

University of Dayton Information Literacy General Competencies
Roesch Library
November, 2005

Roesch Library works in conjunction with the English composition program to deliver the general information literacy competencies. The first part of the content is delivered via three online tutorials developed and maintained by the Library. The second part of the content is delivered during a single class session taught by a librarian. For students who take English 101 and 102 the tutorials are completed when they are enrolled in 101 and the class visit happens in 102. For students enrolled in English 114 and 198 all the content is delivered the semester they are enrolled for the class.

This arrangement developed from several reasons. In particular, there are not enough instruction librarians to teach all sections of English 101, 114 and 198 in the Fall semester without a negative effect on the other library instruction requests for upper-level classes. In years past, library instruction was provided to the English 101 sections, but the sessions often lacked direct, applied use; research topics were not assigned at the time of the library visit and/or sessions were scheduled at the beginning of the semester before the students were very far in their units. Questions at the reference desk clearly showed that students had failed to retain what was taught during the sessions. Because much of the material could be learned by rote, the librarians felt that this material could easily be covered and evaluated in an online teaching format.

Although the tutorials are developed and maintained by the Library, it is the English Department and the instructors who essentially administer them. The Library has no ability to enforce completion of the tutorials other than emphasizing to the instructors the fact that the University mandates these competencies. We work closely with the English Department to explain and facilitate the tutorials, but enforcement in the form of a grade or otherwise is outside the Library purview.

The WebCT library tutorials were introduced in 2003. Data from last year was collected and summarized in December, 2004.

Tutorial Changes, 2005

Several changes were made to the tutorials during the 2005 summer. After analyzing the 2004 quiz results, the instruction librarians decided to pare down the content of each of the three modules, which were then edited for content and clarity. The changes within the modules generated changes to the quizzes as well. The library modules are intended to accomplish the following:

Module 1 outcomes:

- Identify a variety of information sources
- Select an appropriate information tool to locate information sources
- Recognize that appropriate sources of information will change depending on research needs
- Distinguish between popular and scholarly sources

This module most closely correlates with General Information Literacy Competency 1: Students will develop effective strategies for using information technologies when seeking knowledge.

This module also includes components from General Information Literacy Competency 3: Students will demonstrate the ability to evaluate and analyze the information gathered from a variety of sources.

Module 2 outcomes:

- Identify search terms from a problem statement or research need
- Combine search terms effectively
- Know the difference between general and subject specific article databases
- Navigate the library's website to search Academic Search Premier
- Search the Academic Search Premier database

This module most closely correlates with General Information Literacy Competency 2: Students will understand the structure, form, and access methods of recorded information.

This module also includes components from General Information Literacy Competency 3: Students will demonstrate the ability to evaluate and analyze the information gathered from a variety of sources.

Module 3 outcomes:

- Recognize different parts of a citation
- Describe when to cite sources used in your work
- List ways to avoid plagiarism

This module most closely correlates with General Information Literacy Competency 4: Students will use information and information technology responsibly and ethically.

In addition to the tutorial and quiz modifications, another segment was added to the WebCT content: an online video tour of the library building. Although the video does not directly address any of the information literacy competencies, it speaks to another issue, library anxiety. Roesch Library, by the very nature of its size and variety of services offered, can be especially intimidating if prior experience with libraries was limited to smaller public libraries. This video tour of the Roesch Library building and LTC introduces a variety of collections, spaces and services to incoming students.

Another change that may have indirectly affected student performance on the tutorials is composition of the library instruction team. In addition to library wide personnel changes, a new instruction coordinator was appointed in July, which meant a short span of time for tutorial modifications and learning WebCT before the new academic year. As a result, the tutorial was uploaded a couple of weeks into the semester.

Student Performance, 2005

For Fall 2005 there are approximately 1,387 students enrolled in English 101, another 538 enrolled in English 114, and 30 students enrolled in 198. The total number of students enrolled in the WebCT library tutorial is 1,955.

