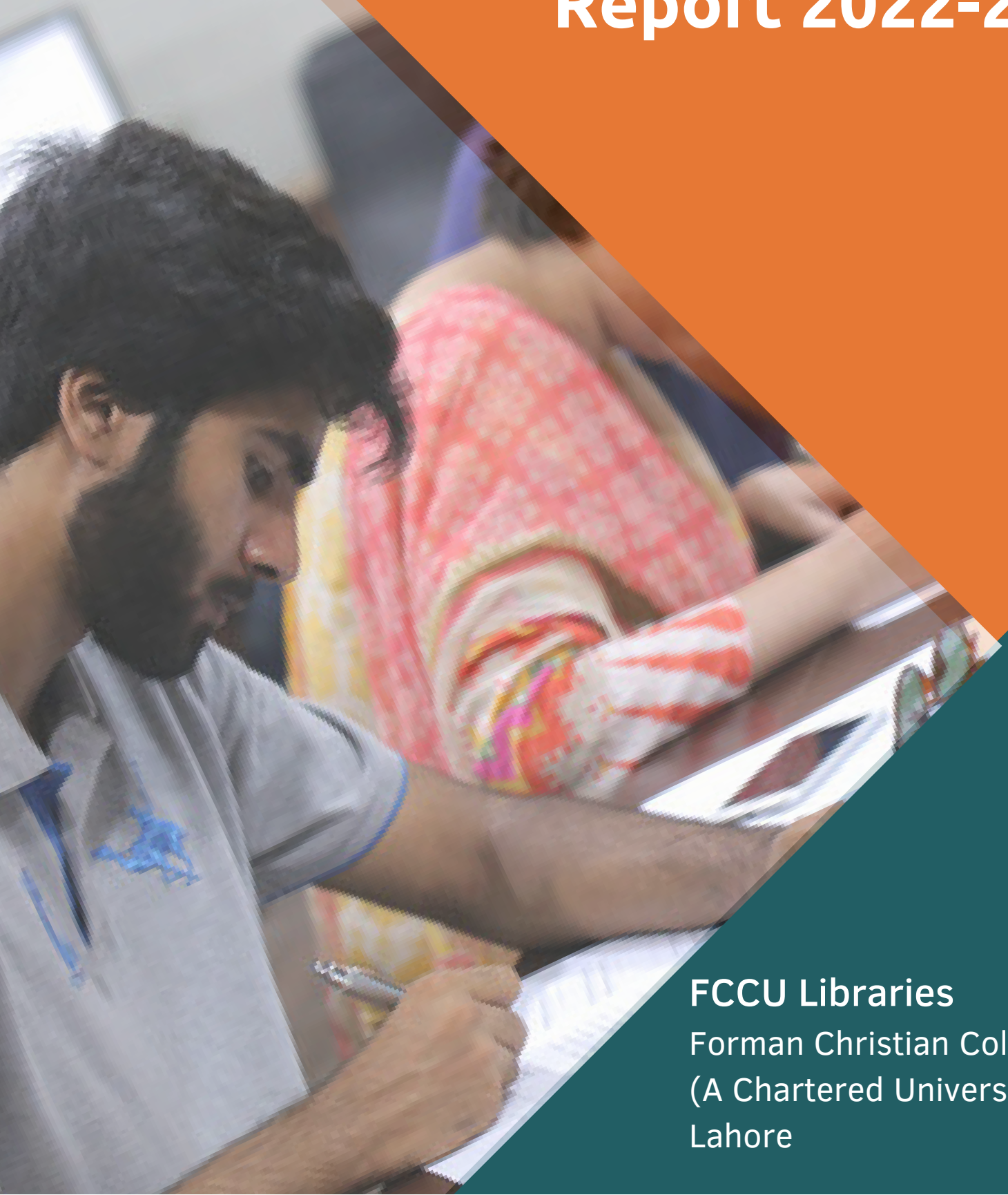




**FORMAN
CHRISTIAN
COLLEGE**
(A CHARTERED UNIVERSITY)

Information Literacy Report 2022-23



FCCU Libraries
Forman Christian College
(A Chartered University)
Lahore

Information Literacy Report Fall & Spring 2022-2023

INTRODUCTION

Information Literacy Instructions program aims to help freshmen students reduce their library anxiety by helping them learn how to navigate the Ewing Memorial Library system as well as the online information resources including the internet to find the information they will need.

It is a mandatory, two-part orientation for first year students held during the fall and spring semesters as part of the Freshman Experience Program. The Information Literacy program was initially started in the Fall Semester, 2011. It was started as a course-embedded Information Literacy Program merged in a mandatory course of UNIV 100 at that time. The target audience is Freshman Baccalaureate students for this program.

OBJECTIVES

The information literacy program was started with the aim to “bridge the existing gap between the classroom and the library’s information resources”, helping freshman students to reduce their library anxiety by helping them learn how to navigate our library system. The Information Literacy program enables students to:

- Identify the different ways to get help from librarians.
- Select appropriate library resources for their information needs (e.g., knowing when to use the catalog versus a database).
- Search and locate information sources using advanced search features, evaluate authenticity of these resources and ethical use of information for their research.
- Interpret how to read a Dewey Decimal Classification (DDC) Call Number in order to locate research materials on Library Shelves.
- Understand various services and facilities available for students at Ewing Memorial Library and Information Commons (S125).

