learning Outcome #4: identifying keywords in order to construct a search strategy. Several students wrote down specific tips and tricks the librarians gave about how to create a search strategy such as using quotation marks to narrow down a search. One student wrote “today I learned how to access the sites used to search for sources, and how to properly search for them using keywords.”

There were several responses that were generic or that didn’t fit within the learning outcomes that were created for the class. Most of these responses mentioned that students learned how to get help from the librarians. Some of the reflections also fit into several different learning outcomes. There were a few students that mentioned learning how to create a research question and how to identify keywords and in these cases, the reflections were put into both learning outcomes.

Most of the student reflections did not cover all aspects of a learning outcome. For instance, a student that stated they learned how to create a research question, but did not mention searching the ProQuest database was still categorized into Learning Outcome #3.
Overall, students demonstrated their learning by reflecting on different parts of the learning outcomes. There were only a few that did not fit within the outcomes that the librarians wanted to reach in this section and those were normally focused on getting help with research from librarians. Some of the learning outcomes are also more difficult to reflect on and are concepts that are taught throughout an entire college career such as recognizing how information is produced in order to select appropriate resources.
Faculty Survey Responses Data and Analysis

In addition to analyzing student activities and reflections, the library also sent out a survey to all faculty members that taught English 111 courses. This data provides another lens to look at the new library instruction session. Both the student responses and the faculty responses will help librarians understand the best ways to improve these sessions.

1. After the Library Instruction session, my students were able to:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrow a Broad Topic</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Create a Research Question from a Broad Topic</td>
<td>1</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Show evidence they can search the ProQuest Database</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Find a book using the library catalog or MelCat</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Understand the Information Creation Timeline</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Differentiate between Scholarly Journals and Magazines</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Faculty mostly agreed that students learned new skills during the library instruction session. Five faculty members strongly agreed that their students learned how to differentiate between scholarly journals and magazines. Six faculty members were unsure if students understood the information creation timeline. There were no faculty members who selected that they disagreed or strongly disagreed with the statement, that their students learned the topics during the session.

2. The following topics are important for my students to learn.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Narrow a Broad Topic</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How to Create a Research Question from a Broad Topic</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How to Search the ProQuest database</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How to Find a Book</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Faculty members were also asked if the topics being taught in the classes were important for their students to learn. Mostly, the faculty members strongly agreed or agreed that everything was important for students to learn. One faculty member was unsure if finding a book was important and two were unsure about the importance of understanding the information creation timeline.

**Most Professors had Taught ENGL 111 Sections in Previous Semesters**

<table>
<thead>
<tr>
<th>Is there an improvement with this redesigned lesson?</th>
<th>Why or Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>I liked the hands on folder assignment that students were given. They seemed to catch on very quickly, and responded very positively afterwards.</td>
</tr>
<tr>
<td>Yes</td>
<td>The hands on portion was nicer than a standard lecture, though to be honest, since I didn't know what was going to be covered in the session, I taught my students all the content before we came. Therefore, my answers in this will be skewed since I don't know if they learned it from me or from the librarian.</td>
</tr>
<tr>
<td>Yes</td>
<td>The activity really helps with retention. It's one thing to tell them something, but quite another to have them demonstrate their understanding.</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Yes</td>
<td>More focus on the useful tools offered by library. Hands-on instruction helps with class research project.</td>
</tr>
<tr>
<td>Yes</td>
<td>This lesson was much more focused and engaged the students in a much more robust way than previous lessons.</td>
</tr>
<tr>
<td>Yes</td>
<td>All of my students showed up to class for a change, so this was a positive outcome :)</td>
</tr>
<tr>
<td>No</td>
<td>Because it was not held in the library. I liked the scavenger hunt activity.</td>
</tr>
<tr>
<td>Yes</td>
<td>Content was more focused. The info timeline was a great addition to the content. Having students complete required steps helped them to focus.</td>
</tr>
<tr>
<td>Yes</td>
<td>More interaction, more concrete examples of the skills that they're going to need/use.</td>
</tr>
</tbody>
</table>

All but one of the faculty members agreed that the new model was an improvement over past models for library instruction. Faculty members liked the interaction and hands-on learning given to the students. They also thought that the content was more focused and students were able to demonstrate their understanding of the lesson through the activities.

The person who thought that it was not an improvement from previous semesters liked the scavenger hunt activity that was previously done in the library. They also wanted the library instruction session to be held in the library. This semester, librarians had to schedule several classes outside of the library due to ongoing library renovations.
Only two faculty members thought that there were essential elements missing from the new model of library instruction. These faculty members thought that students needed time during the session to research their own topics and that the previously used topic planners that were specific to student research were helpful.

