

Faculty Development Grant
 Final Report – January 2005
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The purpose of our Faculty Development Grant was to continue the faculty/librarian partnership which began in the fall 2003 semester to integrate information literacy skills into Business Administration 320: Principles of Management (BSAD 320). We planned during early February 2004 and implemented the collaboration in the 2004 spring semester. A total of 34 students were enrolled in the class.

As in the 2003 fall semester, an information literacy survey was administered the first week of class and also at the end of the semester. The beginning of the semester survey was completed by 32 of the 34 students registered for the class and 31 students completed the end of the semester survey. Four labs were scheduled during the semester. The first lab focused on general business publications and methods of accessing the content of those publications: print, publication web site, and via an electronic periodical database. Scholarly publications were the focus of the second lab. Advanced search techniques were the focus of the third lab. The fourth lab covered resources for locating company information.

The survey results and the assessment components for the assignments tied to the information literacy labs indicate a positive impact on student learning.

Learning Outcomes and Evaluation:

The learning outcomes stated in the grant proposal were adjusted from the fall 2003 learning outcomes.

1. Students will identify and evaluate general business trade publications.

One of the survey questions listed various information sources and asked students to indicate whether or not the source was credible. The rankings for the general business publication titles that were included in the list and covered in detail in the first lab changed significantly over the semester.

Survey question 9: “A *credible* source is defined as one that you can rely on to be accurate and one that you would use as a reference in a paper you were writing. When would you consider the following examples as *credible* sources?”

Responses for business publications included in the list of information resources:

	Question 9D Fast Company				Total
	Usually	Sometimes	Never	Don't Know	
Before	2	4	0	26	32
After	7	17	2	4	30
Total	9	21	2	30	62

	Question 9F Inc.				Total
	Usually	Sometimes	Never	Don't Know	
Before	3	4	0	25	32
After	9	19	1	2	31
Total	12	23	1	27	63

	Question 9K Business 2.0			Total
	Usually	Sometimes	Don't Know	
Before	6	5	21	32
After	17	14	0	31
Total	23	19	21	63

	Question 9M Forbes				Total
	Usually	Sometimes	Never	Don't Know	
Before	8	11	1	12	32
After	13	17	0	1	31
Total	21	28	1	13	63

	Question 9R Harvard Business Review				Total
	Usually	Sometimes	Never	Don't Know	
Before	24	1	0	7	32
After	29	2	0	0	31
Total	53	3	0	7	63

2. Students will distinguish between scholarly versus non-scholarly periodical publications.

The spring 2004 results were similar to the fall 2003 results. For the most part, students were able to successfully choose a scholarly article using a library database but had some difficulty identifying scholarly sources from a list of citations included in the survey. While 88% of the students were able to locate an article from a scholarly source for the first article review assignment only 45% of the students were able to correctly identify the scholarly sources from the citation list in the survey at the end of the semester. This was an improvement from the beginning of the semester when only 25% correctly identified the scholarly sources. These percentages suggest that while the students comprehended the mechanics of limiting to scholarly sources in a database search, they weren't able to decipher citations to determine if the source was scholarly or not. The citation list included

magazine and journal titles that had been covered in the labs and should have been familiar to the students.

Even so, in the final question on the end of the semester survey, almost 50% of the students specifically mentioned learning about the difference between scholarly and non-scholarly resources as a benefit from the lab sessions.

3. Students will identify appropriate library databases for acquiring business information.

When asked at the **beginning of the semester** to identify which library database they used the most, **only 37.5% (12/32) could name a specific library database. 59.4% could not name a library database.** Of the twelve students that could name a database, InfoTrac was named by nine. Two students named Proquest and only one student named EbscoHost. **At the end of the semester, 81% could name a library database.** InfoTrac was still named the most frequently (11 times). Proquest and EbscoHost were each named 7 times. The student’s comfort level using library databases also changed over the course of the semester. **At the beginning of the semester, almost half (48.4%) of the students listed themselves in the undecided/neutral range and 19.4% said they were uncomfortable when seeking information from a library database. Only one student said they were very uncomfortable using a library database. 26% indicated comfortable and only 1 student indicated they were very comfortable when seeking information from a library database. At the end of the semester, none indicated they were very uncomfortable using a library database and only 2 said they were uncomfortable. 19% indicated undecided/neutral and 74% chose either very comfortable (19%) or comfortable (55%).**

Survey question 1C: “How comfortable/confident do you feel when seeking information from a library database?”

		Question 1C A library database					
		Very Comfortable	Comfortable	Undecided /Neutral	Uncomfortable	Very Uncomfortable	Total
Before		1	8	15	6	1	31
After		6	17	6	2	0	31
Total		7	25	21	8	1	62

Not only did students’ overall confidence in searching a library database in general rise over the semester, but how they rated their ability to use the particular library databases covered during the information literacy labs also increased.

