Linscheid Library
Instruction Annual Report
2018-2019

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

The data above indicates the total instruction sessions have experienced a moderate increase of 42% from AY1718 to AY1819 and a significant increase of 81% since AY1415. Total participants also increased by 22% since AY1718 and 54% since AY1415.

Information literacy sessions have experienced a moderate increase of 40% since AY1718 and a significant increase of 70% since AY1415. Following suit, information literacy session participants have increased by 30% since AY1718 and 54% since AY1415. This is due mainly to an increased significance on information literacy instruction.

The number of tours, on the other hand, have decreased slightly by 6% since AY1718 and moderately by 27% since AY1415. Tour participants have increased slightly by 9% since AY1718, although they have decreased moderately by 20% since AY1415.

The “Other” category experienced a moderate increase of 74% since AY1718 and a significant increase of 360% since AY1415. Other participants also saw increases across the board, with 6% since AY1718 and 327% since AY1415.
**Tours by Type**

The number of tours and participants have mostly experienced slight to moderate decreases, with tours decreasing by 6% since AY1718 and 27% since AY1415, while participants decreased by 22% since AY1415. The only increases are in overall tour participants since AY1718 (6%), UNIV 1001 Participants since AY1718 (5%), and Other Participants since AY1415 (4%).
In AY1819, the location with the most instruction sessions was the library’s instruction room (109), which is encouraging as this allows students to become more familiar with the library’s location on campus and the physical collection. However, the second highest location, the instructor’s own classroom (92), actually held slightly more participants (2,218) than the library’s instruction room (2,115). Digital Humanities Lab (46) and Online (37) were the third and fourth highest session locations, with 472 and 511 participants respectively. 14 sessions with 227 participants were held in the final location, Other, which included additional areas in the library, such as the reference collection, stacks, or group study spaces.
Instruction Sessions by College/School and Department

The College of Liberal Arts & Social Sciences had the largest number of sessions (138) and participants (2,278) 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 30% from last year and participants have increased by 13%. Increases ranging from significant to sharp occurred in several departments, including History and Native American Studies, Art, Music, and Political Science/Legal Studies. While Political Science/Legal Studies held a significant 64% increase in sessions, History and Native American Studies jumped steeply from 1 session in AY1718 to 6 in AY1819. In the same vein, Art increased from 5 sessions in AY1718 to 13 in AY1819, and Music increased from 2 session in AY1718 to 4 in AY1819. Sessions for English and Languages and Communications and Performance Studies decreased slightly from AY1718 by 9% and 13% respectively. While participants in English & Languages also decreased by 10% since AY1718, participants in Communication and Performance Studies actually grew by 24%. Five-year numbers in the College of Liberal Arts & Social Sciences show an increase of 109% in sessions and 101% in participants since AY1415. This increase is attributable to several of the departments, such as Human Resources, Political Science/Legal Studies, History and Native American Studies, and Sociology, increasing sharply since AY1415.

Faculty teaching courses in the College of Health & Sciences requested 76 sessions during AY1819, making this college the second-highest user of the library’s instruction program again. Between AY1718 and AY1819, the number of sessions requested by this college and the number of participants increased by 69% and 27% respectively. With the exception of Physics, the number of sessions requested by all departments in this college either stayed steady or experienced a slight to sharp increase since last year. Computer Science, Mathematics, Chemistry, and Geography and Geotechniques all experienced over 100% increases in both sessions and participants, with Computer Science jumping from 1 session in AY1718 to 14 sessions in AY1819. The College of Health & Sciences has experienced a sharp 245%
increase in sessions and a moderate 25% increase in participants over the last five years, with large increases in Biology, Computer Science, Geography and Geotechniques, and Mathematics. The only decrease since AY1415 has been in the number of participants in Nursing (17%).