<table>
<thead>
<tr>
<th>If yes, what was missing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used the topic planner distributed during previous semesters to have students apply their learning to their current project. I think it would be helpful to have an updated sheet students could take with them from the session that would help them apply the skills learned to their current essay.</td>
</tr>
<tr>
<td>Time to research on their own topics.</td>
</tr>
</tbody>
</table>
Most faculty members answered yes to the questions posed in the survey. One faculty member said that they were unable to schedule their session at an appropriate time. One faculty member said that their students were not engaged during the library instruction session and one faculty member answered no to “Have you seen an improvement in the quality of sources that students use after library instruction?”

Only one faculty member explained their reasoning for answering no, by explaining that their students were difficult to engage in general and that the lack of engagement of students did not reflect on the library instruction session.

<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you able to schedule your session at an appropriate time in the semester?</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Did your students have a positive reaction to the session?</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Was the material presented in a clear, understandable and organized manner?</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Were the handouts helpful to your students?</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Did you think students were engaged during the Library Instruction session?</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Have you seen an improvement in the quality of sources that students use after library instruction?</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Was the presentation appropriate to your students’ level of education and research experience?</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

**Why did you answer no to one of the previous questions?**

It’s difficult to engage my students on any number of topics. I do not think their lack of engagement during the Library Instruction was indicative of a poor presentation.

Faculty members were also asked what could be done to improve the library instruction sessions for ENGL 111 students. It was suggested that librarians effectively communicate library instruction changes to faculty and let new faculty know what will be covered during the sessions. Faculty members also mentioned that giving students time to work on their own topics and search the
databases could be an improvement on this session. Faculty members also used this space to mention that they are unsure if they scheduled their session at an appropriate time during the semester.

### What could we do to improve Library Instruction sessions for ENGL 111 in the future?

<table>
<thead>
<tr>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let new teachers (or those who have not seen the session before) know what will be covered and how it will run so they can plan their in-class material accordingly. Also, it was nice in the past when we could let the librarians know ahead of time what our topic was so they could cater their presentations to the students' current work.</td>
</tr>
<tr>
<td>I think this was an exceptionally valuable improvement over past sessions.</td>
</tr>
<tr>
<td>Create time for students to work on their own topic research. I'm sure that when the library reconstruction is complete, this will be an easier process to navigate.</td>
</tr>
<tr>
<td>Just get us back in the Library when the remodel is complete.</td>
</tr>
<tr>
<td>I cannot be sure that students' selection of sources improved in quality because I scheduled the sessions in September. I trust that the quality did improve over what it would have been without instruction. One improvement might be to briefly address the 2016 changes to MLA form for in-text citations and Works Cited lists -- just to mention how librarians can help. We do teach the changes in ENGL 111.</td>
</tr>
<tr>
<td>Spend more time on researching using databases.</td>
</tr>
<tr>
<td>Next time I will schedule this session for one week earlier. The presenter did a really nice job.</td>
</tr>
</tbody>
</table>

The last question on the survey gave faculty the opportunity to give general questions and comments about the instruction sessions. Overall, faculty members were very positive about the changes to the library instruction model for ENGL 111.

### Other Questions/Comments

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hard copy articles were very effective in this instruction.</td>
</tr>
<tr>
<td>I think the new curriculum fits the bill.</td>
</tr>
<tr>
<td>I won't be sure if my students learned what was taught until my next class session where they will need to show me their sources and an annotated bib. Nice job though!</td>
</tr>
</tbody>
</table>
Summary

Lessons Learned
Overall, students were able to complete the given activities during the library instruction sessions and faculty members were pleased with the changes made to the library instruction model. Faculty members appreciated the hands-on activities and students showed learning in their answers to the activities. Students also mentioned being more comfortable looking for sources and knowing where to look for sources after the library instruction session. In looking at scoring from the different activities, students were able to select a ProQuest subject relevant to their search and create a research question for the activity. Students were also able to easily identify scholarly articles, but had a more difficult time identifying magazine articles and newspaper articles. Thus, this assessment showed through the library instruction activities that the students in ENGL 111 Library Instruction classes were able to absorb the learning outcomes that the librarians aimed for them to learn based on the instruction.

Since most faculty members were happy with the new library instruction model and most students showed knowledge of the learning outcomes, it is recommended that this program continue as is with some minor adjustments based on faculty responses and student answers.

Recommendations

Based on how students completed the library activities and how faculty responded to the survey, the library should continue with this new model for English 111 library instruction with a few changes. Librarians should explore ways to incorporate an activity that reinforces the meaning behind the Information Creation Timeline since learning this timeline is one of the course learning outcomes and there is currently no collected information to show if students are grasping this concept.