A. Student Scores, 2005

Selecting Sources Quiz 1 Summary

- English 101 --- overall mean of 75.4%
- English 114 --- overall mean of 86.4%
- English 198 --- overall mean of 86.0%

Searching Quiz 2 Summary

- English 101 --- overall mean of 69.4%
- English 114 --- overall mean of 81.4%
- English 198 --- overall mean of 81.7%

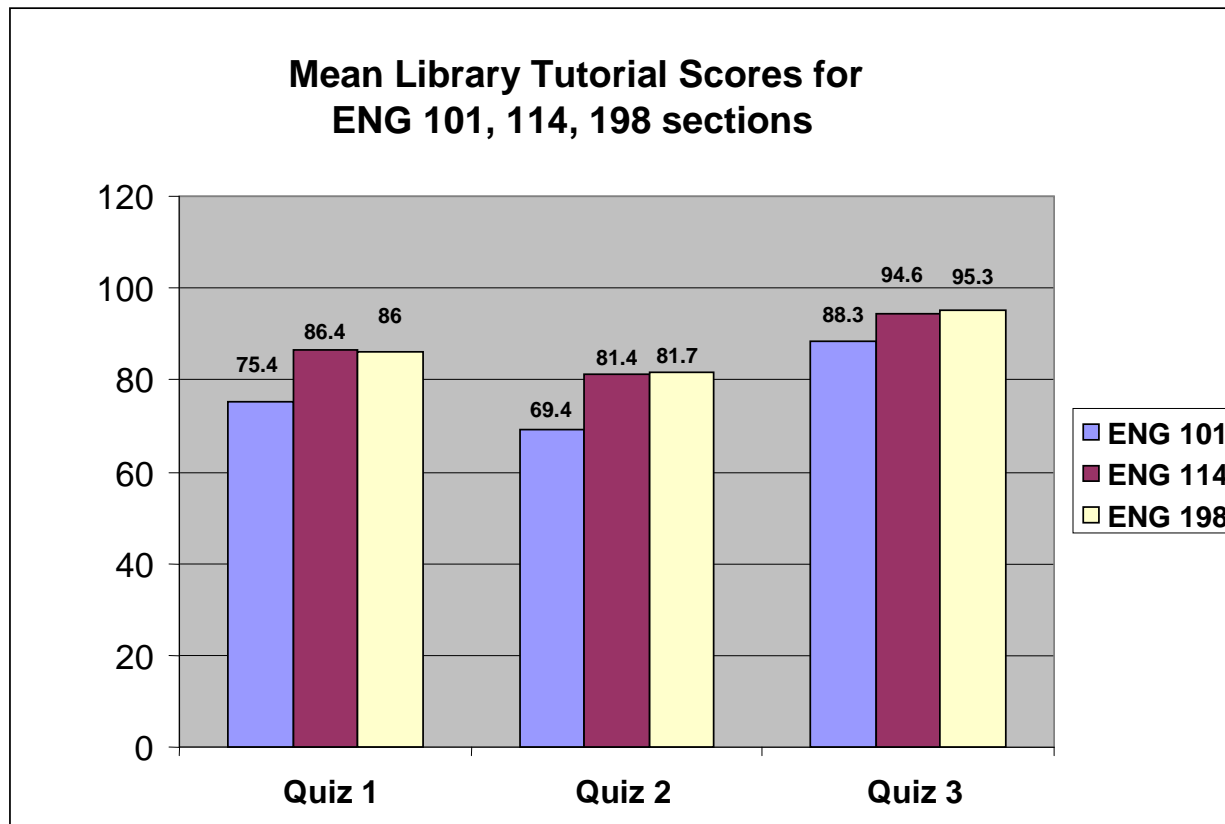
Citing Sources Quiz 3 Summary

- English 101 --- overall mean of 88.3%
- English 114 --- overall mean of 94.6%
- English 198 --- overall mean of 95.3%

