

5-7-2016

Making the Case for Credit Courses: Results from a Study on Student Perceptions of a Required Library Research Course

Lyda McCartin
lyda.mccartin@unco.edu

Brian Iannacchione

Mary Evans

Follow this and additional works at: <https://digscholarship.unco.edu/libfacpub>

Recommended Citation

McCartin, Lyda; Iannacchione, Brian; and Evans, Mary, "Making the Case for Credit Courses: Results from a Study on Student Perceptions of a Required Library Research Course" (2016). *University Libraries Faculty Publications*. 38.
<https://digscholarship.unco.edu/libfacpub/38>

This Presentation is brought to you for free and open access by the University Libraries at Scholarship & Creative Works @ Digital UNC. It has been accepted for inclusion in University Libraries Faculty Publications by an authorized administrator of Scholarship & Creative Works @ Digital UNC. For more information, please contact Jane.Monson@unco.edu.



Making the Case for Credit Courses
Results from a Study on Student Perceptions of a
Required Library Research Course

Lyda Ellis, MA; MLIS, University Libraries
Brian Iannacchione, Ph.D., Criminal Justice
Mary Evans, Ph.D., Criminal Justice

University of Northern Colorado

LOEX Annual Conference, 2016



UNC's Library Instruction Program

4 full time faculty
1 part time lecturer

- Core Library Instruction Program (CLIP)
- First Year Program (UNIV 101)
- New Student Orientation
- Credit Course

UNC's Criminology & Criminal Justice Program

422 majors
82 minors

6 full time faculty
3 full time lecturer
Adjunct instructors



LIB 160

Criminal Justice Library Research

SLO 1: Students will be able to develop a research strategy.

SLO 2: Students will be able to access information using library resources.

SLO 3: Students will be able to evaluate information.

SLO 4: Students will be able to participate in scholarly discourse within a discipline or field of study.



Literature Review: Criminal Justice

It is important for Criminal Justice students to “have the skills to recognize when they need additional information to make decisions, and must be able to find and use that information” (Nelson, Killoran, & Dunham, 1995, p. 236).



Literature Review: Assessing Library Credit Course Impact

- Pre/Post Tests
- Paper Analysis
- GPA/Graduation Rates
- Student Perceptions



The Current Study

1. How do Criminal Justice students perceive the influence of the required LIB course on their academic career at UNC?
2. How do Criminal Justice students perceive the influence of the required LIB course on their success in *CRJ 380: Justice Research & Statistics I* and *CRJ 480: Justice Research & Statistics II*?
3. What do students perceive as the major benefit of *LIB 160: Criminal Justice Library Research*?
4. Do students perceive that they took *LIB 160: Criminal Justice Library Research* at the right time in their college career?



Methods

- Survey administered online to 318 students
- n=82
- Response Rate: 25.7%

Survey Question Examples:

1. I took LIB 160 at the right time in my college career.
 - 1a. Please discuss why you either agreed or disagreed with the previous statement.

2. LIB 160 benefitted me in CRJ 380.
 - 2a. Please discuss why you either agreed or disagreed with the previous statement.



Demographics

Gender	Male	34 (41.5%)
	Female	46 (56.1%)
	Missing	2 (2.4%)
Race/Ethnicity	Caucasian/White	55 (67.1%)
	African-American	6 (7.3%)
	Hispanic	15 (18.3%)
	Other	4 (4.9%)
	Missing	2 (2.4%)
First Generation	Yes	32 (39.0%)
	No	48 (58.5%)
	Missing	2 (2.4%)



Findings

Timing of taking the course: $\chi^2 = 21.98$; $p < .05$

“Taking LIB 160 prior to taking methods and research was an excellent plan and worked quite well as it gave me good skills which translated nicely to the other classes.”

“I should have taken it freshmen year instead of waiting to take it.”



