Work Plan Items

1a. Market scaffolding to Business Administration. As of May 2018, the initial meeting request to the department chair was submitted in February and the meeting took place in March. Requests for successive meetings with the department chair, dean, and targeted faculty were submitted in March, April, and May.

1b. Implement scaffolding with English & Languages and Environmental Sciences. Scaffolding was implemented successfully in both departments in fall 2017 and spring 2018. Participation by faculty and students through pre- and post-test submissions, as well as instruction sessions, was adequate in both departments. English & Languages averaged 57% participation by students in the pre- and post-tests and had instruction sessions for every targeted class. Environmental Sciences averaged 61% participation by students in the pre- and post-tests and also had instruction sessions in every targeted class.

1c. Maintain scaffolding with Psychology. Scaffolding was maintained in Psychology in fall 2017 and spring 2018. Participation by faculty and students through pre- and post-test submissions was adequate at 68% participation. However, Psychology only had instruction in 2 of the 4 targeted classes in fall 2017 and spring 2018, but this is still a huge improvement from fall 2016, which had zero instruction sessions in targeted classes.

1d. Create repository for instruction activities. A repository was created in summer 2017, and every librarian in the IS Committee has participated in adding appropriate instruction activities to the repository throughout fall 2017 and spring 2018.
Program Data & Accomplishments

Data in Context

Instructor-Requested Instruction

This section of the Instruction Annual Report will provide data on each of the four types of instructor-requested instruction currently offered by the library:

- Information Literacy Instruction Sessions: These sessions, requested by teaching faculty, generally teach students how to use the library’s print and online resources to successfully complete assignments for a specific course. Information literacy sessions include both primary sessions and secondary sessions. Primary sessions are typically one-shot information literacy sessions. Secondary sessions occur when a librarian visits a particular section of a course a second time to provide instruction in additional content.

- Tours: Tours may be impromptu, meaning that an individual brings in a visiting group or a new faculty member to be given a tour on the spot, or planned, meaning that an individual schedules a tour in advance for a specific group. The tours generally cover all areas of the library which are open to the public and involve discussion of important library policies.

- Other: The other category includes items such as
  - Course-specific materials created at a professor’s request in the absence of a librarian-led information literacy session.
  - One-on-one consultations assigned to all students in a class.
  - Guided research sessions in which no formal instruction is given but students are given hands-on time to work on their assignments while a librarian is available to provide assistance.
  - Non-instructional visits in which an instructor meets with their class in the library but no formal instruction is given by a librarian.
  - Research posters in which students are taught how to plan and design research posters for research days, class presentations, and conferences. Poster sessions can be stand-alone or course-integrated sessions.
  - Other course-specific instruction on a topic relating to a class assignment but is not a typical information literacy session.
  - Instruction for non-ECU affiliated groups, such as K-12 schools, Upward Bound, and the Chickasaw Nation.
Overall Instruction Sessions

Overall Instruction 5 Year Trend

The data above indicate that total instruction sessions have experienced a slight increase of 10% from AY1617 to AY1718 and a moderate increase of 37% since AY1314. Total participants also increased by 18% since AY1617 and 30% since AY1314.

Information literacy sessions have experienced a moderate increase of 29% since AY1617 and 37% since AY1314. Following suit, information literacy session participants have increased by 38% since AY1617 and 29% since AY1314. This is due mainly to an increased significance on information literacy instruction.

The number of tours and participants, on the other hand, have decreased moderately by an average of 27% since AY1617 and 32% since AY1314.

The “Other” category experienced a slight decrease since AY1617 but a significant increase of 211% since AY1314. Other participants saw increases across the board, with 12% since AY1617 and 325% since AY1314.
Tours by Type

The number of tours and participants have experienced significant decreases, with an overall average of 26% since AY1617 and 31% since AY1314. The only increase is in special program participants, with a 5% increase since AY1314.
Instruction Sessions by College/School and Department

The College of Liberal Arts & Social Sciences had the largest number of sessions (106) and participants (2,019) this fiscal year. This is not surprising since multiple sections are given to Freshman Composition I and II. Sessions for this college are up by 14% from last year and participants have increased by 19%.