INFORMATION LITERACY PRE-POST ASSESSMENT

This year we decided to conduct a pre and post assessment of our Information Literacy Program in order to assess the effectiveness in enhancing students' skills in locating, evaluating and using information successfully from the information sources accessible on FCCU campus as well as general information on the web and social media. Another purpose of this activity was to assess the level of satisfaction of students with the program and to seek their suggestions for improvements, if any.

Previously we also conducted assessment exercises a couple of times including Project Sails beta testing in the year 2015 in which the results were also comparable with international institutions as well as within AMICAL members. The second time was an in-house pre and post assessment based on the survey questionnaire in the year 2016 and we presented the results of this study at the AMICAL Conference 2016 held at the American University of Rome, Italy.

METHODOLOGY

We decided to collect data through mix-methods including questionnaire for quantitative data and Focus Groups for qualitative data. The quantitative data helped us compare the differences in results of pre and post assessment whereas qualitative data through focus groups provided insight from the student's perspective on the usefulness of our Information Literacy Program.

It was a survey study so all 1012 freshman baccalaureate (Fall & Spring Semester) students were part of the sample having UNIV 100 Course. 65% of the total enrollment (660 students) took the UNIV100 pre-test. 45% (461 students) took the post-test. Data collected from 301 students were selected for final analysis who attended both parts of the IL sessions including the lab session and the library tour and also filled both pre and post assessment survey questionnaires. Post-assessment survey were conducted with a gap of three months after the pre-assessment survey.

We conducted three focus groups having six students in each group. An interview guide was developed using literature review on evaluating the Information Literacy program. The students who attended both activities of the Information Literacy program were selected randomly for the focus groups. Students were provided with an interview guide and their consent was sought to record the focus groups.

FOCUS GROUP RESULTS

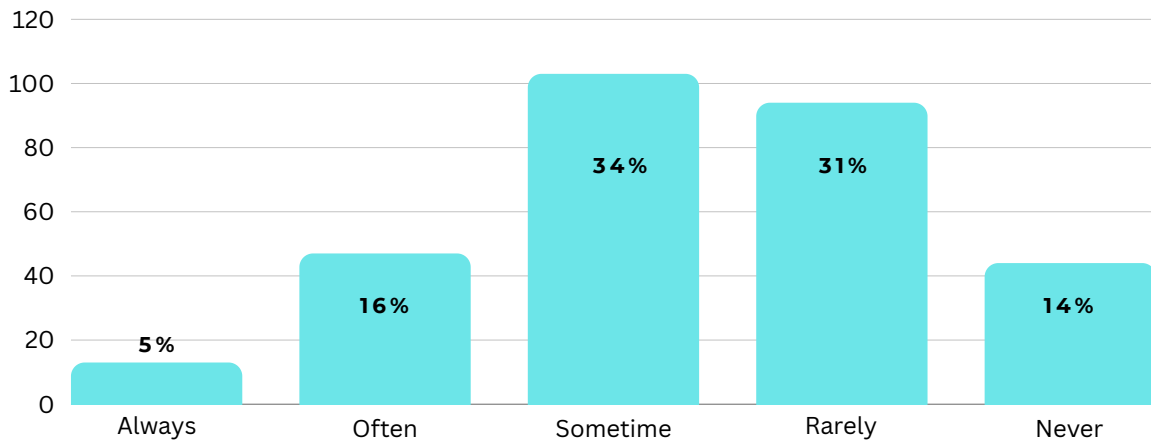
The results of the focus group revealed that overall students were satisfied that the Information Literacy program did help them to improve their searching skills while using advanced searching methods. To a question related to the usefulness of the IL program in enhancing skills in searching, evaluating and using information, the themes showed that students agreed that it was very helpful and beneficial for them. Other themes that emerged from the focus groups are given below.

- Students were of the view that the time of 45 minutes for a lab session specially for hands-on training session is not sufficient and it should be at least one hour session.
- Advanced searching tips and evaluating online information and databases accessible at FCCU were the most helpful topics in the lab sessions according to the themes.
- Students were of the view that the Information Literacy program will be very helpful in making their assignments and achieving higher grades.
- Library tour helped students a great deal in decreasing the level of anxiety as students became aware of library rules, procedures, services, collections and facilities.
- Students also suggested that smaller groups for library tour can be more useful as it can help them focus better and listen to the librarian clearly in smaller groups.
- Students also suggested adding an Information Commons (S125) tour just like the library tour so that they are fully aware of the services that are available at Information Commons.
- Students also appreciated the library staff in conducting such sessions for the them.