Since AY1617, the College of Education & Psychology experienced a sharp increase in sessions, 27 to 67, and participants, 637 to 1,212. The Education, Family and Consumer Science, and Psychology departments have all seen increases in sessions since last year, with 219%, 75%, and 14% increases respectively. This is due in large part to the sustainable maintenance of assigned liaison assignments, allowing for the creation of stronger relationships with liaison departments. The college has seen a substantial five-year increase of 294% in sessions and 95% in participants, mainly due to the substantial increases in Education sessions and participants since AY1415.

The fourth largest number of sessions (35) occurred in 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 AY1718, 11% in sessions and 2% in participants, and since AY1415, 53% in sessions and 40% in participants, mainly due to a decrease in both Freshman Seminar sections and unaffiliated group instruction requests.

Since AY1718, the School of Business has experienced moderate decreases, decreasing in both sessions (21%) and participants (44%). However, Accounting has actually increased slightly since AY1718, from 0 to 1 session and 0 to 21 participants. On the other hand, since AY1718, the number of sessions and participants for Business Administration have decreased moderately, with 29% and 52% drops respectively. Despite Business Administration’s decreases, the number of sessions requested by this school over the last five years has increased sharply by 450% and the number of participants have increased sharply by 829% since AY1415.
Number of Courses Which Required Research
Includes primary sessions, tours, 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 114 courses requiring research, suggesting that these courses could have benefitted from the library’s instruction program. The librarians taught 118 sessions throughout the year or 103% of the total potential. Of the 103 sessions taught by the library, the syllabi analysis identified 45 of them as requiring research.

General education courses accounted for 47 or 41% of the total potential sections. The library taught 15 sessions for general education courses during the fall and spring semesters of AY1819, amounting to 32% of the potential number of general education sessions.

Reaching 37% of the potential courses identified on the syllabi analysis, the College of Health & Sciences reached the largest percentage of potential courses. The library has reached at least 50% of the potential course sections for several departments, including Education, Biology, Chemistry, Computer Science, Environmental Science, Communication & Performance Studies, Music, Political Science/Legal Studies, and Business Administration. The library has failed to reach 50% of the potential number of courses in several departments, including Kinesiology, Family and Consumer Science, Psychology, Geography & Geotechniques, Mathematics, Nursing, Physics, Art, English and Languages, History and Native American Studies, Human Services, Sociology, and Accounting.
Instruction Sessions by Class Division
Includes primary and secondary information literacy sessions, guided research, course-specific materials, tours, and poster sessions.

<table>
<thead>
<tr>
<th>Class Division</th>
<th>General Education</th>
<th>Lower-Level (0000-2000)</th>
<th>Upper-Level (3000-4000)</th>
<th>Graduate Level (5000)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>Sessions</td>
<td>Sessions</td>
<td>Sessions</td>
<td>Sessions</td>
<td>Sessions</td>
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<tr>
<td>Participants</td>
<td>Participants</td>
<td>Participants</td>
<td>Participants</td>
<td>Participants</td>
<td>Participants</td>
</tr>
</tbody>
</table>

It is favorable that a large number of sessions occurred in courses (113) 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 and participants have increased since AY1718, by 20% and 4% respectively. Five-year data shows an increase of 14% for sessions and 24% for participants.

Lower-level sessions and participants have decreased moderately (13% and 25% respectively) since last year. However, five-year data shows a sharp increase in both sessions (146%) and participants (68%).
For the first time in recent history, the majority of sessions (142) occurred in upper-level courses, with upper-level sessions and participants increasing by 77% and 35% since last year. Five-year numbers are also up sharply in both sessions (468%) and participants (219%).

Graduate level sessions and participants have increased sharply since last year, with 520% and 485% jumps respectively. Five-year data also shows sharp increases in both sessions (1450%) and participants (3518%).

Sessions and participants in the “Other” category has decreased significantly since last year, 40% and 65% respectively. Five-year data also reveals a significant decrease by 35 sessions and 398 participants.
As of spring 2019, 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 19% at the freshman level and 38% at the junior. Both the freshman and junior level students displayed moderate to significantly strong skills in the areas of creating keywords (57% and 84% respectively), choosing research tools (71% and 85% respectively), using searching techniques (55% and 62% respectively), and evaluating sources (65% and 69% respectively). On the other hand, students at both levels displayed a much lower pass rate in the area of choosing topics (24% and 54% respectively).