Increases ranging from sharp to slight occurred in several departments, including Communication and Performance Studies/Mass Communication, English & Languages, Political Science/Legal Studies, History and Native American Studies, and Music. While English and languages only held a small 9% increase in sessions, Communication and Performance Studies/Mass Communication jumped steeply from 5 sessions in AY1617 to 15 in AY1718. In the same vein as English & Languages, Political Science/Legal Studies increased from 0 sessions in AY1617 to 1 in AY1718, and Music increased from 0 session in AY1617 to 2 in AY1718. Sessions for Human Resources stayed the same and Art decreased moderately from 8 sessions in AY1617 to 5 in AY1718. Five-year numbers in the College of Liberal Arts & Social Sciences show an increase of 56% in sessions and 68% in participants since AY1314. This increase is attributable to several of the departments, such as Human Resources, Political Science/Legal Studies, and Sociology, increasing sharply since AY1314.

Faculty teaching courses in the College of Health & Sciences requested 45 sessions during AY1718, making this college the second-highest user of the library’s instruction program again. The number of sessions requested by this college stayed the same between AY1617 and AY1718, but the number of participants increased by 27%. The number of sessions requested by most departments in this college either stayed steady or experienced a slight to moderate increase since last year. Only Geography and Geotechniques and Nursing decreased and that decrease was by 11 and 2 sessions respectively. The College of Health & Sciences has experienced a substantial 104% increase in sessions and a modest 25% increase in participants over the last five years, with large increases in Geography and Geotechniques,
Environmental Sciences, and Biology. However, the number of sessions requested by Chemistry and Nursing has decreased over the last five years.

The third largest number of sessions (39) was given to the “Other” category. This category includes Freshman Seminar tours and any other tours or other types of instruction sessions that were not affiliated with a particular department. This category has experienced modest decreases since AY1617, 28% in sessions and 32% since participants, and AY1314, 36% in sessions and 35% in participants, mainly due to a decrease in both Freshman Seminar sections and unaffiliated group instruction requests.

The College of Education & Psychology experienced a substantial increase in sessions, 11 to 27, and participants, 231 to 637. The Education, Family and Consumer Science, and Psychology departments have all seen substantial increases in sessions since last year, with 167%, 100%, and 250% increases respectively. This is due in large part to the reassignment of departments to new librarians, allowing for a more equal distribution of liaison duties. The college has seen a substantial five-year increase of 170% in sessions and 130% in participants, mainly due to the substantial increases in Education, Family and Consumer Science, and Psychology sessions since AY1314.

The number of sessions requested by the School of Business has increased slightly since AY1617, increasing from 11 to 14 sessions. However, the number of participants have decreased slightly, decreasing from 327 to 283. While the number of sessions for Accounting has decreased significantly, the number of sessions for Business Administration has increased modestly, from 8 sessions in AY1617 to 14 sessions in AY1718. Despite Accounting’s decrease, the number of sessions requested by this school over the last five years has increased by 100% and the number of participants have increased by 77% since AY1314.
Number of Courses Which Required Research
Includes primary sessions, tours, poster sessions, and course-specific materials. Only includes guided research sessions for classes which did not also have a primary session. No session is counted more than once. Only counts distinct courses, not multiple sections. Only includes instruction for ECU classes.

The data show that there were 116 courses which required research, suggesting that these courses could have benefitted from the library’s instruction program. The librarians taught 132 sessions throughout the year or 113% of the total potential. Of the 132 sessions taught by the library, 33 were actually identified on the syllabi analysis.

General education courses accounted for 31 or 27% of the total potential sections. The library taught 23 sessions for general education courses during the fall and spring semesters of AY1718, amounting to 74% of the potential number of general education sessions.

Reaching 45% of the potential courses identified on the syllabi analysis, the College of Liberal Arts & Social Sciences reached the largest percentage of potential courses. The library has reached at least 50% of the potential course sections for several departments, including Chemistry, Mathematics, Human Resources, Music, Political Science/Legal Studies, and Sociology. The library has failed to reach 10% of the potential number of courses in several departments, including Kinesiology, Biology, Geography & Geotechniques, Environmental Science, Art, English and Languages, Accounting, and Business Administration.
Instruction Sessions by Class Division
Includes primary and secondary information literacy sessions, guided research, course-specific materials, tours, and poster sessions.

It is favorable that the majority of sessions have been given to courses which count toward general education requirements. Since all students (except some transfers) must fulfill 45 hours of general education requirements in order to earn a degree, providing instruction sessions to these courses is a key way to reach the greatest number of students. General education sessions have decreased by 5%, but participants have increased by 4% since AY1617. This is largely attributable to the decrease in tours and overall enrollment. Five-year data shows an increase of 3% for sessions and 6% for participants.