INFORMATION LITERACY PROGRAM INCREASING LIBRARY VISITS

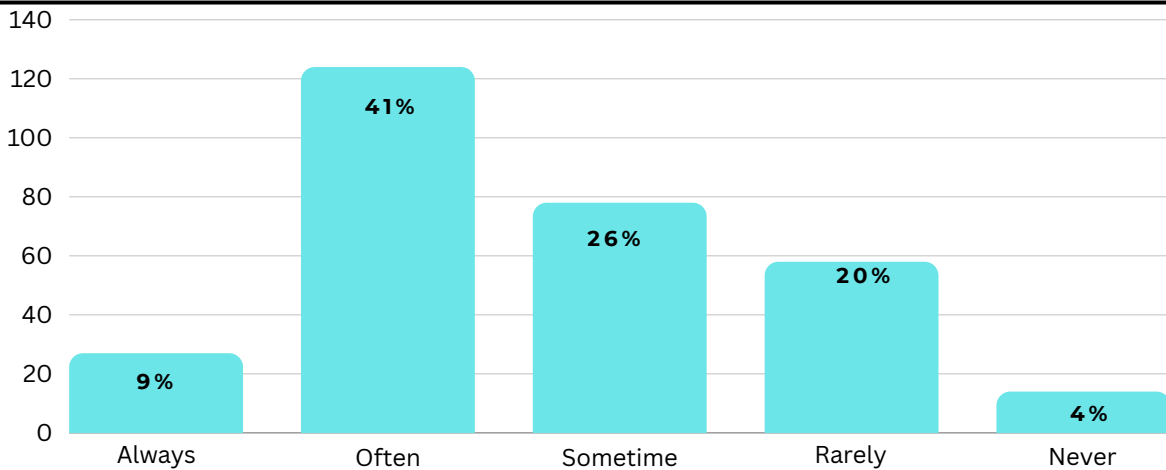
How often do you visit a library?

Pre-Assessment Results



How often do you visit a library?

Post-Assessment Results

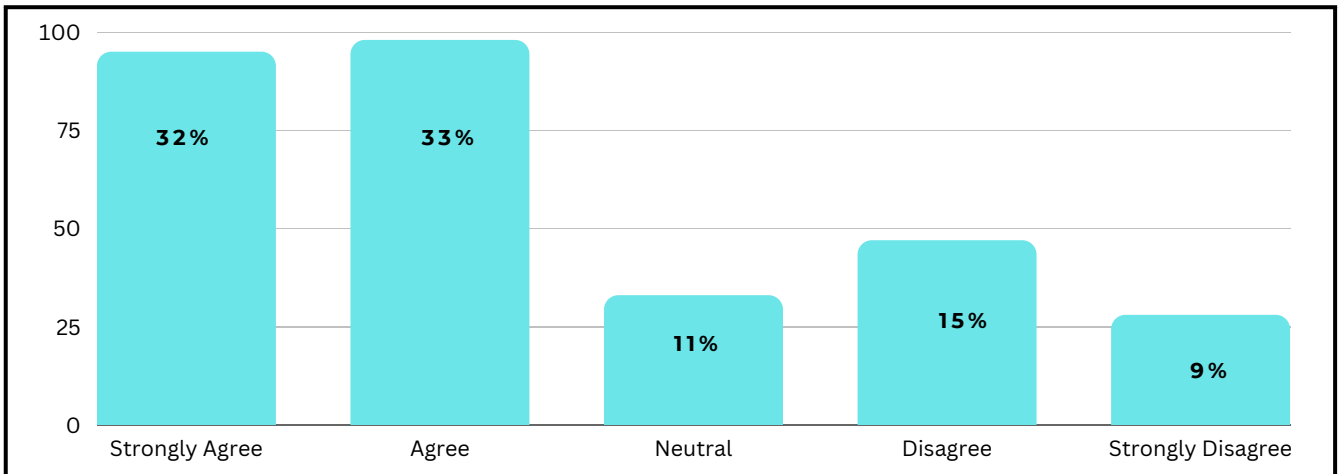


The pre and post assessment survey results showed that the students started visiting the library more often after the information literacy instruction sessions as they were more aware about library facilities, collection and services which had a positive impact on their usage of the library. The combined percentage of students responding always, sometime and often was 55% (n=163) in pre-assessment which increased to 76% (n=229) in the post-assessment survey results showing increased visits and greater interest in usage of the library. In pre-assessment 14% (n=44) respondents said that they never visited the library but in the post-assessment survey this number decreased to a mere 4% (n=14) who never visited the library.

INFORMATION LITERACY HELPING OVERCOMING LIBRARY ANXIETY

I feel fear and anxiety while visiting the library because of the unawareness to relevant information?

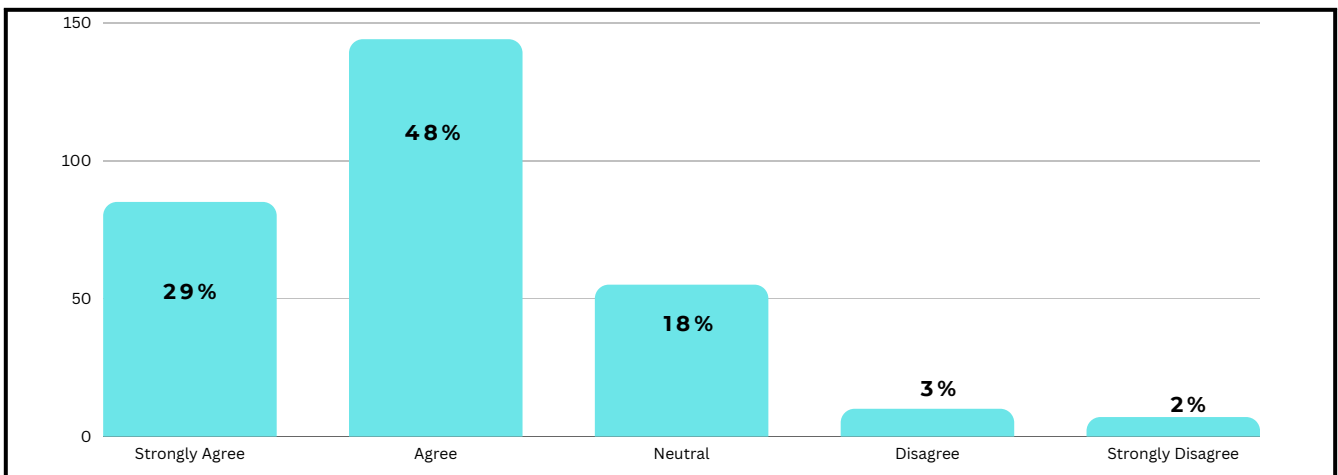
Pre-Assessment Results



The pre-assessment results revealed that most of the students 33% (n=98) agreed and 32% (n=95) strongly agreed that they feel anxiety while visiting the library before attending the IL Instructional program. Only 9% (n=28) students strongly disagreed with this statement and 15% (n=47) disagreed with the statement while 11% (n=33) remained neutral.