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 41% at the freshman level and 76% at the junior. Both the freshman and junior level students displayed moderately strong skills in the areas of creating keywords (50% and 81% respectively), choosing research tools (64% and 81% respectively), and evaluating sources (70% and 71% respectively). On the other hand, students at both levels displayed a much lower pass rate in the areas of choosing topics (averaging 47%) and using searching techniques (averaging 54%).
Students in Environmental Sciences displayed a significant overall improvement in information literacy skills between their freshman (EHS 1114) and junior (EHS 3603) years, with an increase from 30% at the freshman level and 100% at the junior. Both the freshman and junior level students displayed moderately strong skills in the areas of choosing research tools (averaging 78%) and evaluating sources (averaging 78%). On the other hand, students at both levels displayed lower pass rates in the areas of choosing topics (averaging 74%), creating keywords (averaging 55%), and using searching techniques (averaging 61%).
Most areas have slightly to sharply increased since AY1718 and AY1415. New Courses/Sections decreased by 6% and but increased by 130% respectively. In a similar vein, Returning Courses/Sections increased by 7% but decreased by 30% respectively. On the other hand, non-Returning Courses/Sections increased by 29% and 356% respectively. This jump is congruent with the increase in overall instruction, but the AY1415 portion may be due to the recognition and correction of errors in previous data collecting.
Freshman Seminar Reflections

In AY1819, the library conducted interactive sessions with the Freshman Seminar (UNIV 1001) students. Of 561 students enrolled in the course, the library received 196 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 Group Study Rooms favorably, voicing appreciation for the quiet and comfortable areas. Since a welcoming environment is a key factor in sustaining and increasing in-person use of the library, this is a particularly promising finding. Other top areas with high positive comments were Duplicating, Media Services, and Print Resources. The few negative comments were clustered in relatively unsurprising categories: Atmosphere (felt the library was too large, didn’t have as many books as expected, difficult to navigate, and poorly marketed to students), Duplicating (doesn’t want to pay for printing), and Print Resources (not enough books for pleasure reading, as opposed to purely academic sources).
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.
Tutorials Usage

Academic Integrity Tutorial Usage
5 Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Integrity at ECU and Beyond</th>
<th>Plagiarism: What Is It?</th>
<th>Plagiarism: How to Avoid It</th>
<th>Cheating</th>
<th>Misrepresentation</th>
<th>Disciplinary Procedures for Instructors</th>
<th>Disciplinary Procedures for Students</th>
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<tr>
<td>AY1415</td>
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<td>200</td>
<td>246</td>
<td>153</td>
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<td>AY1516</td>
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<td>574</td>
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<td>AY1617</td>
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<td>246</td>
<td>153</td>
<td>246</td>
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<td>AY1718</td>
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<td>153</td>
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<td>574</td>
<td>246</td>
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<tr>
<td>AY1819</td>
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<td>280</td>
<td>246</td>
<td>153</td>
<td>246</td>
<td>574</td>
<td>246</td>
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</tbody>
</table>