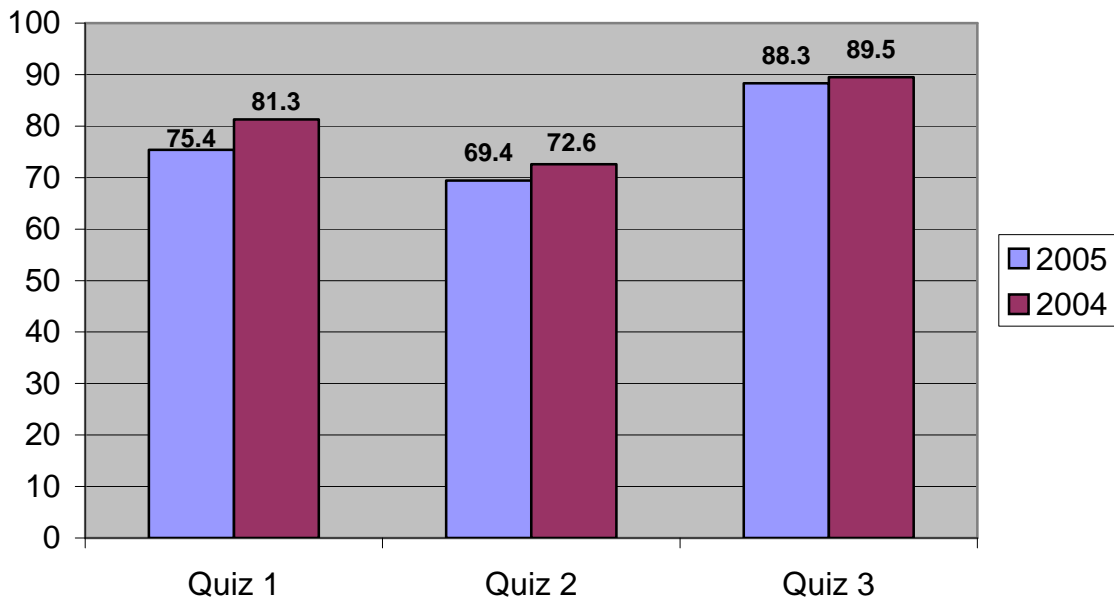
As an aggregate, the English Composition students are passing the General Information Literacy competencies if we use the quizzes as a measure. The charts at the end of the report present not only scores for each quiz question, but also the competency measured. With the exception of the English 101 Quiz 2 scores, students are successfully completing (as measured by a passing grade of 70%) each library tutorial and accompanying quiz.

There are clearly several questions on Quiz 2 where many, if not most, students are failing to answer correctly. Translated into competencies, students are failing to understand Boolean searching and the difference between general and discipline-specific databases. The instruction team will review these questions, as well as the quizzes generally, next semester to see what changes or modifications are needed.

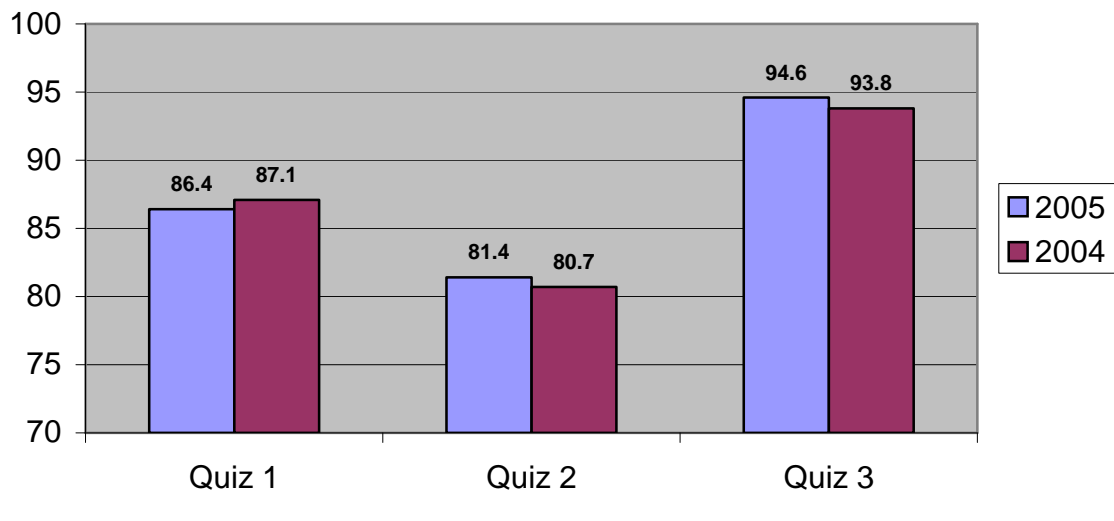
The scores for this semester are slightly below last year's scores, but they may yet change. As the completion rates indicate further on in the report, not all students or sections have completed the tutorials. The ENG 101 scores, in particular, are lower than last year. Scores for ENG 114 students, however, are higher than last year for two of the three quizzes. Scores for ENG 198 sections were not recorded separately in 2004.



