

QEP Goal: Improve Students' Information Literacy Skills

River Parishes Community College
QEP Benchmarking Data
2008-2009 & 2009-2010

QEP Goal: Improve Students' Information Literacy Skills

QEP Five Information Literacy Student Learning Outcomes

1. *The information literate student determines the nature and extent of the information needed.*
2. *The information literate student accesses needed information effectively and efficiently.*
3. *The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.*
4. *The information literate student, individually or as a member of a group, uses information to accomplish a specific purpose.*
5. *The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.*

- I. SAILS: Standardized Assessment of Information Literacy [External Assessment]
- II. RPCC General Education Assessment of Information Literacy [Internal Assessment]
- III. CCSSE: Community College Survey of Student Engagement [External Assessment]
- IV. RPCC Library Usage and Evaluation Data [Internal Assessment]

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I. SAILS (Standardized Assessment of Information Literacy Skills) [External Assessment]

SAILS Benchmarking Data 2008-2009 & 2009-2010	Fall 2008 Freshmen	Spring 2009 30+ Hour Students	Fall 2009 Freshmen	Spring 2010 30+ Hour Students
	RPCC Other 2 YR	RPCC Other 2 YR	RPCC Other 2 YR	RPCC Other 2 YR
Student Learning Outcome #1	529 550	570 550	498 543	543 539
Student Learning Outcome #2	515 538	539 539	502 536	535 533
Student Learning Outcome #3	519 549	563 544	517 541	541 539
Student Learning Outcome #5	503 529	534 524	481 522	516 518

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II. RPCC General Education Assessment of Information Literacy [Internal Assessment]

Student Learning Outcome #4 :

“The information literate student, individually or as a member of a group, uses information to accomplish a specific purpose.”

General Education Rubric [Internal Assessment]

This General Education Rubric assesses student work samples to determine whether the students have demonstrated the ability to perform skills sets effectively:

- _____1. *demonstrates* the ability to apply information using a variety of formats to plan and create a particular product or assignment.
- _____2. demonstrates the ability to revise the development process for the product or assignment. (examples: outlines, draft & final paper, peer-review, student's own editing or reflection notes)
- _____3. demonstrates the ability to produce and effectively communicate the product or assignment.
- _____4. demonstrates the ability to effectively use search tools. (examples: library catalog, electronic databases, internet search engines)
- _____5. demonstrates the ability to correctly cite sources used for a specific assignment.

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Student Learning Outcome #4 : Internal Assessment General Education Rubric Benchmarking Data

Data was collected from 2009 freshmen students and 2010 sophomore (30+ Hour) students, showing their proficiency in completing the five rubrics of the General Education Goal 12. The proportion of sophomores able to complete all five goals was significantly higher ($p < .0001$) than the proportion of freshmen able to complete all five goals.

Year * GE12CS Crosstabulation

Count

		GE12CS					Total	
		0	1	2	3	4		5
Year	09F	21	36	104	88	99	5	353
	10S	33	63	105	225	197	50	673
Total		54	99	209	313	296	55	1026

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.711 ^a	5	.000
Likelihood Ratio	46.508	5	.000
N of Valid Cases	1026		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.58.

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III. CCSSE: Community College Survey of Student Engagement 2009 SACS/COC Cohort Comparison Data [External Assessment]

Survey Items N = Number of respondents					
Did you begin college at this college or elsewhere?	A. Your College Means	B. Your Group Means	Sig*	Error! Hyperlink reference not valid.	Key for Means
	N/A	N/A			1=Started here 2=Started elsewhere
In your experiences at this college during the current school year, about how often have you done each of the following?	A. Your College Means	B. Your Group Means	Sig*	Error! Hyperlink reference not valid.	Key for Means
Asked questions in class or contributed to class discussions	3.05 [N=367]	2.90 [N=135,214]			1=Never 2=Sometimes 3=Often 4=Very often
Made a class presentation	2.36 [N=366]	2.04 [N=134,721]	*	0.35	
Prepared two or more drafts of a paper or assignment before turning it in	2.93 [N=366]	2.47 [N=134,273]	*	0.44	
Worked on a paper or project that	3.12	2.70	*	0.44	