Monthly Academic Integrity Tutorial Usage

<table>
<thead>
<tr>
<th>Month</th>
<th>Academic Integrity at ECU and Beyond</th>
<th>Plagiarism: What Is It?</th>
<th>Plagiarism: How to Avoid It</th>
<th>Cheating</th>
<th>Misrepresentation</th>
<th>Disciplinary Procedures for Instructors</th>
<th>Disciplinary Procedures for Students</th>
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</thead>
<tbody>
<tr>
<td>Jun.</td>
<td>240</td>
<td>168</td>
<td>137</td>
<td>98</td>
<td>65</td>
<td>47</td>
<td>42</td>
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<tr>
<td>Jul.</td>
<td>195</td>
<td>137</td>
<td>98</td>
<td>65</td>
<td>65</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>Aug.</td>
<td>168</td>
<td>137</td>
<td>98</td>
<td>65</td>
<td>65</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>Sep.</td>
<td>137</td>
<td>98</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>Oct.</td>
<td>88</td>
<td>65</td>
<td>48</td>
<td>65</td>
<td>65</td>
<td>47</td>
<td>42</td>
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<tr>
<td>Nov.</td>
<td>98</td>
<td>65</td>
<td>48</td>
<td>65</td>
<td>65</td>
<td>47</td>
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<tr>
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<td>65</td>
<td>65</td>
<td>47</td>
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<tr>
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<td>139</td>
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<td>48</td>
<td>65</td>
<td>65</td>
<td>47</td>
<td>42</td>
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<td>Feb.</td>
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<td>48</td>
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<td>May</td>
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<td>48</td>
<td>65</td>
<td>65</td>
<td>47</td>
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</table>
The data shows that the academic integrity tutorial series was used heavily throughout AY1819, 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 1913, 1753, and 1752 views respectively. Together, these three tutorials account for 69% of the academic integrity tutorial series views for AY1819. The least popular academic integrity tutorial, with 220 hits and only 3% 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 decreased slightly (14%) since AY1718 but increased sharply (272%) since AY1415. The increases since AY1415 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. On the other hand, the decrease since AY1718 are most likely due to the sharp increase between AY1617 to AY1718.

The library’s 20 other tutorials did not receive nearly as many views, with only 1202 hits total for the entirety of AY1819, which is only 9% of the total number of tutorial hits for AY1819. 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 2019, liaison librarians for the College of Education & Psychology, the College of Health & Sciences, and the School of Business had met with a total of 6 students who had violated the academic integrity policy, a decrease of 1 since AY1718. The departments involved were Mathematics (2 students), Nursing (1 student), Accounting (1 student), and Business Administration (2 students). Of the 6 students with sanctions, only the 2 Mathematics students did not complete their initial meeting with their liaison librarian.
Subject Guides

While the number of subject guides has remained steady from AY1718 and AY1415, the usage data, i.e. number of hits, has increased between AY1718 and AY1819 (7%) and decreased between AY1415 and AY1819 (52%). Since AY1718, the increases in use have occurred primarily in the College of Education & Psychology (64%), Other (11%), and the College of Liberal Arts & Social Sciences (1%). These increases are due mainly to sharp usage increases in Kinesiology (325%) and Music (118%), as well as more significant to moderate increases in Communication and Performance Studies (86%), Education (51%), English and Languages (36%), and Psychology (13%). Despite moderate to slight overall usage decreases since AY1718 in the College of Health & Sciences (24%) and the School of Business (8%), several individual departments help sharp to slight usage increases, such as Chemistry (111%), Computer Science (63%), Mathematics (44%), Biology (21%), and Business Administration (12%). Since AY1415, all college and schools have seen moderate to significant increases in usage, which has maintained a steady drop in all areas with the exception of Other. The lowest drop in usage has occurred in Other, with a 6% decrease since AY1415.
The data shows that the number of course guides has increased between AY1718 and AY1819 (22%), as well as between AY1415 and AY1819 (95%). In the same vein, the hits, i.e. usage data, has increased by 10% since AY1718 and 11% since AY1415. The largest increases in number of course guides and use have occurred in the College of Education & Psychology, averaging 105% since AY1718 and 117% since AY1415. This is due mainly to significant increases in the departments of Education and Family and Consumer Science. The School of Business and College of Liberal Arts & Social Sciences have increased usage modestly since AY1718, with sharp to slight increases of 138% and 6% respectively. In addition, since AY1415, both the School of Business and College of Liberal Arts & Social Sciences have seen sharp to moderate increases in course guides (150% and 85% respectively) and usage (139% and 26% respectively). These increases are due mainly to sharp increases in course guides and hits in the following departments: Human Services (500% and 1263% respectively) and Business Administration (300% and 1211% respectively). In contrast, the College of Health & Sciences saw slight to moderate decreases in course guides (8%) and usage (20%) since AY1718 and usage (24%) since AY1415, but course guides since AY1415 actually increased by 37%.