**ENG 101 Library Tutorial Mean Scores,
2004 & 2005**



**ENG 114 Library Tutorial Mean Scores,
2004 & 2005**



B. Completion Rates

Selecting Sources Quiz Summary

- English 101 --- 69% of those enrolled in Eng 101 have taken the quiz
- English 114 --- 41% of those enrolled in Eng 114 have taken the quiz
- English 198 --- 100% of those enrolled in Eng 198 have taken the quiz

Searching Quiz Summary

- English 101 --- 67% of those enrolled in Eng 101 have taken the quiz
- English 114 --- 41% of those enrolled in Eng 114 have taken the quiz
- English 198 --- 100% of those enrolled in Eng 198 have taken the quiz

Citing Sources Quiz Summary

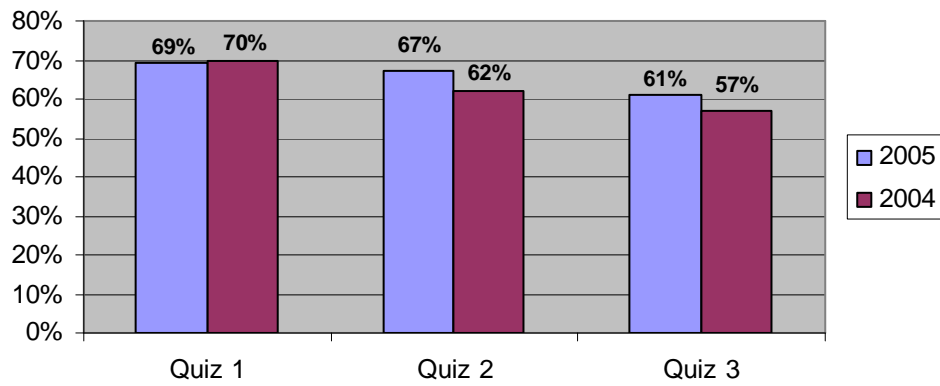
- English 101 --- 61% of those enrolled in Eng 101 have taken the quiz
- English 114 --- 40% of those enrolled in Eng 114 have taken the quiz
- English 198 --- 100% of those enrolled in Eng 198 have taken the quiz

The completion rates are about the same or slightly higher for ENG 101 as last year, although the rates may yet change for this year. There are 68 sections of ENG 101 this semester. The WebCT program indicates that 12 sections have either not started or less than 10 students within a section have completed the first quiz. It appears that another 9 sections are working on the tutorials, so it is quite likely there may still be more students finishing the quizzes shortly.

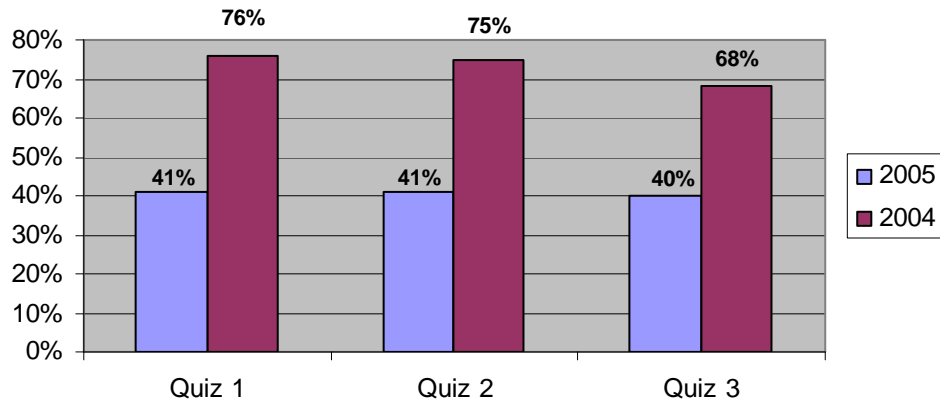
The completion rates for ENG 114, however, are very different. There are 23 sections of ENG 114 this semester, so roughly 10 sections have completed at least the first quiz. The WebCT program indicates that 9 sections have either not started or less than 10 students within a section have completed the first quiz. There are at least two sections of ENG 114 who completed the tutorial during the first two weeks of the semester; unfortunately, these results were lost when the revised tutorial was posted. The library works closely with the English Department to communicate the need to complete the tutorials, but it is up to the individual instructor to see to it the material is done.