Findings

LIB 160 grade associated with CRJ 380 grade: $\chi^2 = 21.48; p < .05$

I agree it helped me with CRJ 380 because it helped me with the organization of the paper, and the in text citations and such. Also because I learned ho[w] to look for information in our library website such as the journal articles.”

“I don’t know if it particularly did for CRJ 480 just because ... it was more using the SPSS system and imputing information but when we were learning about the research aspect of CRJ 480, having LIB 160 was helpful.”



Findings

“Online class should be canceled”



Findings

Skill/Knowledge	Most Beneficial
APA Citation	51 (62.2%)
Retrieving Academic Journals	37 (45.1%)
Developing a Research Question	15 (18.3%)
Learning to Use Library Resources	28 (34.1%)
Learning Online Databases	41 (50.0%)
Source Evaluation	16 (19.5%)
Presentation Skills	9 (11.0%)



Findings

I would not have maintained a 3.0 in college if it was not for this class. The professors at UNC expect students to write papers that are formatted correctly and that have resources that are relevant. If LIB 160 was not required I would have failed every paper and I would have not sought out my master's degree.



Limitations

- Incomplete email lists/online survey
- Self-report GPA
- Not all students had taken CRJ courses at the time of the survey



Future Directions

- Experimental Design
- Criminal Justice faculty perceptions of LIB 160
- Comparison with other LIB required courses
- Continued assessment after improvements



Teaching Faculty Perspective



Tips for Implementing Credit Courses

- Analyze number of one-shots being taught
- Discuss program needs/outcomes with faculty
- Create learning outcomes based on program needs
- Prerequisite to 300 and 400 level courses
- Communication between library faculty teaching faculty
- Consider face to face only
- Continuous assessment in upper-division courses



Reflection & Discussion

1. Do you see a need for information literacy credit courses at your institution? Why is there a need?
2. What are some obstacles to starting conversations about credit courses at your institution?

Q & A



References

- Cook, J. M. (2014). A library credit course and student success rates: A longitudinal study. *College & Research Libraries*, 75(3), 272-283.
- Daugherty, A. L., & Russo, M. F. (2011). An assessment of the lasting effects of a stand-alone information literacy course: The students' perspective. *The Journal of Academic Librarianship*, 37(4), 319-326. doi: doi:10.1016/j.acalib.2011.04.006
- Dunnington, A., & Strong, M. L. (2010). The rocky road to assessment: The creation of an assessment tool for an information literacy credit course. *Codex: the Journal of the Louisiana Chapter of the ACRL*, 1(2), 53-79.
- Goebel, N., Neff, P., & Mandeville, A. (2007). Assessment within the Augustana model of undergraduate discipline-specific information literacy credit courses. *Public Services Quarterly*, 3(1-2), 165-189. doi: 10.1300/J295v03n01_09
- Hufford, J. (2010). What are they learning? pre- and post-assessment surveys for LIBR 1100, introduction to library research. *College & Research Libraries*, 71(2), 139-158. doi:10.5860/0710139000000
- Lawson, M. D. (1999). Assessment of a college freshman course in information resources. *Library Review*, 48(2), 73-78. doi:10.1108/00242539910259478
- Lebbin, V. K. (2006). Students' perceptions on the long-range value of information literacy instruction through a learning community. *Research Strategies*, 20(3), 204-218. doi: doi:10.1016/j.resstr.2006.06.001
- Person, R. (1981). Long-term evaluation of bibliographic instruction: Lasting encouragement. *College & Research Libraries*, 42(1), 19-25.
- Walsh, T. R. (2010). Assessing student learning in a credit IL course. In C. Hollister (Ed.) *Best practices for credit bearing information literacy courses*. Chicago: ACRL
- Wang, R. (2006). The lasting impact of a library credit course. *Portal: Libraries and the Academy*, 6(1), 79-92.



Contact Information

lyda.ellis@unco.edu

brian.iannacchione@unco.edu

mary.evans@unco.edu