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required integrating ideas or information from various sources	[N=362]	[N=134,401]			
Used email to communicate with an instructor	2.77 [N=364]	2.61 [N=134,206]			
Discussed ideas from your readings or classes with instructors outside of class	1.84 [N=364]	1.74 [N=133,875]			
During the current school year, how much has your coursework at this college emphasized the following mental activities?	A. Your College Means	B. Your Group Means	Sig*	Error! Hyperlink reference not valid.	Key for Means
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.87 [N=365]	2.86 [N=135,030]			1=Very little 2=Some 3=Quite a bit 4=Very much
Analyzing the basic elements of an idea, experience, or theory	2.84 [N=364]	2.85 [N=134,654]			
Synthesizing and organizing ideas, information, or experiences in new ways	2.79 [N=364]	2.72 [N=134,116]			
Making judgments about the value or soundness of information, arguments, or methods	2.63 [N=365]	2.57 [N=134,274]			
Applying theories or concepts to practical problems or in new situations	2.63 [N=365]	2.65 [N=134,504]			
Using information you have read or heard to perform a new skill	2.71 [N=365]	2.76 [N=134,905]			

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During the current school year, about how much reading and writing have you done at this college?	A. Your College		B. Your Group		Key for Means
	Means	Means	Sig*	Error! Hyperlink reference not valid.	
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.83 [N=358]	2.83 [N=133,224]			1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.96 [N=359]	2.08 [N=133,259]			
Number of written papers or reports of any length	2.73 [N=358]	2.75 [N=133,152]			
How much does this college emphasize each of the following?	A. Your College		B. Your Group		Key for Means
	Means	Means	Sig*	Error! Hyperlink reference not valid.	
Encouraging you to spend significant amounts of time studying	2.80 [N=358]	3.00 [N=133,308]	*	-0.23	1=Very little 2=Some 3=Quite a bit 4=Very much
Using computers in academic work	3.13 [N=357]	3.16 [N=133,168]			
About how many hours do you spend in a typical 7-day week doing each of the following?	A. Your College		B. Your Group		Key for Means
	Means	Means	Sig*	Error! Hyperlink reference	

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	not valid.				
Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.69 [N=357]	1.88 [N=133,000]			0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=More than 30 hours
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	A. Your College	B. Your Group		Key for Means	
	Means	Means	Sig*	Error!	
				Hyperlink reference not valid.	
Writing clearly and effectively	2.91 [N=357]	2.74 [N=132,786]			1=Very little 2=Some 3=Quite a bit 4=Very much
Speaking clearly and effectively	2.82 [N=357]	2.67 [N=132,739]			
Thinking critically and analytically	3.00 [N=356]	2.92 [N=132,666]			
Using computing and information technology	2.93 [N=356]	2.81 [N=132,644]			
Working effectively with others	2.94 [N=356]	2.76 [N=132,704]			
Learning effectively on your own	2.97 [N=355]	2.94 [N=132,706]			

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IV. RPCC Library Usage and Evaluation Data [Internal Assessment]

Library Services Data collected for Fall 2008 and Spring 2009 for QEP

Circulation counts (this includes all charges & renewals, reserve charges & renewals, and items used in-house):

Fall 2008: 2116

Spring 2009: 3536

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NetLibrary usage:

Fall 2008: 759 Spring 2009: 1443

Database usage*:

	Fall 2008:	Spring 2009
Sessions/Signons:	4749	5568
Searches/Queries:	7940	12458
Documents retrieved:	3190	6874

*not all databases report all of the above criteria

Gate Counts (determined by using the gate at the circulation desk and halving the totals):

Fall 2008: 18102 Spring 2009: 17022

Bibliographic instruction:

In-class instruction: see accompanying spreadsheets for more information

	#Instructors	#Classes	#Students enrolled	#Surveys returned
Fall 2008:	10	24	545	247
Spring 2009:	10	30	606	405