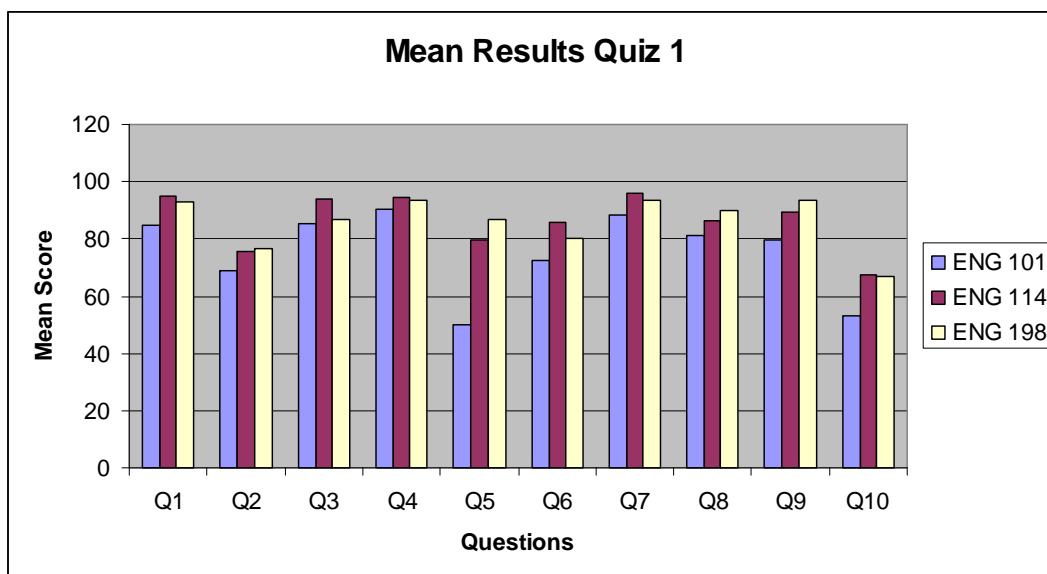
Despite the low tutorial completion rates for ENG 114, nearly all sections have been to the library for the second part of the information literacy competency content delivery—a directed research session by an instruction librarian. There were at least two ENG 114 sections that visited the library twice for library instruction. So far, 22 of the 23 ENG 114 sections have been to the library for instruction, for a completion rate of 96%. Both sections of ENG 198 have also been to the library for this part of the information literacy competency delivery.

**Library Tutorial Completion Rates for ENG 101,
2005 & 2004**



**Library Tutorial Completion Rates for ENG 114,
2005 & 2004**





QUIZ 1: Selecting Sources				
	Avg. # of ENG 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Avg. # of Eng. 198 students who answered correctly	Competency Assessed
Q1	85.0	95.0	93.0	#1 (basic information sources)
Q2	69.0	75.7	76.7	#1 (appropriate source choice; basic information sources) #3 (evaluation of information)
Q3	85.2	94.0	86.7	#1 (basic information sources)
Q4	90.2	94.5	93.3	#1 (basic information sources)
Q5	50.2	79.8	86.7	#1 (basic information sources) #3 (evaluation of information)
Q6	72.6	85.8	80.0	#1 (appropriate source choice; basic information sources)
Q7	88.1	95.9	93.3	#1 (appropriate source choice; basic information sources)
Q8	81.2	86.2	90.0	#1 (basic information sources)
Q9	79.7	89.4	93.3	#1 (appropriate source choice; basic information sources) #3 (evaluation of information)
Q10	53.2	67.4	66.7	#1 (appropriate source choice; basic information sources)
Overall	75.4	86.4	86.0	

Lowest scoring questions, generally, and ENG 101 in particular

Q2: Which is the best source for current information on the war in Iraq?