<table>
<thead>
<tr>
<th>College/School</th>
<th>AY1415</th>
<th>AY1516</th>
<th>AY1617</th>
<th>AY1718</th>
<th>AY1819</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education &amp; Psychology # of Guides</td>
<td>6,135</td>
<td>7,124</td>
<td>6,283</td>
<td>5,532</td>
<td>5,895</td>
</tr>
<tr>
<td>College of Health &amp; Sciences # of Guides</td>
<td>3,254</td>
<td>2,452</td>
<td>2,598</td>
<td>2,856</td>
<td>4,702</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Social Sciences # of Guides</td>
<td>5,605</td>
<td>844</td>
<td>1,698</td>
<td>2,036</td>
<td>4,331</td>
</tr>
<tr>
<td>School of Business # of Guides</td>
<td>423</td>
<td>844</td>
<td>809</td>
<td>425</td>
<td>1,013</td>
</tr>
<tr>
<td>Other # of Guides</td>
<td>423</td>
<td>844</td>
<td>809</td>
<td>425</td>
<td>1,013</td>
</tr>
</tbody>
</table>

Course Guides by College/School 5 Year Trend

- College of Education & Psychology
- College of Health & Sciences
- College of Liberal Arts & Social Sciences
- School of Business
- Other

<table>
<thead>
<tr>
<th>College/School</th>
<th>AY1415</th>
<th>AY1516</th>
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<th>AY1819</th>
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</table>
Total Instructional Guides

The College of Liberal Arts & Social Sciences had the highest number of guides (57) and hits (8,763). 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 AY1819. The total number of guides has increased by 6% since AY1718 and by 54% since AY1415, particularly in Political Science/Legal Studies, Art, Human Services, and Music. In addition, the overall hits to these guides has increased slightly (5%) since AY1718 but decreased moderately (26%) since AY1415.

For the first time in recent years, the College of Education & Psychology had the second-highest number of guides (40) and hits (6,088). This is on par with the increase in the number of instruction sessions we did for this college in AY1819. The College of Education & Psychology mostly saw large increases since AY1718 and AY1415, with significant jumps in the number of guides (111% and 208% respectively). In addition, the number of hits for this college has increased since AY1718 (78%) but has decreased slightly since AY1415 (5%). The increases are particularly due to sharp jumps in the Education Department in guides (133%) and hits (78%) since AY1718. Since AY1415, the number of guides and hits have also sharply increased by 833% and 74% respectively.

The College of Health & Sciences had the third-highest number of guides (30) and hits (5,997). The large number of distance students in the nursing program explains why this college uses the online research guides so heavily. Since AY1718, the number of guides and hits for this college has decreased slightly to moderately by 6% and 21% respectively. Despite these decreases, several departments have had moderate to slight increases in hits, particularly Computer Science (66%), Mathematics (60%), and Music (56%).
Chemistry (10%). On the other hand, Nursing and Biology have seen slight to moderate decreases in both guides (12% and 30% respectively) and hits (24% and 11% respectively). Since AY1415, the number of total guides has slightly increased by 7%, but the number of hits have decreased moderately by 44%.

With 7 guides and 1,697 hits, the School of Business accounted for 5% of the total hits, down from 8% in AY1718. While the number of guides has decreased moderately (30%) since AY1718, the number of hits has increased moderately by 45% in the same period. This increase is mainly due to slight to moderate increases in both Accounting (16%) and Business Administration (54%) hits. Since AY1415, the number of guides and hits for the School of Business has increased by 75% and 5% respectively.