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Other services:

Student Success Workshops, relevant to Information Literacy (Library services, Database/research help, MLA citation help)

	# offered (sessions):	# attendance:
Fall 2008:	14	31
Spring 2009:	12	2

Circulation counts (this includes all charges & renewals, reserve charges & renewals, and items used in-house):

Fall 2009: 2564 Spring 2010: 2148

NetLibrary usage:

Fall 2009: 1555 Spring 2010: 1429

Database usage*:

Fall 2009: Spring 2010**

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Sessions/Signons:	7386	8445
Searches/Queries:	39115	14541
Documents retrieved:	15543	34624

*not all databases report all of the above criteria

**one database has not reported data for March - May, as of 7/5/2010

Gate Counts (determined by using the gate at the circulation desk and halving the totals):

Fall 2009: 20627 Spring 2010: 17901

Bibliographic instruction:

In-class instruction: see accompanying spreadsheets for more information

	#Instructors	#Classes	#Students enrolled	#Surveys returned
Fall 2009:	9	21	464	356
Spring 2010:	9	22	505	287

Other services:

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Student Success Workshops, relevant to Information Literacy (Library services, Database/research help, MLA citation help, etc.)

	# offered (sessions):	# attendance:
Fall 2009:	12	12
Spring 2009:	14	22

Bibliographic Instruction Sessions ~ Semester Summary

Semester:	Fall 2008		Reporting year: 2008/2009				
Departments:	BIOL	CSCI	ENGL	PSYC	RELS	SOCL	SPCH
# Classes	4	1	8	1	2	5	3
# Students Enrolled	77	27	186	33	19	136	67
# Surveys returned	47	19	107	29	12	0	33
# Faculty	1	1	3	1	2	1	1

Totals

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Departments:							7
# Classes							24
# Students Enrolled							545
# Surveys returned							247
# Faculty							10

	Scale:	Highly Effective	Moderately Effective	Somewhat Effective	Mostly Ineffective	Totally Ineffective	*Total Responses
Survey items:		5	4	3	2	1	
The computer instruction in searching the Library catalog and databases was --		156	48	18	2	0	224
Percentage		70%	21%	8%	1%	0%	
I found the overview of the Library's resources to be --		171	44	16	1	1	233
Percentage		73%	19%	7%	0%	0%	
The librarian's willingness to provide future instruction/assistance was --		195	26	10		2	233
Percentage		84%	11%	4%	0%	1%	
In increasing my understanding of how the Library's resources are accessed and utilized, the session was --		156	53	20	2	2	233
Percentage		67%	23%	9%	1%	1%	
In providing information that will be useful for class assignments, the instruction was --		187	38	13		2	240
Percentage		78%	16%	5%	0%	1%	

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The time allotted for the presentation was --	13	1				14
Percentage	93%	7%	0%	0%	0%	
I learned of a function/service available through the library of which I was not aware.	YES	NO	BLANK			
	226	7				233
	97%	3%	0%			
FACULTY ONLY:	14					14
Collaboration/partnership of the instructor and librarian was--						
Percentage	100%	0%	0%	0%	0%	
FACULTY ONLY: In increasing the students' understanding of how the Library's resources are accessed and utilized, the session was --	11	3				14
Percentage	79%	21%	0%	0%	0%	

***The total responses reflect the omission of invalid surveys and survey items ignored or not included on all surveys. An invalid survey was one on which the respondent indicated that he/she was not in class at the time of the session but still completed the survey.**

Note/Comments/Suggestions for Improvements (verbatim):

Faculty Comments/Suggestions (verbatim):

Thank you! This was quite helpful & should prove useful to the students both now & in the future.
 Thanks, Henry & Connie!
 Thanks for doing ALL of these for me!!
 This was very effective, especially in light of their recent difficulty in utilizing the databases. Thank you!
 Eventually a list of recommended novels, including a synopsis for each. It would really help nonreaders to choose & learn about what they should be reading for insight

Student Comments/Suggestions (verbatim):

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The session was very helpful and I am thankful that the librarian took the time out of her workday to come to my class and explain the different databases there are to help me find useful information for my class research projects.