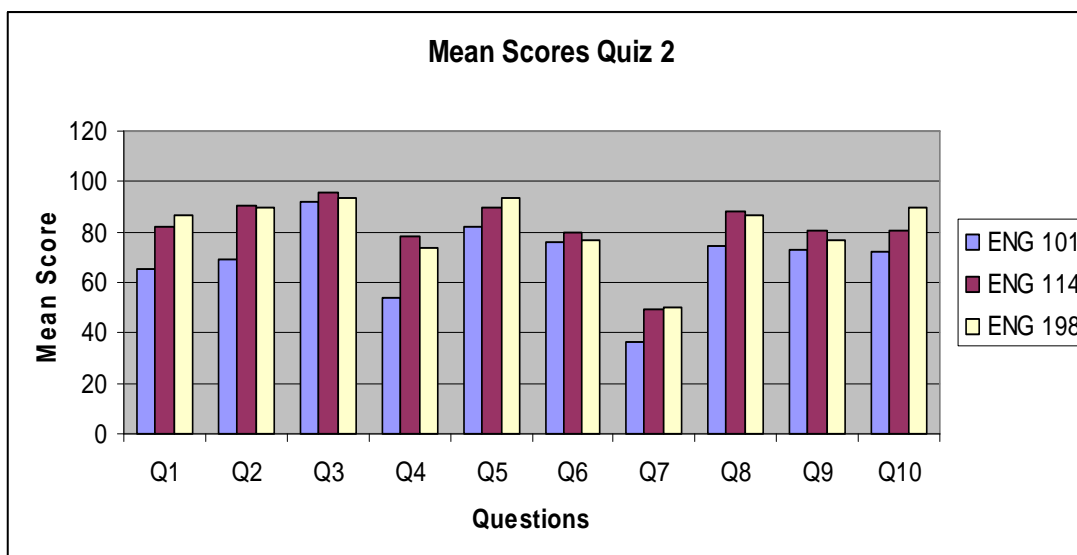
Choices: A book about U.S. policy in Iraq; An article in the magazine National Review; A newspaper like the New York Times

Q5: Scholarly journal articles are:

Choices: Written by journalists; Reviewed by experts in the field for validity; Intended for the general public; All of the above

Q10: Which would you normally NOT find listed in a library catalog?

Choices: An encyclopedia; A book; An article; A government document



QUIZ 2: Searching				
	Avg. # of Eng. 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Avg. # of Eng. 198 students who answered correctly	Competency Assessed
Q1	65.6	82.1	86.7	#2 (Boolean logic)
Q2	68.8	90.4	90.0	#2 (Boolean logic)
Q3	91.9	95.9	93.3	#2 (indexing schemes) #3 (refining search strategies)
Q4	53.9	78.4	73.3	#2 (Boolean logic)
Q5	81.7	89.4	93.3	#2 (identifying basic information sources)
Q6	75.8	79.4	76.7	#1 (search strategy) #2 (Boolean logic)
Q7	36.5	49.1	50.0	#2 (appropriate source choice; discipline specific sources)
Q8	74.7	88.1	86.7	#1 (search strategy; using information sources)
Q9	73.1	80.3	76.7	#2 (form of recorded information)
Q10	71.8	80.7	90.0	#2 (structure of recorded information)
Overall	69.4	81.4	81.7	

Lowest scoring questions, generally, and ENG 101 in particular

Q1: You are looking for journal articles on the Salem Witch Trials. Which of the following Boolean searches would be most effective?

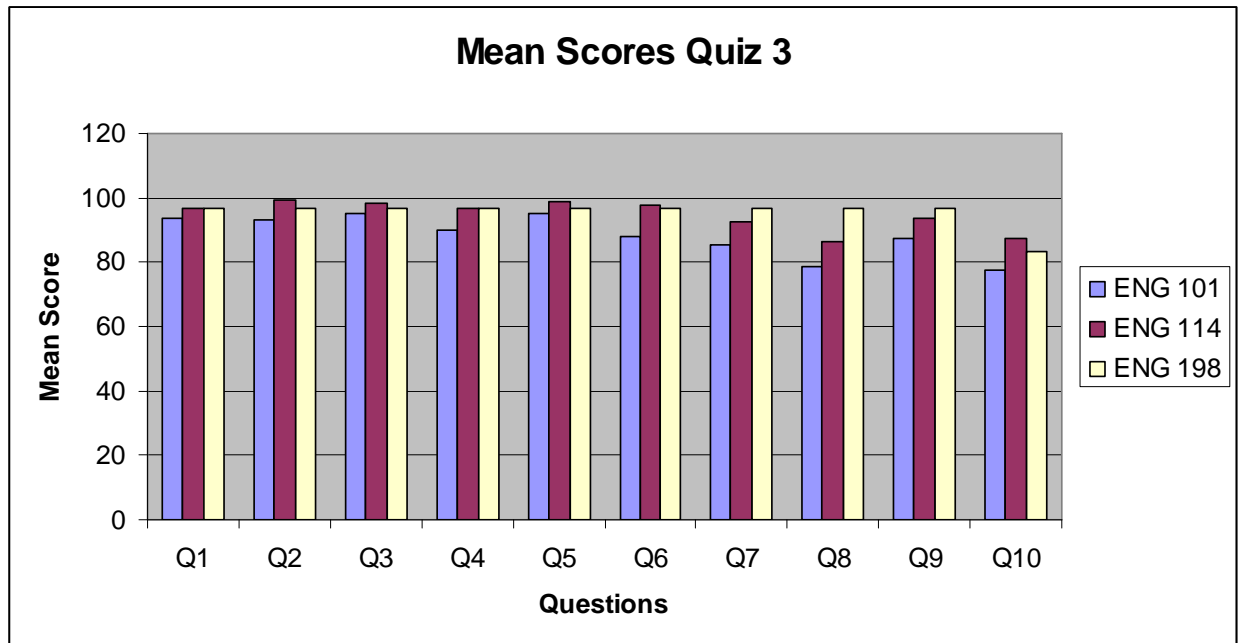
Choices: Salem AND history; Salem AND witch AND trials; Impact of Salem Witch Trials on history; witch trials OR witchcraft