I feel that after attending the "Library Information Literacy Program" it has helped me to overcome my fear or anxiety in Library use.

Post-Assessment Results

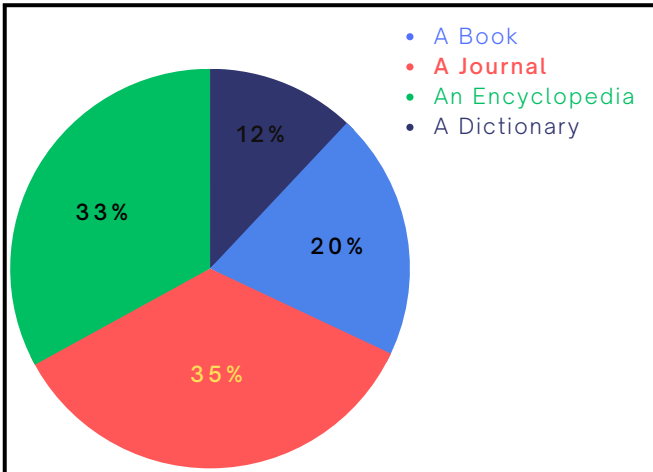


On the other hand post-assessment results showed that 48% (n=144) students agreed and 29% (n=85) strongly agreed that IL has helped them to overcome anxiety while using the library because they became aware of the library services & resources. Only a combined percentage of 5% (n=17) either disagreed or strongly disagreed with the statement while 18% (n=55) remained neutral.

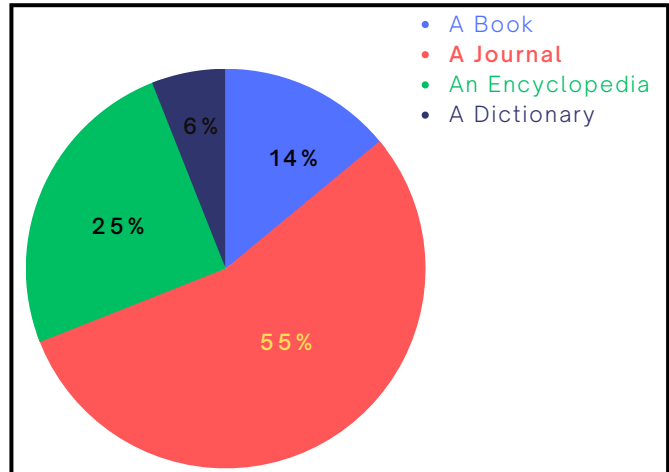
IMPROVING LITERATURE AND ONLINE SEARCHING SKILLS

To find the most recent information about drug abuse, You would consult?

Pre-Assessment Results



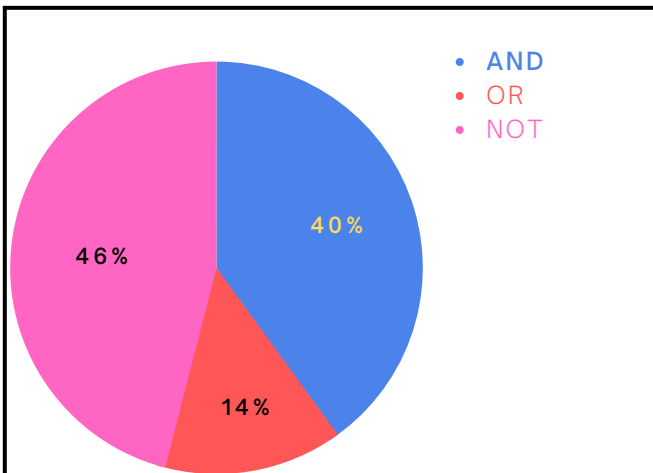
Post-Assessment Results



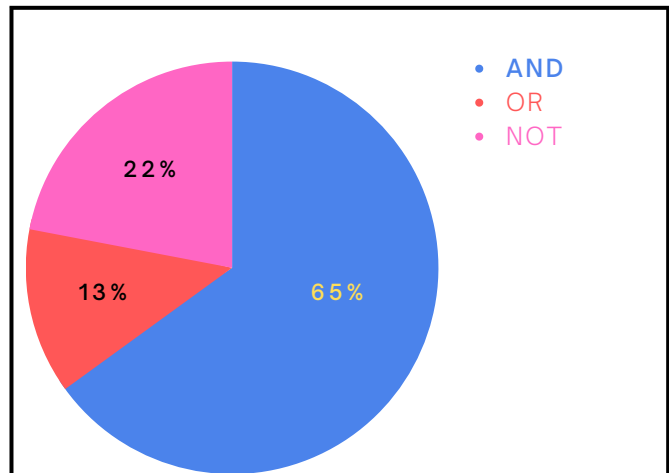
In the pre-assessment before Information Literacy sessions 35% respondents (n=105) answered the correct option "a journal". In post assessment the percentage of correct response increased to 55% (n=164) which shows significant improvement in the students' knowledge about where to find the most recent information.