Lower-level sessions have increased significantly (68%) since last year. Five-year data also shows a substantial increase in both sessions and participants, 105% and 108% respectively.

Upper-level sessions and participants have increased by 10% and 21% since last year. Five-year numbers are also up substantially.

Graduate level sessions have increased significantly since last year, with a 67% increase. However, participants have decreased slightly since last year, with a 7% decrease. As the number of sessions has increased since AY1617, the decrease in participants is unknown, but it may have something to do with the overall drop in enrollment.
Sessi ons and participants in the “Other” category has increased significantly since last year, 36% and 156% respectively. These increases are mainly due to an increase in the number of primary sessions offered. Five-year data, on the other hand, reveals a decrease by 14 sessions and 34 participants.
As of spring 2018, information literacy scaffolding has been completely integrated into the departments of English and Languages, Psychology, and Environmental Sciences. This integration involves testing students at the freshman and junior level in each targeted department.

Students in English and Languages displayed a slight overall improvement in information literacy skills between their freshman (ENG 1213) and junior (ENG 3193) years, increasing from 30.51% at the freshman level and 30.77% at the junior. Both the freshman and junior level students displayed particularly strong skills in the areas of creating keywords (75% and 85% respectively), choosing research tools (83% and 100% respectively), and evaluating sources (69% and 69% respectively). On the other hand, students at both levels displayed a much lower pass rate in the areas of choosing topics (averaging 41%) and using searching techniques (averaging 28%).

Students in Psychology displayed a significant overall improvement in information literacy skills between their freshman (PSYCH 1113) and junior (PSYCH 3933) years, with an increase from 37% at the freshman level and 73% at the junior. Both the freshman and junior level students displayed moderately strong skills in the areas of creating keywords (52% and 68% respectively), choosing research tools (62% and
86% respectively), and evaluating sources (72% and 68% respectively). On the other hand, students at both levels displayed a much lower pass rate in the areas of choosing topics (averaging 40%) and using searching techniques (averaging 50%).

Students in Environmental Sciences displayed a moderate overall improvement in information literacy skills between their freshman (EHS 1114) and junior (EHS 3603) years, with an increase from 12% at the freshman level and 29% at the junior. Both the freshman and junior level students displayed moderately strong skills in the area of evaluating sources (62% and 100% respectively) and slightly strong skills in choosing topics (38% and 43% respectively). On the other hand, students at both levels displayed a much lower pass rate in the areas of creating keywords (averaging 41%) and choosing research tools (averaging 10%). Students displayed incongruent results in using search techniques, with freshman demonstrating stronger skills than juniors (75% and 29% respectively).
All areas have increased significantly since AY1718 and AY1314. New Courses/Sections increased by 189% and 113% respectively. In a similar vein, Returning Courses/Sections increased by 296% and 64% respectively, and Non-Returning Courses/Sections increased by 67% and 45% respectively. This jump is congruent with the increase in overall instruction, but a portion may be due to the recognition and correction of errors in previous data collecting.
In AY1718, the library conducted interactive sessions with the Freshman Seminar (UNIV 1001) students. Of 661 students enrolled in the course, the library received 651 reflections.

The Instruction Department conducted a content analysis of the entire corpus of reflections. The comment categories were derived from the reflections. Although some of the categories overlap (such as atmosphere and Quaid Lounge), we felt it important to create a separate category when a significant number of comments were made.

The reflections reveal a significant number of positive comments and very few negative comments. A majority of the positive comments were about the library’s staff, including librarians, full-time staff, and student assistants. Since ECU prides itself on being student-centered and the library prioritizes service, it is encouraging to see that these efforts were recognized and appreciated by the freshmen. Many of the UNIV 1001 students also viewed the library’s atmosphere favorably, voicing appreciation for the quiet and comfortable areas for solitary work and group study. Since a welcoming environment is a key factor in sustaining and increasing in-person use of the library, this is a particularly promising finding. The few negative comments were clustered in relatively unsurprising categories: computers (wifi is slow or won’t connect to personal devices), print resources (doesn’t like the placement of sections and wishes there were more personal reading materials), and staff (felt staff member was irritable during the session and felt bitter that they weren’t hired for a student assistant position in the library). There were also a few negative comments each from the following categories: duplicating (doesn’t want to have to pay to print) and atmosphere (felt staff get angry if students speak above a whisper).
Online Instructional Resources Usage