Nothing, Everything was understandable clear.

Great presentation. Very Helpful

"Good job"

Thank you

The information will help us all in our moving to the next level.

Thank you, especially for the testing info

Very informative

I have gone to another college & have never gotten hands on help with someone to learn how to access the college computers & get info so easily. It was VERY helpful!

I did not realize the sources available through the library - This will help to make my time at RPCC more effective in learning

Great job!

Thanks

Thank you! This was quite helpful & should prove useful to the students both now & in the future.

Always room for updates and improvements

No comments

None. It was great

Over all I understand the presentation although it was fast. I could use a little more help. Good job.

This course was very informative. I enjoyed it a whole lot. Thanks for this Mrs. Aucoin.

Maybe not add so many details that the students could figure out alone.

None

It was a very fast presentation, a little hard to catch on to.

Thank you! This was extremely effective and informative!

The library was really in detail about the information that she was giving us. They should do it every semester

N/A

Boring!!!

None

Very informative

I just need to investigate how to use materials. There was a lot of information. Completely understand it was an overview

None

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I learned how to access the resources needed for writing papers

G G guy.

I think this information was very useful. Especially the information about the library on Saturday because there are a whole lot of people who don't have computers or internet at home.

Connie was very well versed in all functions. Her voice projection & presenting skills were amazing. Overall, she presented very useful information in terms we could understand.

I think hands on at the time of orientation session would be helpful.

I'm returning to college, and some things are forgotten about research papers and where you can retrieve the info. I thank everyone who has put forth the effort of giving info.

Everything was great, THX

Excellent presentation

Great job, there was lots of material that I did not know about that will be able to help me.

I learned a lot thank you!

A database of local colleges & colleges that the college transfers to.

Make it more fun so students pay better attention to be honest it was boring after the first 10 minutes
none

It was very helpful!

These are exactly the types of articles I needed, but could not find. They will help me very much.

Good Job.

Very well prepared

This was very effective and it helped me a lot

None

Bibliographic Instruction Sessions ~ Semester Summary

Semester:

Fall 2009

Reporting year:

2009/2010

Departments:

CDYC	CSCI	ENGL	PSYC	READ	RELS	SPCH02
2	3	9	2	1	2	2
25	89	204	59	7	32	48
7	75	171	30	6	21	46
1	1	3	1	1	1	1

Classes

2

3

9

2

1

2

2

Students Enrolled

25

89

204

59

7

32

48

Surveys returned

7

75

171

30

6

21

46

Faculty

1

1

3

1

1

1

1

Totals

7

Departments:

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# Classes		21
# Students Enrolled		464
# Surveys returned		356
# Faculty		9

	Scale:	Highly Effective	Moderately Effective	Somewhat Effective	Mostly Ineffective	Totally Ineffective	*Total Responses
Survey items:		5	4	3	2	1	
The computer instruction in searching the Library catalog and databases was --		208	78	27	5	4	322
	Percentage	65%	24%	8%	2%	1%	
I found the overview of the Library's resources to be --		214	78	22	4	4	322
	Percentage	66%	24%	7%	1%	1%	
The librarian's willingness to provide future instruction/assistance was		259	40	13	5	5	322
	Percentage	80%	12%	4%	2%	2%	
In increasing my understanding of how the Library's resources are accessed and utilized, the session was --		200	71	37	8	6	322
	Percentage	62%	22%	11%	2%	2%	
In providing information that will be useful for class assignments, the instruction was --		248	60	20	5	5	338
	Percentage	73%	18%	6%	1%	1%	
The time allotted for the presentation was --		16					16
	Percentage	100%	0%	0%	0%	0%	

