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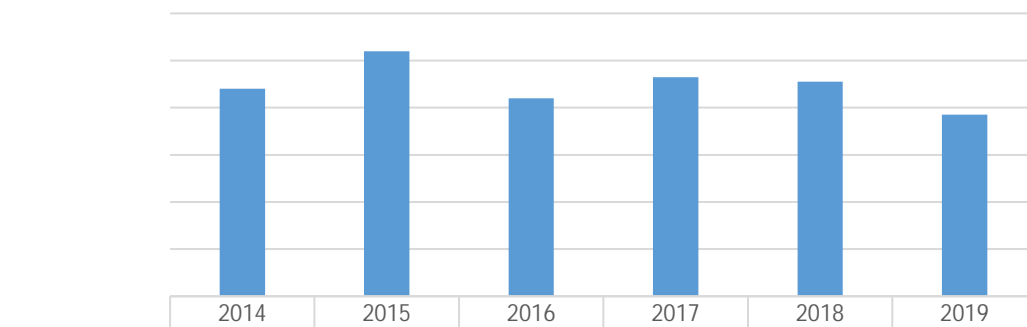
## Instructional Data

### *Session Information*

In fall 2019, 36 First Year Seminars were offered, and 9 librarians were assigned as liaisons to them. As illustrated in Figure 1, all except one of the FYS instructors scheduled librarians for at least one in-person IL session. In total, 77 FYS IL sessions were taught (with two groups of seminars combining two courses into one IL session). For more detail about IL classroom activity for 2019, see Appendix A – Class Visits and Activity by Instructor.

The number of IL sessions taught in individual FYS courses since 2014 is illustrated in Figure 2. It should be noted that in 2015 Dickinson admitted an unusually large first year class and in 2019 there was an unusually small first year class.

*Figure 2*



A smaller FY class in 2019 did not significantly reduce the librarians' overall workload. The average number of sessions per seminar remained the same at 2.5. In addition, in fall 2019 librarians taught only 12 fewer IL sessions total (for all courses and disciplines) than they did in fall 2018, with 180 sessions taught in fall 2018 and 168 taught in fall 2019.

### *Content of Sessions*

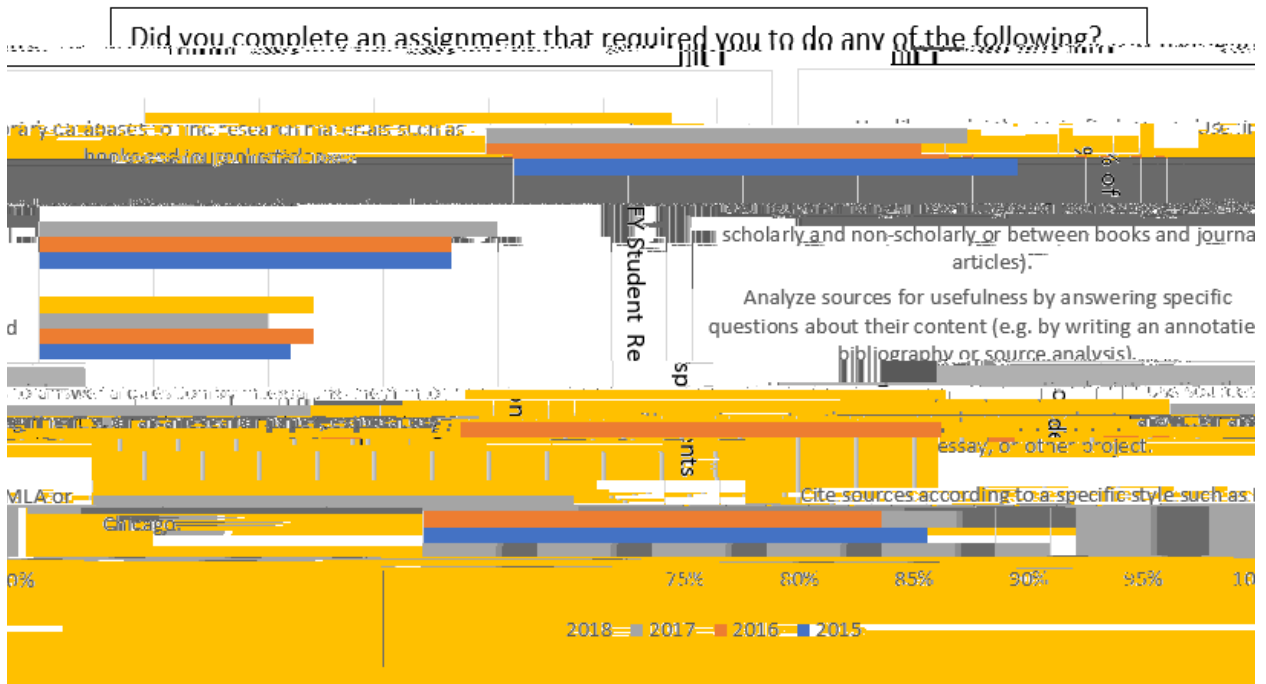
Librarians reported that they addressed the information literacy skills enumerated in the FYS mandate as shown in Figure 3, which includes comparisons between 2018 when there were 42 seminars offered