It is also important to ensure that students are grasping the differences between different types of articles in Activity 3. Teaching librarians should reinforce the criteria for identifying newspapers and magazines by showing examples of newspapers, magazines and scholarly articles in addition to verbally explaining the differences. The planning librarians should also consider using a different newspaper article and magazine article during the identification activity. Is it also important to start a conversation with faculty to ask how they measure whether their students can identify differences between periodicals. Most faculty members agreed that their students could understand the differences between scholarly articles and magazine articles after the library instruction session, but students received the lowest scores when identifying newspaper and magazine articles.

There are also a few recommendations to further enforce learning in Activity 2 as well. For the topics given to students, librarians should incorporate topics that are relevant to the daily lives of college students or use current events. It may also help students for librarians to inform them prior to the selection of keywords, subjects and creating a search strategy that they will eventually create a research question from their broad topics in order to direct their thinking.

In the reflection, it may be helpful to ask students how they will apply their learning to their assignments or use them further in their college career. It is also recommended to look into ways for students to be given time to work on their own topics during the instruction session since this is feedback received from the faculty members. It may also be helpful to include a learning outcome on
how to get help or ways to get help from a librarian, since many students focused on this aspect in the student reflection.

There are also several activity logistic recommendations. Including adding screenshots of the library activities in the PowerPoint to keep librarians from needing to click back and forth from the PowerPoint to the website multiple times and let librarians show each activity without having to fill out the previous activity. In Activity 2 a prompt currently reads “Locate the *Subjects* link on the left side of the ProQuest results screen. Browse through the list and identify a subject term which further narrows down this topic.” It is recommended to change this prompt to read "Locate the *Subjects* link on the left side of the *We Search* results screen. Browse through the list and identify a subject term which further narrows down your given topic." In Activity 3, a prompt currently states “How many authors are listed for this article?” and it is recommended to change this to read “How many named authors are listed for this article?”. It is also recommended to change the wording of the reflection to read “Name at least one specific thing you learned during today’s class that you did not know before.”

In order to further understand student learning in ENGL 111, it is also recommended that the library partners with at least two faculty members to receive student bibliographies from their research papers so that librarians can see how they are applying the skills they learn in library instruction sessions to the real world.

Each of these recommendations comes from the data collected in the activities, the reflection and the faculty survey. It is noted that there are several time constraints on this session, so completing each of these recommendations may be difficult. The Instruction Synergy Team is currently incorporating these recommendations into a revised lesson and most of the recommended changes are being considered.
### Appendix A: Activity 2 Rubric

<table>
<thead>
<tr>
<th>Chooses a subject that focuses their topic</th>
<th>Distinguished (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Emerging (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student chose a relevant ProQuest subject that could focus their research.</td>
<td>Student chose a relevant ProQuest subject that could not focus their research</td>
<td>Student chose a ProQuest subject that wasn't relevant to their topic</td>
<td>Student did not choose a ProQuest subject</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creates a Research Question from a broad topic</th>
<th>Distinguished (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Emerging (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines a complete research question /topic that incorporates the broad topic, keywords and chosen subject. The research question is narrowed and focused and could be turned into a research paper.</td>
<td>Defines a complete research question /topic that incorporates the broad topic, keywords and chosen subject. The research question could be answered briefly and didn’t encourage explanation.</td>
<td>Defines an incomplete research question /topic. (e.g. too broad or too narrow)</td>
<td>Does not define a research question/topic.</td>
<td></td>
</tr>
</tbody>
</table>

### Appendix B: Activity 3 Rubric

<table>
<thead>
<tr>
<th>Able to correctly identify a Scholarly Article</th>
<th>Distinguished (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Emerging (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was able to correctly identify a scholarly article and all of its parts.</td>
<td>Student was able to correctly identify a scholarly article, but had a few mistakes when identifying the parts of a scholarly article</td>
<td>Student was able to correctly identify a scholarly article, but had 3 or more mistakes or did not show identifying parts of a scholarly article</td>
<td>Student was unable to correctly identify a scholarly article</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Able to correctly identify a magazine article</th>
<th>Distinguished (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Emerging (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was able to correctly identify a magazine article and all of its parts.</td>
<td>Student was able to correctly identify a magazine article, but had a few mistakes when identifying the parts of a magazine article</td>
<td>Student was able to correctly identify a magazine article, but had 3 or more mistakes or did not show identifying parts of a magazine article</td>
<td>Student was unable to correctly identify a magazine article</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C: Student Reflection Categorizations

| Identify library resources in order to find materials in multiple formats to meet student research needs. | To recognize how information is formally and informally produced, organized and disseminated in order to select appropriate resources. | Students will be able to create a research question from a broad topic in order to search the ProQuest database. | Students will identify keywords in order to construct a search strategy. |