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I learned of a function/service available through the library of which I was not aware.	YES 297 92%	NO 21 7%	BLANK 4 1%						322
FACULTY ONLY: Collaboration/partnership of the instructor and librarian was--	15								15
Percentage	100%	0%	0%	0%	0%				
FACULTY ONLY: In increasing the students' understanding of how the Library's resources are accessed and utilized, the session was --	14	2							16
Percentage	88%	13%	0%	0%	0%				

Note/Comments/Suggestions for Improvements (verbatim):

***The total responses reflect the omission of invalid surveys and survey items ignored or not included on all surveys. An invalid survey was one on which the respondent indicated that he/she was not in class at the time of the session but still completed the survey.**

Faculty Comments/Suggestions (verbatim):

I only wish that we had done this earlier in the semester.
Great!!
Thank you for "making this work," despite out Internet issues!
Third times a charm :)
Thanks, Connie!
Thank you so much! Having you present to explain everything is always so helpful!!

Student Comments/Suggestions (verbatim):

I wish I'd had this info earlier
Great information. Excited about all of the resources.

Student Comments/Suggestions (verbatim):

Student Comments/Suggestions (verbatim):

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Speak louder and care about what your saying. If you don't car what your talking about, then we won't either. BE MOTIVATED!

Great job! Very helpful!

The library presentations are always good. Good job.

Good job!

none. It was good information.

very helpful

It was very helpful.

learned thing I didn't know about the website.

make presentations more interesting; have us follow along on computers

no comments or suggestions

Would have been more effective if we could have participated in moving through the pathways to get to and through each resource. Too much information to remember without having the opportunity to do it.

none

Very nice job!

Doing a wonderful job!!

It was solely informative, i understand how net systems work, but it was informative. Very linear.

no comments or suggestions

This helped out a lot.

I like the ebooks

the instructor was excellent.

n/a

I learned where the library was.

Ms Chemay did a good job of explaining the database information and the RPCC webpage

GREAT!

Wonderful! So many resources, so much information! Clear directions!

Thanks for coming.

I found the presentation very effective for me because I have been a little lost about a lot of library things.

nothing

none

It very useful "The Learning Express" & the Databases

I did not realize they had teaching practice test; however, I learn a lot today thanks.

The librarian is very accurate and details for the stuff is good

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Somehow get us involved, ask us to come up with a topic for an example. Something that we can some what be interested in.

I took this lessontwice, but this is no problem with that, just repetitive.

yall good!!

Great information, very helpful to me! Thanks

n/a

Presentation had no energy; too long & drawn out; lost my interest; although, information was very usseful and can always be used, especially in English classes

No comments!

Great information that I can use for the rest of my time being here ar River Parish College.

very, very helpful.

Wonderful!

great presentation

no improvements necessary

She's awesome. Everytime I attend a library orientation, I learn something new and useful. Thank you so much!

Although I had been informaed in previous years, I learned more that I was not aware of.

Very informative!

make the databases more accessable campus

very helpful a lot of resources I didn't know I had access to.

I found this presentation more interesting than the one I attended last semester. Great job!

Great Job!

Keep it up.

very helpful

thanks!

Thanks!

You could try to summarize what is in the databases or whatever. Tell us what's there & then move on a little bit

I found the Library databases information that was provided very useful and necessary.

This was a really good instructional lecture and it was really helpful. It should have more of these types of lectures available.

Great job. Thanks!

very effective. I was soooooo confused. Thank you sooo much!

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I was aware 2nd time through Orientation. It is very effective, but a list of people who have already been informed of this matter should be accountable so you do not have to sit through this a second time!
 I hate this I don't understand why we have to keep sitting through this when we already did once in other classes.

None, everything is great - Thanks!

I just need to familiarize myself 1st hand with everything.

Very helpful.

No improvement, everything was fine to understand.

Good job!

Outstanding! Watch ums & hums

none

I'm glad to know that there are so many different resources to use in the library for research. I will definitely be using this feature a lot considering the fact that I have an English class and a speech class which I will have to do a lot of research in.

OMG patronizing

Thank you for your time & knowledge on the subject.

