Program Description
Library Essentials is a collection of 50-minute workshops for English 100 sections (including 100A, 190, and ELI 100) that introduce students to basic library services and resources, print and digital. The workshops are designed to help English instructors address the Foundations Written Communication (FW) "information literacy" requirement of their courses. The Library Essentials Program includes a menu of workshops that enable instructors to voluntarily register their courses for a single workshop or a combination of several workshops. Started in fall 2007, Library Essentials is currently the only formalized library instruction provided to entering freshmen.

1. List the program’s student learning outcomes.
   1) Gain familiarity with print and online sources valuable for an undergraduate research paper.
   2) Apply criteria for evaluation of information and sources.
   3) Learn where to seek further research help.
   4) Understand how to acknowledge sources.

2. Where are your program’s student learning outcomes published?
   (Mark all that apply and include URLs when appropriate)
   [ ] Website. URL:
   [ ] Student Handbook. URL, if available online:
   [ ] Information Sheet, Flyer, or Brochure. URL, if available online:
   [ ] UHM Catalog. Page Number:
   [X] Other: Shared internally with staff. The outcomes are based on the General Education hallmarks for the Foundations Written Communication (FW) courses (English 100, English 100A, English 190, and English Language Institute 100).
   [ ] Other:

3. Provide the program’s activity map or other graphic that illustrates how program activities/services align with program student learning outcomes.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
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</thead>
<tbody>
<tr>
<td>Basic Resources I</td>
<td>X</td>
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<tr>
<td>Basic Resources II</td>
<td>X</td>
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<tr>
<td>Evaluating Internet Resources</td>
<td>X</td>
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</tbody>
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4. **State the assessment question(s) and/or goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.**

   *What did the program want to find out?*
   1) Student use of resources introduced in the workshops.
   2) Student use of the *English 100 Students* webpage.
   3) Student retention of workshop information.
   4) Student application, relevance, and value (time and ease) of workshop information to English 100 assignments.

5. **State the type(s) of evidence gathered**

   *To assess the student learning outcome(s) or answer the assessment question, what evidence was collected?*
   1) **Student Survey**: Instructors of all English 100 section that attended at least one workshop were provided surveys to distribute to their students.
   2) **Webpage Counter**: Calculates monthly hits on the *English 100 Students* home page and subpages.

6. **List the person/people who interpreted or analyzed the evidence that was collected.**

   Examples: program staff; faculty committee; advisory board; graduate students; external organization/evaluators
   Graduate students, programming staff, and librarians.

7. **How did he/she/they evaluate, analyze, or interpret the evidence?**

   *What method was used to evaluate, analyze, or interpret the evidence?*

   Examples: Compiled survey results; used qualitative methods to compile interview, focus group, or other open-ended response data; used a rubric or scoring criteria; used a scoring key on exams; used their professional judgment (no rubric or scoring key used); external organization/person analyzed data.

   **Student Survey**: Compiled results and professional judgment.
   **Webpage Counter**: Database program and professional judgment.
7. **State how many persons** (e.g., students, clients) **submitted evidence that was evaluated** (e.g., **state the sample size**).

*If applicable, please include the sampling technique used.*

Library Essential workshops were provided for 69 English 100 sections (1,319 students) for the 2009-2010 academic year. Instructors of the 69 sections were provided surveys at the end of the semester to administer to their students. Forty-seven (68%) of the 69 sections returned surveys; with a total of 771 (58%) of all students who attended a Library Essentials workshop completing a survey.

8. **Summarize the actual results.**

**Student Survey:**
- 93% used the library resources introduced in the library workshop for their English 100 course.
- 93% found the English 100 webpage useful to very useful; with 79% using the webpage for English 100 assignments.
- 97% could apply the information learned to their English 100 assignments.
- 92% applied the information learned within a month.
- 87% retained over half the information learned.
- 92% felt their English instructor linked the information from the library workshop(s) to their English 100 assignments.
- 87% felt the workshops saved them time and/or reduced their frustration finding resources for their English 100 assignment(s).
- 96% would recommend the workshops to future English 100 students.

**Webpage Counter:**
- 68,205 hits on the *English 100 Students* website from 17 August 2009 through 18 May 2010
- 19,518 hits on the *English 100 Students* home page from 17 August 2009 through 18 May 2010.
- 373 hits on the *English 100 Students* “Handouts” page from 01 January 2010 through 18 May 2010.

9. **What was learned from the results?**

- Students find the workshops valuable and would recommend to future English 100 students.
- Resources introduced in the workshops are used by students for English 100 assignments.
- Connections between workshop content and English 100 assignments to save time and reduce frustration need to be further developed.
- Use of the *English 100 Students* webpage should be encouraged.
- Resources where students can go for review and help have to be highlighted.
10. Use of results/program modifications:

State how the program used the results
--or--

Explain planned use of results

Please be specific.

1) To improve the connection between workshop content and English 100 assignments the menu of workshops was revised as follows:
   • Basic Resources II now enables instructors to select resources covered in the workshop from a set of choices.
   • A Local (Hawaii) Resources workshop was created to help with local research assignments.
   • The Evaluating Resources workshop dropped “Internet” from the title and expanded to the evaluation of various online resources.
   • The Google to the Max workshop was eliminated; Google Scholar is now a resource option in the Basic Resources II workshop.
   • The Citing References and Using and Citing Information Ethically workshops were replaced with a new workshop titled Developing Research Questions.

2) All workshops will include a brief discussion of the English 100 Students webpage and English instructors will be encouraged to reference the site in their assignments.

3) Librarians will emphasize in each workshop the Handouts section on the English 100 Students webpage as a review resource for information covered in the workshops.

11. Reflect on the assessment process.

Is there anything related to assessment procedures your program would do differently next time? What went well?

One of the librarians participating in the Library Essentials program is preparing a sabbatical request that will focus on assessment of the Library Essentials Program from the perspectives of the English instructors.

12. Other important information

1) Library Essentials registration data is also used as an assessment tool since participation by English 100 sections is voluntary.

2) Library Essentials staff are working with the UH Manoa Assessment Office and the English Department to connect Library Essentials data with the assessment of Foundations Written Communication (FW) "information literacy" requirement of English 100.