

Librarian Self-Assessment

Prior to the 2010-2011 academic year, a form was created in the Library's Survey Monkey account that enabled librarians to self-report collaboration, student learning objectives, and a short assessment of the information literacy session. A total of seven librarians self-reported on 338 information literacy sessions.

	AY2013-2014	AY2012-2013	AY2011-2012	AY2010-2011
Total information literacy sessions.	245	158	206	200
Number of self-assessed information literacy sessions.	107	60	83	88
Percentage of self-assessed information literacy sessions.	43.5%	38%	40%	44%
Select Assessments/Comments from self-assessments:	The professor said that this session changes her opinion of how to work collaboratively with a librarian.			
	Students found articles relevant to their topics, which was indicated by the fact that they used the printer in the classroom.			
	During the last 15 minutes of the class, I observed many of the concepts and skills that were taught being practiced by the students.			
	In this graduate class, students used to pay little attention to what I was teaching because they were so worried about getting the articles that they needed. Changing my strategy to tell students at the beginning of class that they would have "lab" time after my instruction, the students stayed more focused.			
	An informal evaluation handed out by the librarian showed that students were very satisfied with the instruction received and the resources that were introduced.			
	Several students said that after experiencing an information literacy session in one of their major courses, they feel more comfortable doing research in any subject.			
	After instruction, students were able to identify if an article was a research study.			
	Based on my assessment of this class, I may focus future sessions around breaking down the assignment into digestible parts and them devising a research strategy around those parts.			
	This was a difficult session to deliver since the outcomes were not tied to an assignment.			
	A review of the references in the students' Power Point slides indicated that the students were able to locate and retrieve research evidence to support their topics.			
	Students worked in groups of 2 to identify a primary research article. 75% of the students were able to do this correctly. 90% were able to locate an article from a given citation.			
	All students were able to retrieve at least one primary research article during the information literacy session.			
	This session went well with noticeable reduction in library anxiety.			
	Students seemed to "get" the fact that they would be doing historical research in this course, which was different than the type of research they were used to doing.			
Students had a useful and lively discussion about what makes a good web source for this particular paper.				