To find more relevant documents on a topic you would connect two terms with which of the following Boolean operators?

Pre-Assessment Results



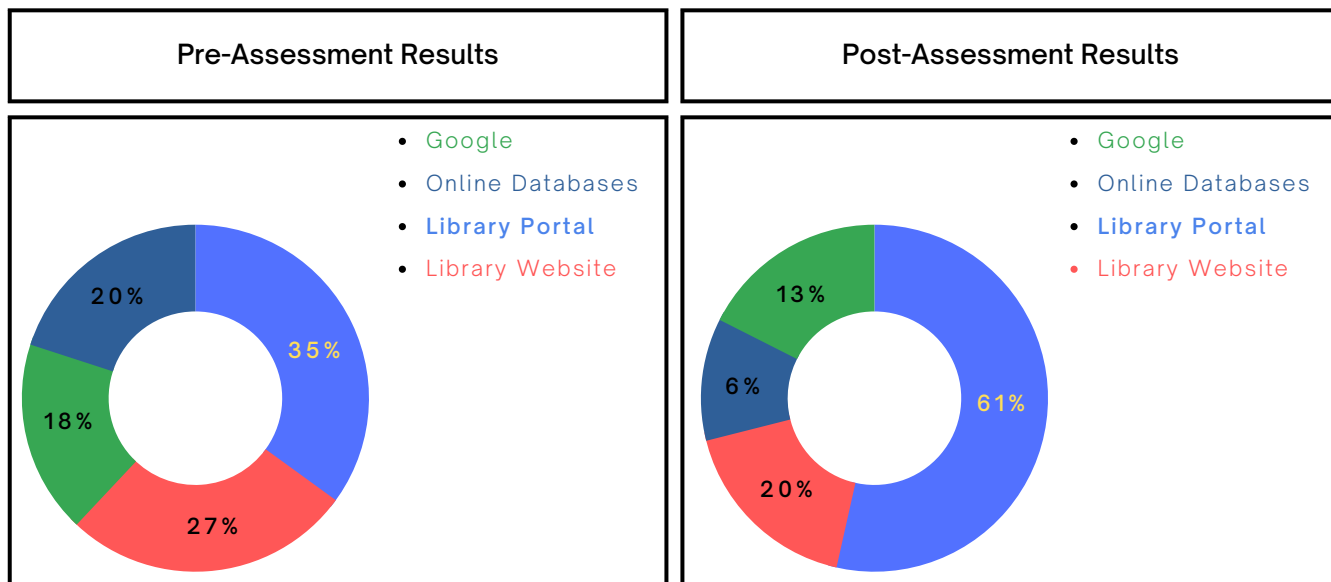
Post-Assessment Results



The results in the pre-assessment before information literacy instructions revealed that 40% (n=120) students answered the correct option "AND" while in the post-assessment the percentage of correct responses increased to 65% (n=195) students showing improvement of their knowledge about searching with Boolean operators that helps retrieve relevant results from search engines & databases.

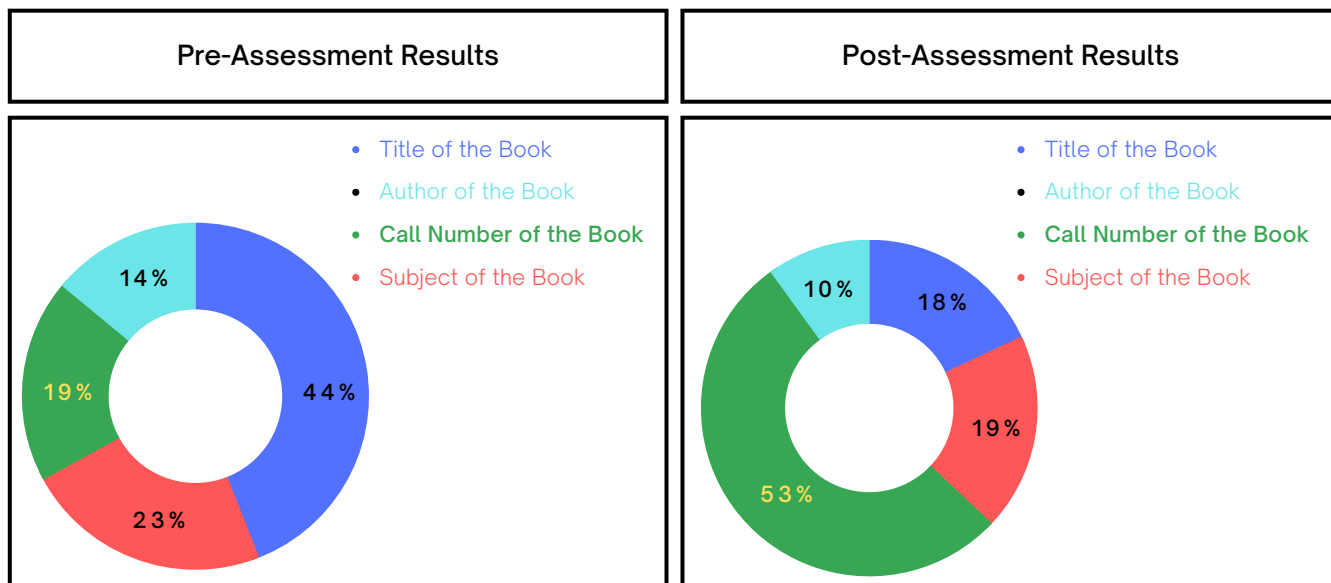
FINDING PRINT RESOURCES FROM THE LIBRARY

If you need a book from the library, which of the following resources would you use to find your required book?