This section of the Instruction Annual Report provides usage data for the library’s online instructional resources, which include the following:

- **Tutorials**: The tutorials, which are in Microsoft PowerPoint and Adobe Captivate formats, provide instruction in basic information literacy concepts and the use of Linscheid Library. These resources are all housed within the LibGuides system.
- **Course Guides and Subject Guides**: These are pathfinders created using the LibGuides platform. The librarians maintain a subject guide for each liaison area and create a course guide for nearly every information literacy session.
The data shows that the academic integrity tutorial series was used heavily throughout AY1718, particularly in the months of August and January. The Academic Integrity at ECU and Beyond, Plagiarism: What Is It?, and Plagiarism: How to Avoid it tutorials were the most popular of the series, receiving 3057, 2123, and 1446 views respectively. Together, these three tutorials account for 73% of the academic integrity tutorial series views for AY1718. The least popular academic integrity tutorial, with 157 hits and only 2% of the total hits for the series, was Disciplinary Procedures for Instructors. Since there are fewer instructors than students and no one is requiring instructors to view this tutorial, it is...
not surprising that this tutorial received so few hits. In addition, usage for all academic integrity tutorials has increased significantly since AY1617 and AY1314, with increases of 113% and 517% respectively. These increases are mainly as a result of transference of tutorials to a more user-friendly software, allowing for more accurate data collection, as well as updating the design to make them more interactive and visually appealing.

The library’s other tutorials did not receive nearly as many views, and this may be related to their location, as they are generally not embedded into the Course and Subject Guides as the academic integrity tutorials are, so students are less likely to access them.
In spring 2018, ECU enacted its updated academic integrity policy, which included Academic Integrity Sanction 6.2, requiring students who violate the policy to take all six academic integrity tutorials and meet with their liaison librarian.

By May 2018, liaison librarians for the College of Education & Psychology, the College of Health & Sciences, and the School of Business had met with a total of 5 students who had violated the academic integrity policy. The departments involved were Nursing (2 students), Education (1 student), Chemistry (1 student), and Business Administration (1 student). Only the chemistry and education students had to have more than one meeting, as they had failed to complete the tutorials prior to the scheduled meeting.
Subject Guides

While the number of subject guides has remained steady from AY1617 and AY1213, the usage data, i.e. number of hits, has decreased between AY1617 and AY1718 (19%), as well as between AY1314 and AY1718 (55%). Since AY1617 and AY1314, the largest decreases in use have occurred in the College of Education & Psychology (32% and 81% respectively) and the College of Liberal Arts & Social Sciences (30% and 80% respectively). The College of Health & Sciences and School of Business have decreased modestly, with an average decrease of 25% since AY1617 and 53% since AY1314. The lowest drop in usage has occurred in Other, with a decrease of 19% since AY1617 and 55% since AY1314.
The data shows that the number of course guides has increased between AY1617 and AY1718 (19%), as well as between AY1314 and AY1718 (37%). In the same vein, the hits, i.e. usage data, has increased by 13% since AY1617 but has decreased by 11% since AY1314. The largest increases in number of course guides and use have occurred in the College of Education & Psychology, averaging 332% since AY1617 and 307% since AY1314. This is due mainly to significant increases in the departments of Education and Psychology. The College of Health & Sciences and College of Liberal Arts & Social Sciences have increased modestly since AY1617, with an average increase of 25% and 12% respectively. In addition, since AY1314, both the College of Liberal Arts & Social Sciences and the College of Health & Sciences have seen an increase in course guides (9% and 47% respectively) and a decrease in usage (33% and 7% respectively). In contrast, the School of Business significant decreases in course guides (20%) and usage (75%) since AY1617 but equally significant increases in course guides (167%) and usage (29%) since AY1314. The largest decreases occurred in Other, with decreases in course guides (averaging 63%) and usage (averaging 67%) since AY1617 and AY1314.
The College of Liberal Arts & Social Sciences had the highest number of guides (54) and hits (8,363). This finding is to be expected, as it is on par with the increase in the number of instruction sessions we did for this college in AY1718. The total number of guides has increased by 2% since AY1617 and by 35% since AY1314, particularly in Art, Communication and Performance Studies/Mass Communication, History and Native American Studies, Music, and Political Science. In addition, the overall hits to these guides has increased slightly (8%) since AY1617 but decreased moderately (47%) since AY1314.