Bibliographic Instruction Sessions ~ Semester Summary

Semester:

SPRING 2009

Reporting year:

2008/2009

Departments:

CSCI	ENGL	HIST	PSYC	RELS	SOCL	SPCH
7	12	1	2	2	4	2
108	263	33	40	16	110	36

Classes

Students Enrolled

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# Surveys returned	80	192	14	29	2	65	23	
# Faculty	1	4	1	1	1	1	1	
Departments:								Totals
# Classes								7
# Students Enrolled								30
# Surveys returned								606
# Faculty								405
								10

	Scale:	Highly Effective	Moderately Effective	Somewhat Effective	Mostly Ineffective	Totally Ineffective	*Total Responses
Survey items:		5	4	3	2	1	
The computer instruction in searching the Library catalog and databases was --		249	109	26	5	1	390
Percentage		64%	28%	7%	1%	0%	
I found the overview of the Library's resources to be --		251	108	27	3	1	390
Percentage		64%	28%	7%	1%	0%	
The librarian's willingness to provide future instruction/assistance was		313	61	13	3		390
Percentage		80%	16%	3%	1%	0%	
In increasing my understanding of how the Library's resources are accessed and utilized, the session was --		258	99	27	5	1	390
Percentage		66%	25%	7%	1%	0%	
In providing information that will be useful for class assignments, the instruction was --		307	68	25	2	3	405
Percentage		76%	17%	6%	0%	1%	

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The time allotted for the presentation was --	13	2			15
Percentage	87%	0%	13%	0%	0%
I learned of a function/service available through the library of which I was not aware.	YES	NO	BLANK		
	356	30	4		390
	91%	8%	1%		
FACULTY ONLY:	13	2			15
Collaboration/partnership of the instructor and librarian was--					
Percentage	87%	13%	0%	0%	0%
FACULTY ONLY: In increasing the students' understanding of how the Library's resources are accessed and utilized, the session was --	13	2			15
Percentage	87%	13%	0%	0%	0%

Note/Comments/Suggestions for Improvements (verbatim):

***The total responses reflect the omission of invalid surveys and survey items ignored or not included on all surveys. An invalid survey was one on which the respondent indicated that he/she was not in class at the time of the session but still completed the survey.**

Faculty Comments/Suggestions (verbatim):

Thank you, as always, & I'll see you again tomorrow!
 Thanks, again!
 Wonderful! Thank you for your continued assistance!!
 Thank you!!
 The reason it was only moderately effective was my fault. I was not prepared to direct my students step-by-step through the process - but I will be prepared to do that for my other classes.
 25-30 min. was perfect! Any longer than that and we would have lost them!
 Some of the computers were not getting the homepage, so we got off to a late start, and ran out of time.

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Thanks, Connie.

I don't know what I would do without you guys. Thanks, Woukie

Good job!! Thanks for everything.

Student Comments/Suggestions (verbatim):

Nothing was great

Faster Bandwidth. We were unable to watch instructional videos

Awesome

I've already been through this and I found it highly informative at that time.

Good job

I've seen this way too many times. I know it totally.

Wireless Internet & more computeres.

NA

No suggestions. Good stuff.

Thanks!

Good job

Class should be given at beginning of semester.

This should be done in freshman orientation not in classes. It's the same thing every semester and should be done at the beginning if have to.

It would have been more effective if we were not in our last two weeks of school. I have seen Library Services 3 times now.

You will probably get a survey that talks about this class being too advanced. Ignore him, he cries about anything that doesn't go his way. He doesn't want to be challenged mentally. The class was outstanding. I learned more than I thought I would. I wish you would have taught us more about Word & powerPoint. Thanks you. Please allow M rs. P the opportunity to read.

I found this session highly effective

It was good

None

Great job!

Make it shorter

It was fine

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Describe the login better

Very good presentation

This is not my first semester here so I kind of know Mrs. Connie and she is always willing to lend you a hand. I appreciate all of the help that she has giving me in the past and will give me in the future.

No comments

Thanks for showing us how to use this service. I think it will help me find information to write my papers.