Pre-assessment before Information Literacy session results revealed that 35% students (n=135) answered the correct option which was Library portal. While in post-assessment the percentage of correct response increased significantly from 35% to 61% students (n=183) revealing that students were more informed about where to find library resources including books and other print materials.

Which of the following information is most important to locate a book in the library from the shelf?

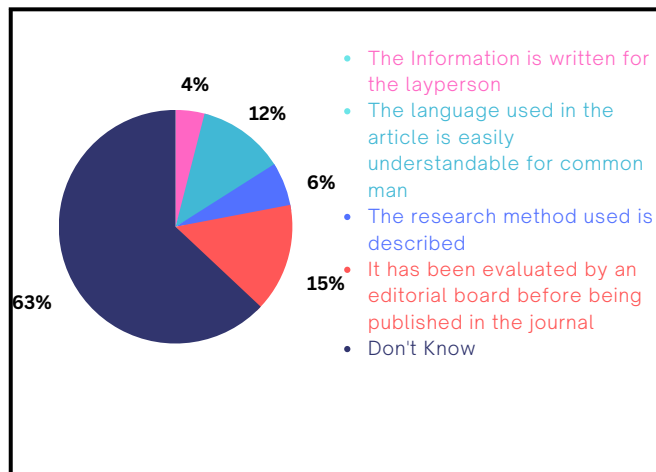


In pre-assessment 19% students (n=56) answered the correct option which was the call number on the book. In post-assessment the percentage of correct response increased from 19% to 53% students (n=158) showing students were more aware of how to locate books from the shelves in the library.

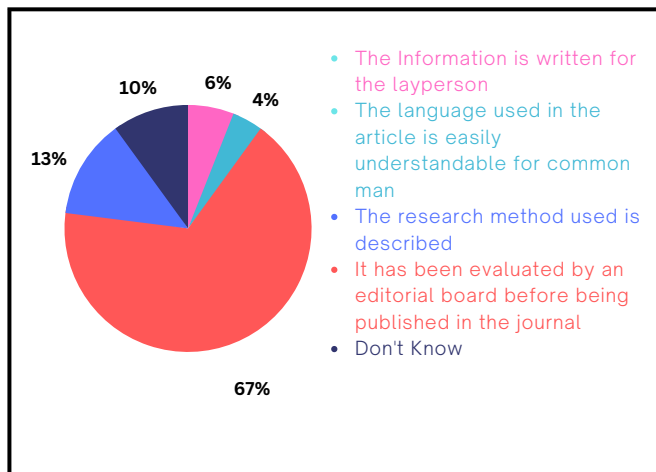
IDENTIFYING AUTHENTIC INFORMATION SOURCES

Which of the following best describe(s) a peer reviewed research article published in a scholarly journal?

Pre-Assessment Results



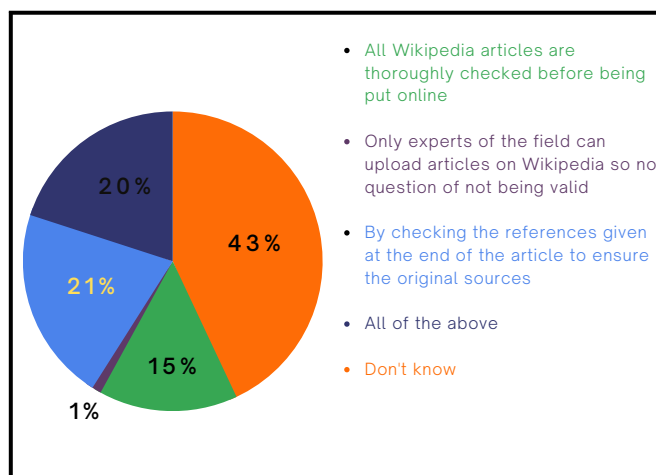
Post-Assessment Results



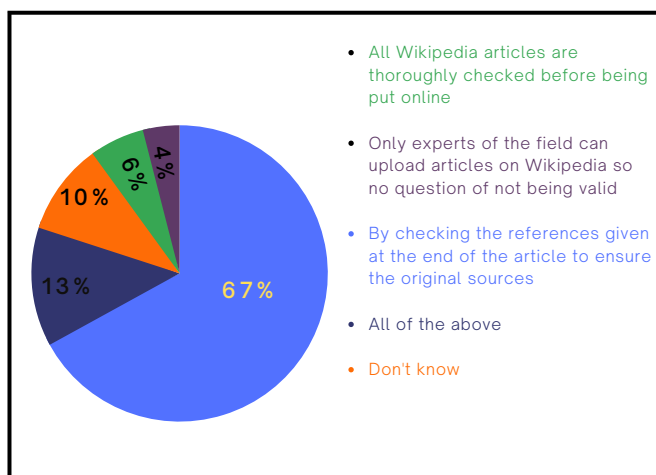
Pre-assessment results revealed that only 15% (n=49) respondents answered the correct option "it has been evaluated by an editorial board before being published in the journal". In post-assessment the percentage of correct responses increased from 15% to 67% (n=141) students. That shows the Information Literacy program developed students' information evaluation skills.

