

Institution Name

Kankakee Community College

Institution Characteristics

Kankakee Community College is rural community college, with a Fall 2019 student headcount of 2,473 and Fall 2019 student FTE of 1,542. Library staffing decreased over the course of CARLI Counts from 3.8 FTE, plus .9 FTE in student worker hours, in the Fall of 2019, to 3.2 FTE and no student worker hours at the beginning of 2021.

CARLI Counts Participant Name and Job Title

Tracy Conner, Reference Librarian, now Director of the Miner Memorial Library and Academic Support Services

Project Name/Title

The Effect of Librarian Visits on Module Completion Rate and Performance

Single Sentence Abstract

The Miner Memorial Library at Kankakee Community College investigated whether a librarian visit to a class influenced student participation in or performance on a library research module (LibWizard Tutorial).

Motivations for Project

A new student success initiative at the institution requires all first-year students in Associate in Arts, Associate in Science, and Associate in General Studies programs to take a 1 credit 8-week First Year Experience course. As part of the course design team, I had the opportunity to create a library and research component that was intended to be a required course assignment. At the same time, reductions in budgets and staffing require decisions to be made about where to focus our instructional efforts. This course and assignment provided an opportunity to see how an in-person librarian visit affected student participation and performance.

Partners and Stakeholders

Jennifer Huggins, Dean, Liberal Arts and Sciences Division led the redesign of the FYE Course.

15 Faculty Members taught sections of the course during the Fall 2020 semester.

Inquiry Question

What is the impact of a librarian class visit on student completion of and performance on a library research module?

Study Participants/Population

15 faculty members teaching 25 sections of the FYE course had the option of including a librarian visit in their Fall 2020 classes.

There were 335 students enrolled in the 25 sections of the FYE course. These students were all first-year students, full-time and part-time, enrolled in Associate of Arts, Associate of Science, and Associate of General Students degree programs.

Method of Data Collection and Analysis

I designed a tutorial using Springshare's LibWizard that included videos, quiz questions, and searching activities. Part of the final project in the course included a short paper describing a problem that first-year students face, and proposing a solution to that problem, using one peer-reviewed article as support. The tutorial was designed to help students brainstorm ideas, learn about peer-reviewed sources and databases, list some keywords for their topic, and do some initial searches for an article. The tutorial was embedded onto a LibGuide with additional library help resources, which was then embedded on a Canvas page, for easy integration into the FYE course shells.

Findings

Due to the COVID-19 pandemic, the course modalities were switched from the intended face-to-face delivery to hybrid delivery. This resulted in half as much class time for each section, which I believe is why only two faculty members requested an in-person librarian visit, for a total of three sections. Neither of those faculty members assigned the library module, which was supposed to be required, so no results addressing the original research question were obtained.

However, of the 335 students enrolled in the course, 156 did complete and submit the library and research module content. Of the 156 students completing, 132 (85%) agreed or strongly agreed that they learned something new, and 134 (86%) agreed or strongly agreed that they were more aware of the library's resources and services.

Use of Findings

Assessment of the 156 student module submissions is ongoing. Library instructional staff are using the graded results and the answers to the question "What else could the library do to help you succeed in your classes?" to design additional FAQ and tutorial content.

Next Steps and Other Results

The FYE course design committee also surveyed the students enrolled and the faculty teaching FYE. The committee will be reviewing those survey results, library module information, as well as completion and success data over the Spring 2021 semester to implement changes to the course and final project for next fall.

I anticipate modifying the library research module to match any changes made in the final project, and repeating the assessment in the fall, when hopefully more courses will be held in a face-to-face format. Some questions with multiple answers were scored differently by LibWizard than predicted, and will be re-written to solve some confusion related to scores received.

Additional Reflections

Volunteering to serve on the FYE course committee that, other than myself, was made of entirely faculty members, provided a great opportunity to embed library instruction in a standardized way, rather than having to connect and plan with each instructor individually.

Timeline

February 2020 – April 2020 – Brainstorming possible projects revolving around opening a new space and marketing to students.

April 2020 – With status of building opening and when we'll be able to access it uncertain, developed a project related to the FYE course and it's required library component.

May 2020 – August 2020 – Design and test library component, record videos to embed in tutorial.

August 2020 – December 2020 – Students are asked to complete library research module.

January 2021 – May 2021 – Module submissions will be analyzed, along with student and faculty survey results, to make changes to the course and module for the Fall 2021 semester.