Survey question 7: “Please rate your ability to use the following by circling the appropriate number.”

		InfoTrac					
		Not Skilled	2	Skilled	4	Highly Skilled	Total
Before		7	5	16	4	0	32
After		2	2	13	13	1	31
Total		9	7	29	17	1	63

		Proquest					
		Not Skilled	2	Skilled	4	Highly Skilled	Total
Before		8	12	12	0	0	32
After		1	4	12	12	2	31
Total		9	16	24	12	2	63

		Lexis Nexis					
		Not Skilled	2	Skilled	4	Highly Skilled	Total
Before		13	11	7	1	0	32
After		4	10	14	2	1	31
Total		17	21	21	3	1	63

		Ebscohost Business Source Premier					
		Not Skilled	2	Skilled	4	Highly Skilled	Total
Before		22	7	2	1	0	32
After		2	2	9	12	6	31
Total		24	9	11	13	6	63

		InfoTrac General Business File ASAP					
		Not Skilled	2	Skilled	4	Highly Skilled	Total
Before		22	6	3	1	0	32
After		2	3	12	11	3	31
Total		24	9	15	12	3	63

4. Students will construct effective search strategies to locate relevant articles according to established criteria.

One of the course assignments was to locate a scholarly or refereed article on a concept covered in the textbook and prepare an article review. Of the 33 article reviews turned in, only four (12%) were not from a source considered scholarly. Only one student did not include a search log documenting how he located his article (the article was from a scholarly source). Of the assignments that did include a search log, 61% clearly indicated using a database limit option to narrow search results to scholarly articles only. Three located their article by browsing the contents of a journal they knew to be scholarly. Four didn't clearly indicate how they determine their article to be from a scholarly journal.

The second article review assignment was more complex than the first. Students were asked to locate an article describing how an external environment factor (technology, sociocultural, economic, legal/political, or international) had a recent impact on the business or industry of the manager they would be interviewing. Approximately 25% (8/33) of the students chose an article that did not meet the assignment criteria. A review of the students' search documentation showed that 54.5% used some type of advanced search strategy. One third of the students used the default search option of the database they selected to search. Two students used Google to find an article and two students didn't include search documentation. There didn't seem to be a correlation between search strategy and selection of an article meeting the assignment criteria; some of the students that used the default search option located an acceptable article and some of the students that used an advanced search strategy didn't choose an acceptable article. However, four of the eight that choose an article that didn't meet the assignment criteria used the default search option.

In the pre and post surveys, students did indicate a change in their search techniques concerning limiting results to scholarly articles and using advanced search options.

Before or After * Limit search results to scholarly or refereed journals Crosstabulation

Count		Limit search results to scholarly or refereed journals						Total
		Very Frequently	Frequently	Occasionally	Infrequently	Never	Don't know what this is	
Before	Before	0	5	10	6	9	1	31
or After	After	1	10	13	5	2	0	31
Total		1	15	23	11	11	1	62

Before or After * Advanced search options Crosstabulation

Count		Advanced search options						Total
		Very Frequently	Frequently	Occasionally	Infrequently	Never	Don't know what this is	
Before	Before	4	8	8	6	4	2	32
or After	After	3	13	10	5	0	0	31
Total		7	21	18	11	4	2	63

Changes from fall 2003 collaboration:

1. The revised survey seemed to be an improvement.
2. Not combining information/instructions for both article reviews in the same lab was a big improvement. However, the fourth lab which focused on locating company information was probably not necessary. Background information on the interviewed manager's company was not a major focus of the assignment.

Overall the collaboration worked very well. The final question on the end of the semester survey was an open question: "The lab sessions were designed to give you tools to turn information into knowledge. What are the three best skills and/or behaviors that you learned because of the labs? Why do you feel these skills/behaviors are important?"

Only two students chose not to answer the final survey question. Of the 29 responses, 26 (89.6 %) had positive/favorable comments. A typical response: "I learned all the different library databases that I can search and how to search them. I hardly knew much before these labs." One student felt that the information presented in the labs was a repeat of what they already knew: "I had previously known how to use the library so most of the information was a repeat of what I had already known. It would be more fitting for the information to be given to a frosh class and not in an upper level class." Only one student said the labs weren't helpful: "I don't feel like I learned too much." One student wasn't sure: "Not really sure, it just seemed like the usual find information and write a little on it."

Thank you to the Bush Committee for the opportunity to undertake this collaboration.

Submitted by Kay Christensen and Shelly Gardner
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