How would you judge the authenticity of a Wikipedia article?

Pre-Assessment Results



Post-Assessment Results

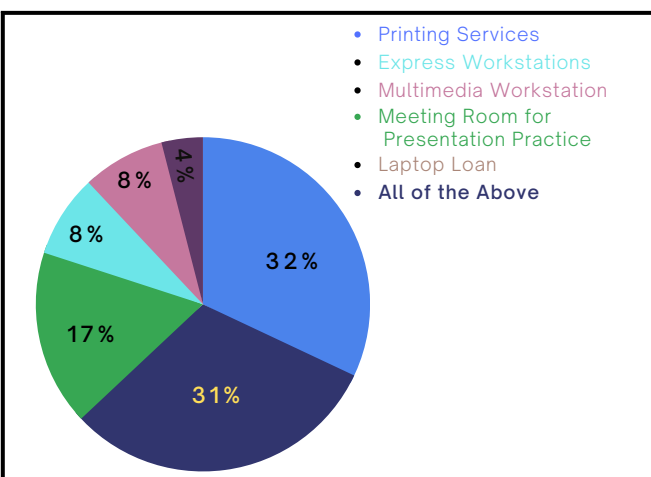


In pre assessment 21% of respondents (n=62) answered the correct option which was "By checking the references given at the end of the article to ensure the original source". In post assessment the percentage of correct responses increased from 21% to 67% of students (n=200).

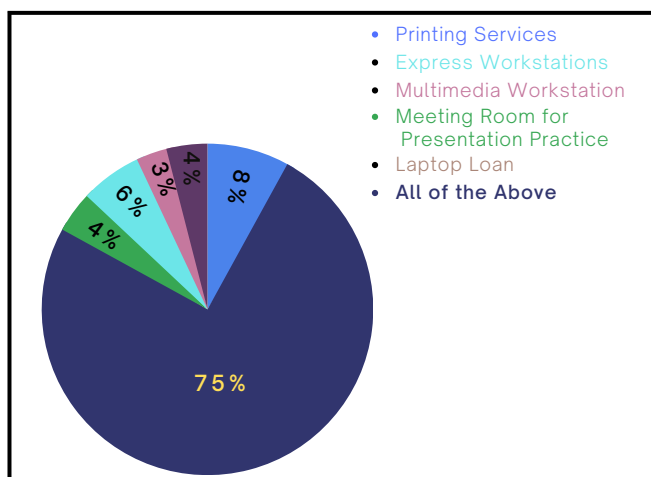
LIBRARY SERVICES AND FACILITIES

Which of the following services are available in information commons for students use?

Pre-Assessment Results



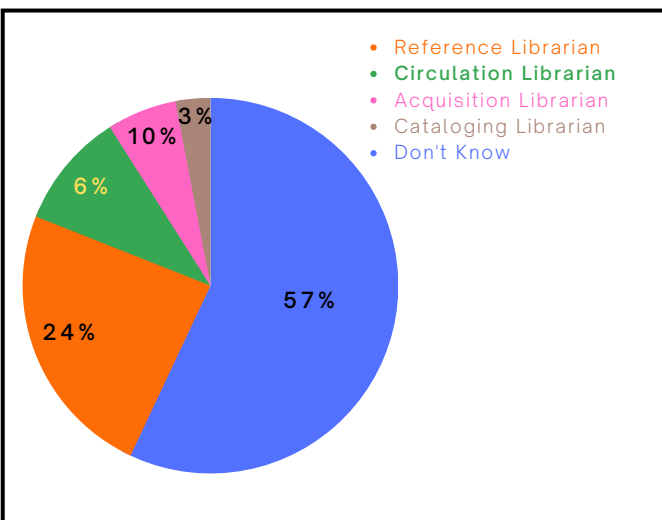
Post-Assessment Results



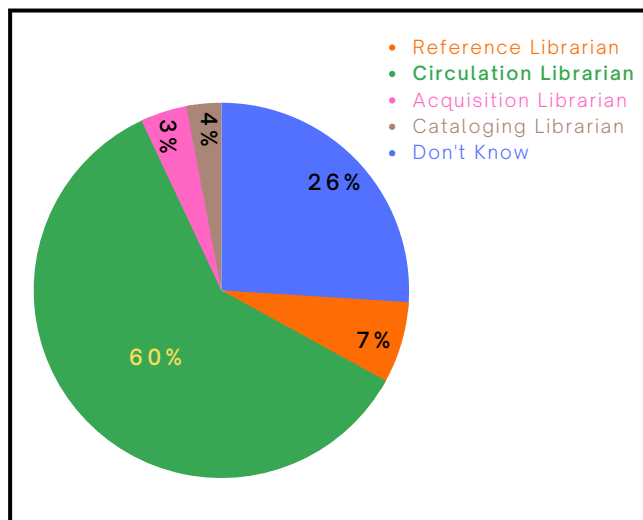
The results of the pre-assessment revealed that 31% respondents (n=92) answered the correct option which was "all of the above" whereas, in post-assessment the percentage of correct response increased from 31% to 75% students (n=224). This shows that students became more aware of the facilities and services available in Information Commons (S125) after attending the IL Program.