I now have a greater understanding in databases! No improvements needed.

Good job

I have already had a instruction so I basically knew everything

This is my second semester here & last semester I had no idea about this database. Also I was asked to use it last semester in one of my classes & the teacher did not assist the class at all about this (Thompson) can ya'll please make sure If a teacher wants us to use it that they explain it to us.

Very re-assuring of the information I have access to.

Start step by step make you walk through

Great session.

N/A

That she should just talk about what she teaching. Stop going off subject.

I will be using this pretty often

It was perfect i learned how to search the library.

n/a

n/a

No comments/suggestions for improvements

You should video the demonstrations done for each session, and post the videos on www. Blackboard . Com

Very good

No comments/suggestions for improvements

Thank you for taking your time to come talk to us!

Good job!

excellent presentation, She was awesome!

None

ebooks rock!

Thanks for giving me the opportunity to take the library instruction session. It was very helpful.

The program was very useful for any assignments. Very good!

Try not to sound so monotonous.

QEP Goal: Improve Students' Information Literacy Skills

If this is important to R.P.C.C., try to have someone teach it who does not put the class to sleep.

Faculty member was very informative

Mrs. Chemay is very good at putting things in a simple way so it is easier to understand

3rd time I've sat through this lecture, as well as my mother being a librarian

I will need to use the library print cards often so an extension on the usage would be more helpful.

I am greatly thankful for learning the provided information. An also glad that the time was taken out for us to be knowledged about the resources.

Great service, more people should learn more about it.

Very helpful

None

*I didn't know about the Learning express library. I'm so glad I was here to catch that! *Also didn't know about pulling categories out of catalog after you have started a search. *Didn't know you could search terms under Netlibrary. (notes also)

Good presentation

Information was very useful. I learned information that I was not aware of. This information will be very helpful for me to utilize to raise my GPA.

"good job"

I learned things I didn't know we had so many resources available.

Great use of databases, but need to be less boring.

None at all.

No comments

Very impressive

Everything was helpful

Very informative

Learned something new

Not so much at one time

Very impressive

This really cleared up a lot form me. Answered some questions that I had in regards to searching for info.

I found out a lot of info that could help me w/ research that I was not aware of Thanks

QEP Goal: Improve Students' Information Literacy Skills

Bibliographic Instruction Sessions ~ Semester Summary

Semester:	Spring 2010	Reporting year:	2009/2010
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Departments:	BIOL	CSCI	ENGL	PSYC	RELS	SPCH	
# Classes	4	1	4	7	1	5	
# Students Enrolled	111	23	76	173	23	99	
# Surveys returned	67	19	43	83	19	56	
# Faculty	1	1	2	3	1	1	
							Totals
Departments:							6
# Classes							22
# Students Enrolled							505
# Surveys returned							287
# Faculty							9

Survey items:	Scale:	Highly Effective	Moderately Effective	Somewhat Effective	Mostly Ineffective	Totally Ineffective	Not Applicable	*Total Responses
The computer instruction in searching the Library catalog and databases was --		5	4	3	2	1	0	
		175	64	23	8	3	1	274
	Percentage	64%	23%	8%	3%	1%	0%	
I found the overview of the Library's resources to be --		184	58	22	7	1	2	274
	Percentage	67%	21%	8%	3%	0%	1%	
The librarian's willingness to provide future instruction/assistance was		212	34	21	2	2	3	274
	Percentage	77%	12%	8%	1%	1%	1%	

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In increasing my understanding of how the Library's resources are accessed and utilized, the session was --

	173	55	32	7	5	2	274
--	-----	----	----	---	---	---	-----

Percentage	63%	20%	12%	3%	2%	1%	
-------------------	-----	-----	-----	----	----	----	--

In providing information that will be useful for class assignments, the instruction was --

	212	46	20	5	3	1	287
--	-----	----	----	---	---	---	-----

Percentage	74%	16%	7%	2%	1%	0%	
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The time allotted for the presentation was --

	9	4					13
--	---	---	--	--	--	--	----

Percentage	69%	31%	0%	0%	0%	0%	
-------------------	-----	-----	----	----	----	----	--

I learned of a function/service available through the library of which I was not aware.