In accordance with the increases in instruction sessions and participants for the “other” category, the number of hits has increased slightly by 7%, but the number of guides has remained the same since AY1718. 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 Freshman Seminar courses. In addition, the number of guides has decreased by 40%, but the number of hits have increased by 20% since AY1415.

Overall, the number of guides (22%) and hits (51%) have increased moderately since AY1718. In addition, five-year data shows some significant to slight increases in both the overall number of guides (94%) and total hits (3%), proving that the research guides are still a useful and relevant tool for students.
Departmental Projects

Information Literacy Plan

AY1819 was the second year of the 2017-2020 Instructional Services Plan. The major projects that were completed were as follows:

- Transferred 16 tutorials to LibWizard and updated their design.
- Maintained a repository of instruction activities.
- Maintained scaffolding in Psychology, English & Languages, and Environmental Sciences.
- Marketed scaffolding in Business Administration.
- Created a media creation policy and release form.
- Collected grant options for instruction room redesign and submitted one grant.
- Updated instruction statistics procedures for weekly and annual reports.
- Proposed student learning outcome and scaffolding assessment procedures updates.

Personnel

- Personnel changes –
  - Shelby Pletcher started as Instructional Services Assistant in August 2018.
  - Shelby Pletcher graduated with a dual bachelor’s degree in graphic design and English in December 2018.
  - Shelby Pletcher completed 6 hours of master’s course work in spring 2019.
- Major presentations –

Summation

Strengths (Increases)

- Overall instruction sessions by 42% since AY1718 and 81% since AY1415.
- Overall participants by 22% since AY1718 and 54% since AY1415.
• Tour participants by 5% since AY1718.
• Sessions and participants of the College of Education & Psychology (148% and 90% respectively), College of Health & Sciences (69% and 33% respectively), and College of Liberal Arts & Social Sciences (30% & 13% respectively) since AY1718.
• Sessions and participants of the College of Education & Psychology (294% and 95% respectively), College of Health & Sciences (245% and 83% respectively), College of Liberal Arts & Social Sciences (109% and 101% respectively), and School of Business (450% and 829% respectively) since AY1415.
• Sessions and participants of General Education (20% and 3% respectively), Upper-Level (77% and 34% respectively), and Graduate Level (520% and 485% respectively) courses since AY1718.
• Sessions and participants of General Education (14% and 24% respectively), Lower-Level (146% and 68% respectively), Upper-Level (468% and 219% respectively), and Graduate Level (1450% and 3518% respectively) courses since AY1415.
• Returning Courses/Sections taught by 29% since AY1718 and 356% since AY1415.
• New Courses/Sections taught by 130% since AY1415.
• Overall academic tutorial usage by 273% since AY1415.
• Subject-Guide hits by 7% since AY1718.
• Course Guides and hits (21% and 10% respectively) since AY1718 and (95% and 11% respectively) since AY1415.
• Total Instructional Guides and hits (22% and 51% respectively) since AY1718 and (94% and 3% respectively) since AY1415.

Weaknesses (Decreases)
• Tours by 6% since AY1718 and 27% since AY1415.
• Tour participants by 22% since AY1415.
• Sessions and participants of the School of Business (21% and 44% respectively) and Other (11% and 2% respectively) affiliated courses since AY718.
• Sessions and participants of Other affiliated courses (53% and 40% respectively) since AY1415.
• Sessions and participants of Lower-affiliated courses (13% and 25% respectively) and Other level (40% and 60% respectively) courses since AY1718.
• Sessions and participants of Other level courses (79% and 77% respectively) since AY1415.
• New Courses/Sections taught by 6% since AY1718.
• Overall academic tutorial usage by 13% since AY1415.
• Subject guide hits by 52% since AY1415.

Priorities
• Redesigning the Freshman Seminar tours,
• Redesigning the scaffolding procedures.
• Writing a new student learning outcome (SLO).
• Creating new SLO procedures.
• Submitting a proposal and grants for the instruction room redesign.
• Creating new tutorials as needed.
• Creating a new IS Plan.