If you have a complaint or query regarding library overdue fines, who would you consult?

Pre-Assessment Results



Post-Assessment Results

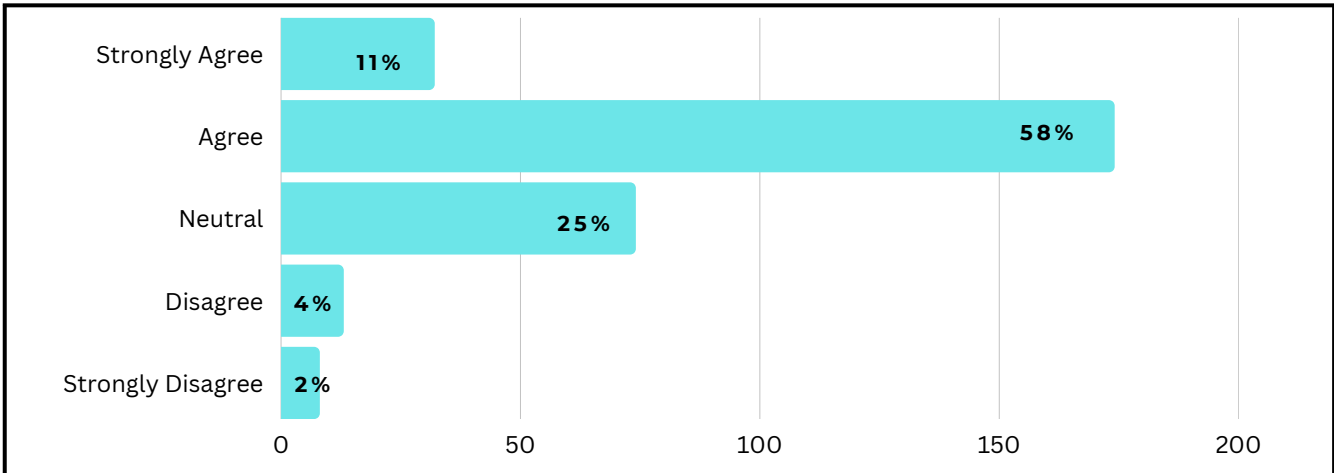


Pre-assessment results showed that only 6% respondents (n=18) were aware of when to contact the Circulation Librarian. The percentage of correct response increased to 60% students (n=180) in the post-assessment which shows a massive increase in students' awareness about librarians for their respective functions.

INFORMATION LITERACY AND LIBRARY SATISFACTION

I feel that "Library Information Literacy Program" has developed my information searching skills for academic use?

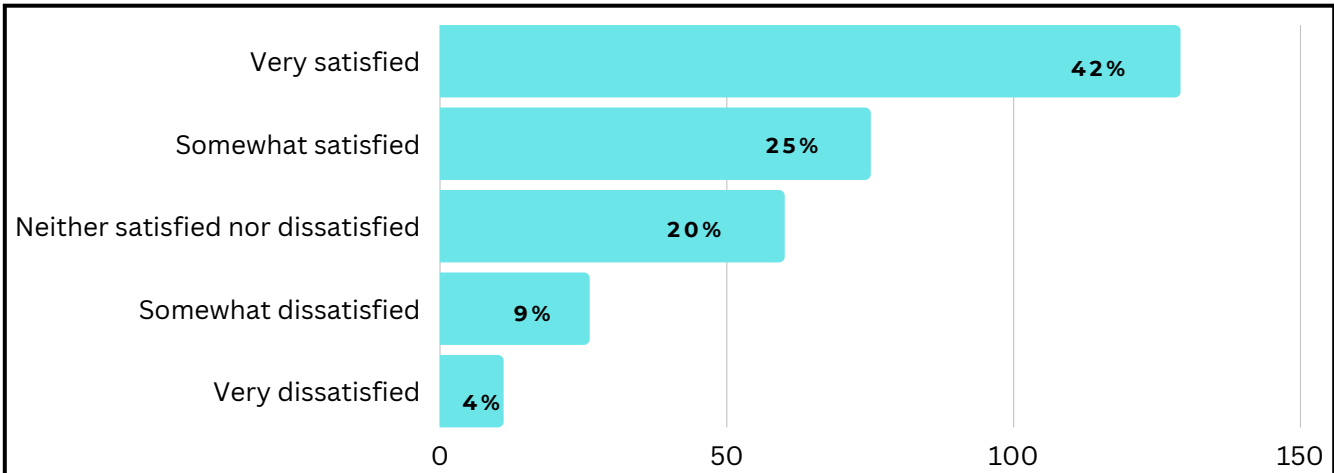
Post-Assessment Results



The post-assessment results revealed that a combined percentage of 69% (n=206) of students either agreed or strongly agreed that the Library's Information Literacy Program has developed their information searching skills for academic use whereas a combined percentage of only 6% (n=21) either disagreed or strongly disagreed with the statement. While 25% (n=75) remained neutral.

Are you satisfied with the services available through the Library?

Post-Assessment Results



Majority of the students showed satisfaction with library services in post-assessment. The results showed that 42% (n=129) of students were very satisfied with the library services and 25% (n=59) were somewhat satisfied. Only 4% (n=11) were very dissatisfied and 9% (n=26) were somewhat dissatisfied with the library services whereas 20% (n=60) were neither satisfied nor dissatisfied.

SOME GLIMPSES OF THE INFORMATION LITERACY PROGRAM