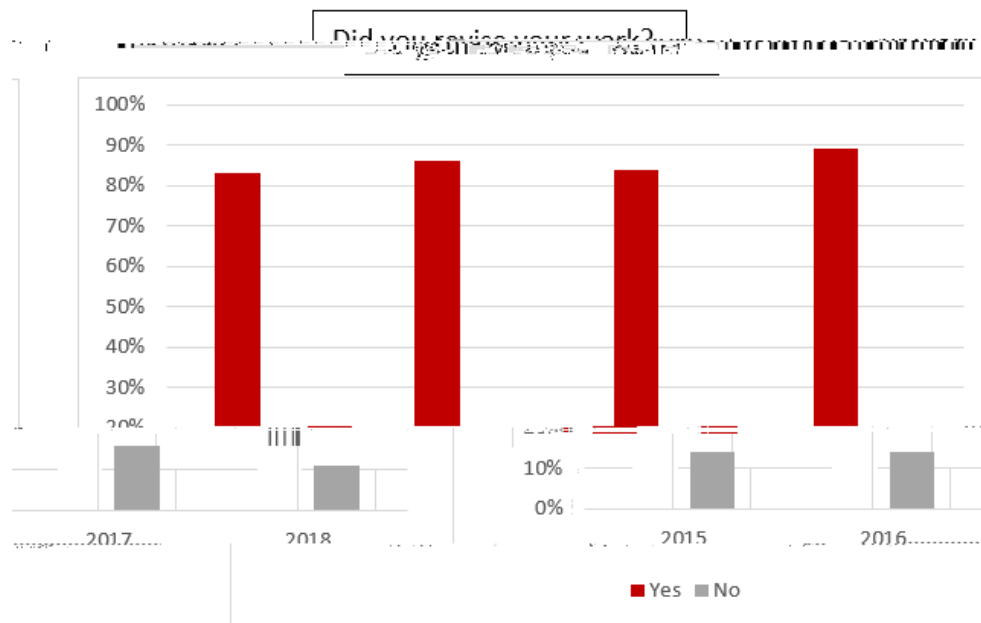
popular type of final project for FYS (e.g., 33 FYS courses required a research paper in 2015). Annotated bibliographies have been

Figure 6



The next question asked students: “Did you revise your original research strategy after completing a first draft of a research assignment? (For example, by improving/adding to your source list or by revising an annotated bibliography/source analysis?).” As shown in Figure 7, we see consistently over four years that 80% or more of first year students report being required to revise their original research work.