Q4: Which of the following statements is true?

Choices: The search commands AND & OR should never be used in a search; Using the search command AND broadens your search; Using the search command OR is a good way to search synonyms; All of the above

Q7: Which of the following databases would be the best source for finding articles on this topic: The effect of birth order on sibling relationships.

Choices: The library catalog; Academic Search Premier; PsychINFO; choices A and C



QUIZ 3: Citing Sources				
	Avg. # of Eng. 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Avg. # of Eng. 198 students who answered correctly	Competency Assessed
Q1	93.7	96.7	96.7	#4 (plagiarism & citation format)
Q2	93.0	99.1	96.7	#4 (plagiarism & citation format)
Q3	95.0	98.1	96.7	#4 (plagiarism & citation format)
Q4	90.0	96.7	96.7	#4 (plagiarism & citation format)
Q5	95.4	98.6	96.7	#4 (plagiarism & citation format)
Q6	87.8	97.7	96.7	#4 (plagiarism & citation format)
Q7	85.2	92.5	96.7	#4 (plagiarism & citation format)
Q8	78.4	86.4	96.7	#4 (plagiarism & citation format)
Q9	87.6	93.4	96.7	#4 (plagiarism & citation format)
Q10	77.5	87.3	83.3	#4 (plagiarism & citation format)
Overall	88.3	94.6	95.3	

Lowest scoring questions, generally, and ENG 101 in particular

Q8: A book citation is different than an article citation because a book citation also includes:
 Choices: Volume and issue numbers; Author name; Place of publication; Title of work

Q10: To find out how to cite sources properly, you should consult:
 Choices: A style manual; An encyclopedia; An article database; All of the above

Implications for 2006

The library instruction team will continue to review and refine the online library tutorial and quizzes to ensure that the tutorial aims and materials—the general information literacy competencies themselves—are sufficiently tested in the quizzes. The library will also continue to work closely with the English Department to communicate the need to complete the tutorial for all English Composition courses as well as schedule library instruction sessions for the ENG 114 and 198 sections in the Fall. The WebCT technology learning curve and instruction librarian changes have been resolved, so any technical glitches that happened this year should be mostly gone or more quickly addressed next year. This winter we will document completion rates for ENG 101 library visits in the Winter semester, as was done this semester for the ENG 114 and 198 sections.

These figures in this report do not fully assess if a student has acquired the competency. Students should be demonstrating these skills in their research. The instruction librarians will be working with the English Department to review student portfolios at the end of this semester for evidence of these skills. We intend to analyze student bibliographies to determine at least where, if not how, students are researching in order to fulfill research paper requirements. This data may yield changes for the tutorial or library instruction sessions.

The library instruction team also met with English graduate students (T.A.s) who are teaching ENG 101 in order to understand if and how research needs are being met for their classes this semester. The discussion provided several interesting insights. For example, many students do not understand the structure and terminology of the library website even after taking the library tutorial; the term “database” remains a foreign concept. Many of the TAs are supplementing the tutorial with their own library instruction so that the students can successfully complete their research. The TAs have suggested ways to improve library instruction—and by extension, information literacy competencies—and we will next consider the implications for implementing some of those ideas. We also hope to conduct a similar conversation with other English Composition instructors.