	YES	NO	BLANK				274
	238	34	2				
	87%	12%	1%				

FACULTY ONLY:
Collaboration/partnership of the instructor and librarian was--

	13						13
--	----	--	--	--	--	--	----

Percentage	100%	0%	0%	0%	0%	0%	
-------------------	------	----	----	----	----	----	--

FACULTY ONLY: In increasing the students' understanding of how the Library's resources are accessed and utilized, the session was --

	10	3					13
--	----	---	--	--	--	--	----

Percentage	77%	23%	0%	0%	0%	0%	
-------------------	-----	-----	----	----	----	----	--

***Some items are directed only at the student, others only to faculty, some to both.**

Note/Comments/Suggestions for Improvements (verbatim):

Faculty Comments/Suggestions (verbatim):

Thank so much!

QEP Goal: Improve Students' Information Literacy Skills

Wonderful, as always; comment re: time allotted: my fault

I think understanding comes more from use than lecture, but introduction by lecture lays the groundwork

At this I can't say but as the semester moves along I will see what may benefit my biology students. Today was a big help and I was able to feel comfortable about giving an assignment

Thank you. I appreciated that you come in by foot in a storm for #1 and your presentation was very good-my students should at least know you have whatever they need for their academic work at RPCC. Thank you.

Very helpful. Well expressed. These students should now know there is help & resources in the library at RPCC. Thank you.

Maybe a discussion on detail religious resources for research and projects. A good presentation-Thank you.

None at this time.

None at this time.

**Student Comments/Suggestions
(verbatim):**

I looked forward to using this program

Grab reader's full attention (exciting & fun) Overall, good job

more time for presentation in class

I was unaware of the MLA format online

Very usefull - I will take advantage of these resources

Great.

Talk louder

Thank you!

Suggestions she need to take her time and ask more questions to see if the students have caught on
none

Thanks. I didn't know these sites & resources existed

more time was spent talking to the teacher about random stuff that <illegible> wanted to be seen that really talking to us about what we needed to know

no comment for improvement

again been through this many many times but it is good

Great job!

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n/a

great job! Thank you . . .

Thank you!

Great job!

Very good learned a lot

none, very good!

Ideally, students would meet in a lab for library instruction and be able to navigate through the resources w/ the instructor

Too much information in too little time. Great information to know. I would possibly recommend a sort of course for utilizing the technology and tools available to us, unless that is what LISR 1000 is.

I already know how to use the library and its very helpful resources

Databases are such wonderful things and help students so much!!!

great job... thanks

The overview was very informative

Great job! Learned something new!

*Awesome teaching skills

no comments

none

This is seriously boring. The majority of the class is about to go to sleep. Entirely too long. You can't pay attention this way.

No comment

Mrs. Chemay stays focused with instructions. Speaks very well. Keep it up

I learned a lot more information that I did not know of about the databases and looking up the books online

Should be held as an additional class or as a seminar, not within a class, as not to deduct from the class lectures. Also a reduction in the time taken to give the seminar would be appreciated.

This is about the tenth time I have gotten this lecture. I know how to use the databases. Mrs. Connie shows much enthusiasm in her work. Thank you.

Good job!

This is my third time going through this lecture. The first time it was very helpful.

Nothing to improve upon.

Thanks

none

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Speech was too monotone. Extremely boring which caused lack of interest. I didn't learn anything. It's not her fault. Just the way it was presented.

I felt as though she was very repetitive of the same things over & over again, but never ventured out to show anything new & she moved rather slow & didn't cover much in my class period of 50 minute time.

Library course was very informative.

The only thing is people begin to fall asleep. I don't know what you could do but I would try to figure something out.

Thanks

I have herd this lecture 4 times I think this should be an optional lecture

Screen was a little fuzzy

Need wireles internet for students use

Keep it up

It's very important and save time as well as money to have this information available. Thank you.