STUDENT INSTRUCTIONAL HISTORIES
AN APPROACH TO ASSESSING THE REACH OF AN INFORMATION LITERACY PROGRAM

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DOES YOUR LIBRARY INSTRUCTION PROGRAM COUNT SEATS OR STUDENTS?
FIRST-YEAR WRITING PROGRAM
FRESHMEN FIRST-YEAR WRITING LIBRARY INSTRUCTIONAL REACH

- 4370 freshmen in study
- 33% had 1 library workshop
- 13% had 2 library workshops
- 3% freshmen had 3 library workshops
- 1% had 4+ library workshops
- 12% freshmen did not have library instruction in their first-year writing course(s)
- 38% placed out of requirement or did not take first-year writing classes as freshmen

= 25 students
In a class of 15 students, all students had library instruction in a fall semester course.
# Potential Instructional Reach and Teaching Load for Freshman Classes with Strong Information Literacy Components

<table>
<thead>
<tr>
<th>Courses</th>
<th>Class sections offered during study</th>
<th>Potential Instructional Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Writing</td>
<td>266</td>
<td>50% of freshmen</td>
</tr>
<tr>
<td>Intro to Psychology</td>
<td>21</td>
<td>35% of freshmen</td>
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<tr>
<td>Intro to Community Health</td>
<td></td>
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<tr>
<td>Intro to International Relations</td>
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## CURRICULAR CONTEXT

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Elective Courses</th>
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</thead>
<tbody>
<tr>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>LIBRARY INSTRUCTION</td>
<td>LIBRARY INSTRUCTION</td>
</tr>
<tr>
<td>2%</td>
<td>84%</td>
</tr>
<tr>
<td>NO LIBRARY INSTRUCTION</td>
<td>NO LIBRARY INSTRUCTION</td>
</tr>
</tbody>
</table>
LIBRARY INSTRUCTIONAL REACH BY CLASS YEAR FOR UEP

Grad 1 Instructional Reach
- 112 students in study
- 23% had 1 library workshop
- 41% had 2 library workshops
- 9% had 3 library workshops
- 17% had 4+ library workshops
- 10% had 0 library workshops

Grad 2 Instructional Reach
- 127 students in study
- 10% had 1 library workshop
- 2% had 2 library workshops
- 6% had 3 library workshops
- 2% had 4+ library workshops
- 79% had 0 library workshops

_bullet = 1 student
Inconsistency is the result of an reactive instruction program built on requests from individual faculty, not intentional outreach based on where library instruction fits best within the program.
CURRICULUM MAPPING & SYLLABI REVIEW

UEP-0234
-Low enrollment
-Elective
-No research-based assignment

LOW PRIORITY

UEP-0252
-High enrollment
-Core course
-Research assignment requires grey literature and data

RE-ENGAGE

UEP-0285
-Average enrollment
-Elective
-Intensive research project

HIGH PRIORITY
STUDENT PATHWAYS THROUGH THE CURRICULA
NEXT STEPS
THANKS!

Any questions?

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