Figure 7



Students were also asked: "Were the library research skills you learned needed in order for you to complete additional assignments during your First Year Seminar?"ar

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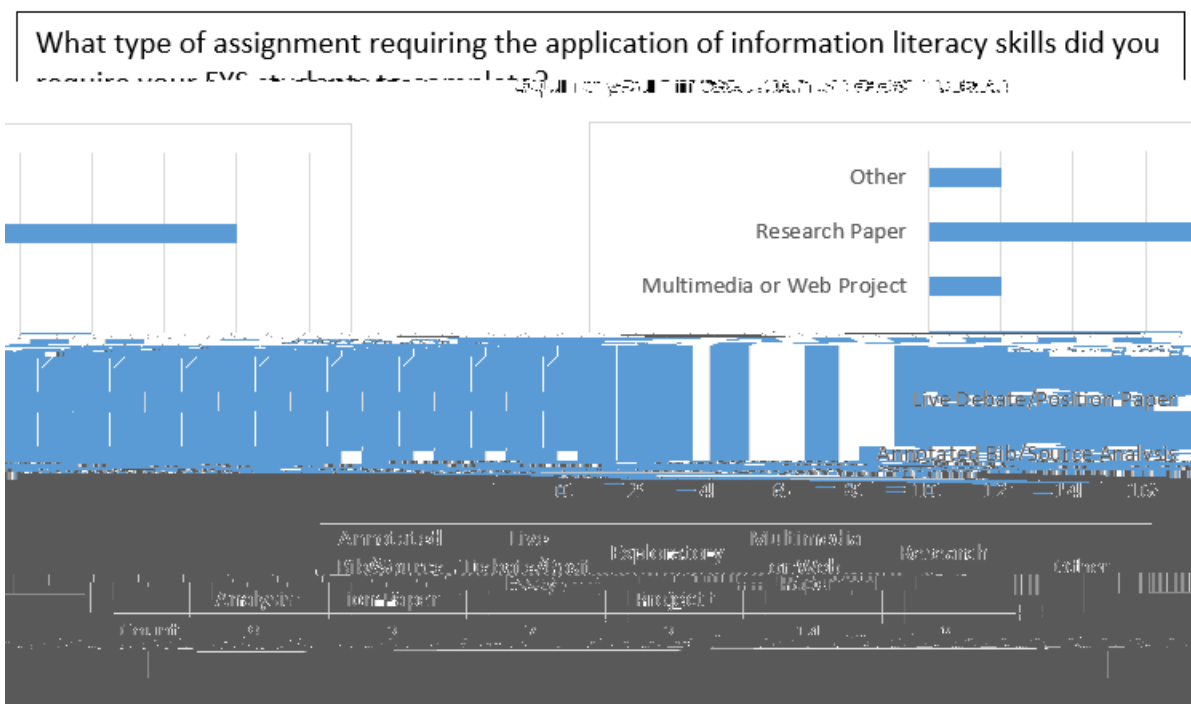


Figure 10

What did you like most about this session?	# of Responses
Selecting the Best Databases for the Topic	40
Refining a Search	9
Citing Sources	35
Using the Library's Website	32
Interactivity of the Session	22
Other	52