The College of Health & Sciences had the second-highest number of guides (32) and hits (7,576). The large number of distance students in the nursing program explains why this college uses the online research guides so heavily. Since AY1617, the number of guides and hits for this college has increased by 23% and 1% respectively. The increase is spread across several departments in this college, particularly Biology, Chemistry, Environmental Sciences, and Mathematics. Nursing, on the other hand, has actually decreased the number of guides (33%) and hits (6%) since AY1617. Since AY1314, the number of guides has increased by 3%, but the number of hits have decreased by 44%.

For the first time in recent years, the College of Education & Psychology had the third-highest number of guides (19) and hits (3,411). This is on par with the increase in the number of instruction sessions we did for this college in AY1718. The College of Education & Psychology saw large increases since AY1617 and AY1314, with significant jumps in the number of guides (217% and 137% respectively). In addition, the number of hits for this college has increased since AY1617 (73%) but has decreased since AY1314 (35%). The increases are particularly due to significant jumps in the Education Department in guides (500%) and hits (133%) since AY1617. Since AY1314, the number of guides have increased by 200%, but the number of hits have decreased by 12%.
With 10 guides and 1,169 hits, the School of Business accounted for 8% of the total hits, down from 10% in AY1617. Both the number of guides and hits have decreased since AY1617, with 17% and 58% decreases respectively. These decreases are mainly due to large dips in number of guides and hits in Accounting since AY1617. Since 1314, the number of guides for the School of Business has increased by 100%, but the number of hits has decreased by 26%.

In accordance with the decrease in instruction sessions for the “other” category, the number of hits has decreased by 3%, but the number of guides has remained the same since AY1617. This category includes the Tutorials page, the Citation Styles page, and course guides made for groups such as Upward Bound. The number of guides are lower than one might expect because guides were not appropriate for several of the instruction sessions in this category, particularly tours for some of the K-12 school groups. In addition, the number of guides and hits have decreased by 45% and 21% respectively since AY1314.

Overall, the number of guides (53%) and hits (33%) have increased moderately since AY1617. Although five-year data shows some decreases, the overall number of guides has increased by 81% since AY1314, and 28,344 total hits proves that the research guides are still being used quite heavily.
Departmental Projects

Information Literacy Plan

AY1718 was the first year of the 2017-2020 Instructional Services Plan. The major projects that were completed were as follows:

- Transferring the Academic Integrity tutorials to LibWizard and updating their design.
- Create a scaffolding plan.
- Create a scaffolding manual.
- Maintain scaffolding in Psychology.
- Implement scaffolding in English & Languages and Environmental Science.
- Market scaffolding in Business Administration.
- Create a repository of instruction activities.

Personnel

- Personnel changes –
  - Gabriel Piper started as Instructional Services Assistant in August, 2017.
  - Gabriel Piper finished 25 hours towards his bachelor’s degree. He is expected to graduate in 2022.
  - Gabriel Piper ended employment as Instructional Services Assistant in May, 2018.
- Major presentations –
  - Tillotson, Calantha, Baumann, Patrick. Librarians as Architects: Building Information Literacy Scaffolding into Liaison Departments. *Oklahoma Library Association’s Annual Conference, Tulsa, OK, April 25, 2018.*
  - Tillotson, Calantha. What Reference Means to Me. *Recorded for Dr. Ellen Rubenstein, University of Oklahoma’s School of Library and Information Science instructor, Norman, OK, January 5, 2018.*
  - Tillotson, Calantha, Mahan, Natalie, Vitale, Whitney, Austin, Chuck, and Garde, Shannon. Training Students to be the Face of the Library. *Presented at Oklahoma Library Association’s annual conference in Norman, Oklahoma, April 25, 2017.*

Summation

AY1718 strengths included an increase in overall instruction sessions, overall participants, course retention, academic integrity tutorials usage, total instructional guides, and one-year hits of instructional guides. Weaknesses included a decrease in the number of tours and tour participants and a five-year decrease in instructional guide hits. Priorities for AY1718 include hiring and training a new Instructional Services Assistant, redesigning the library’s instruction room, transferring and redesigning all non-academic integrity tutorials, creating new tutorials, and continuing scaffolding effort.