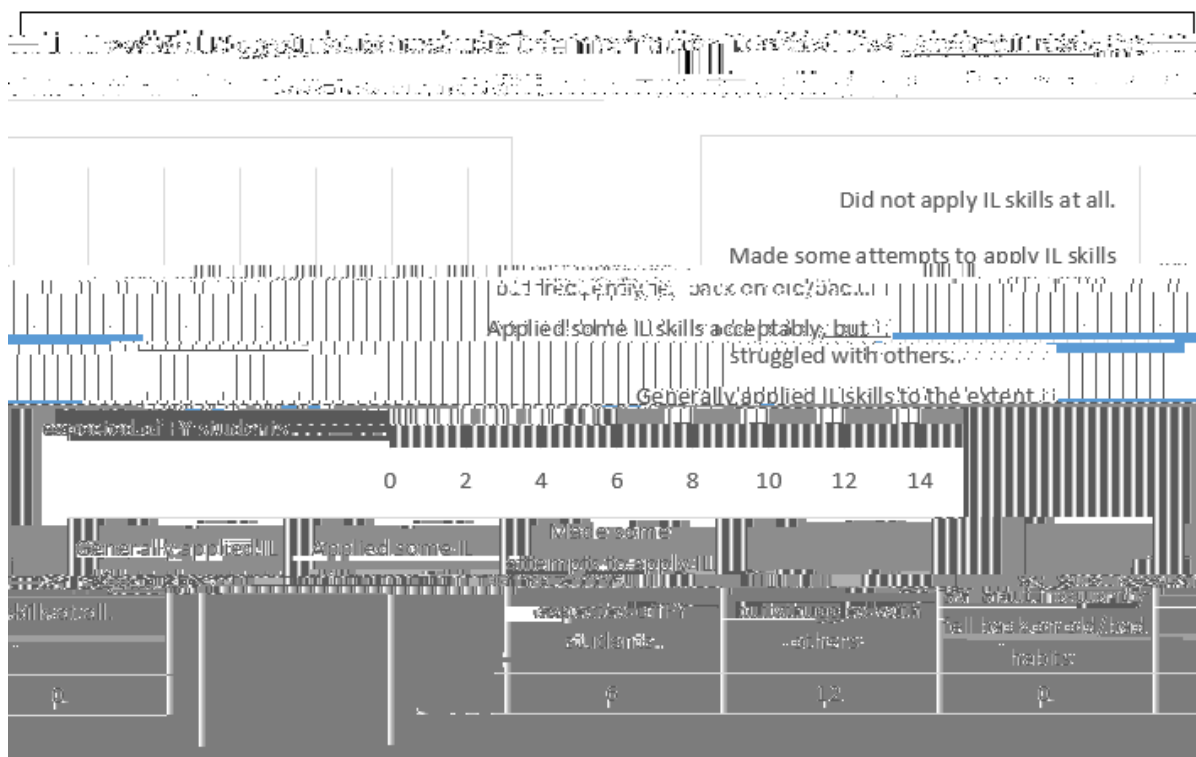
Answers in the "Other" category included reading the library map, learning the

Figure 11



The next question asked: "How well did your students apply the information literacy (IL) skills (e.g. finding information, evaluating information, citing information) to their research-based assignments?" The results are shown in Figure 12.

Figure 12



Faculty members who responded that students struggled with some aspects of information literacy were asked to elaborate by responding to an additional question: "With what aspects of information literacy did your students struggle?" They responded as shown in Figure 13.

Figure 13

Students struggled with...	
Citing	6
Evaluating sources	3
Finding relevant sources	4

Also mentioned were distinguishing between different types of sources, integrating sources into writing, and "too much reliance on Google."

Faculty members were then asked: "What is working well about the library's information literacy program for first-year students?" Their comments are summarized loosely by category below:

- Exposure to the library building and services
- Teaching students to use library resources
- Contact with library liaison
- Helping students with the intricacies of searching
- Librarian-designed homework or projects
- Citing/plagiarism instruction

Faculty members were also asked what they thought could be improved about information literacy instruction in FYS. Some responded to the effect of "nothing." Some comments that will be discussed with the next group of FYS faculty members include the following:

- Standardize and require certain elements of instruction
- Hold more sessions with each class
- Make sure all sessions include a hands-on activity
- More (l)2.8 (s)12.5 (o)7.3 ( a)2.8 (s)1.7 (ked)5.3 ( jEMC /LBody /TT)-0.7 (Y)-16.ertain co 7 J0 TcvEMC /P AMCID 57 B

act of plagiarism?" resulted in a 74% change following instruction about academic integrity. This data compares consistently with prior years as noted in Figure 14.

Figure 14

<b>"Have you ever committed an act of plagiarism?"</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
"No" at beginning of tutorial	73%	73%	78%	77%	80%	82%
"No" at end of tutorial	48%	50%	51%	48%	47%	47%

Students are also asked to indicate how much of the material is new to them. Their responses had remained fairly consistent until our 2018 redesign, as noted in Figure 15, when more students than usual indicated that at least some of the information was new to them.

Figure 15

**"How much of this material was new to you?" 2014**





## Appendix A – Class Visits and Activity by Instructor

Librarian	FYS Faculty	Title of Seminar	# of IL sessions
Loneragan	Barber	Molecules of Madness	2
Howard	Bedi	Food Justice	3
Boucher	Bender	Terminator vs. Astro Boy: Robots in Fantasy and Real Life	3
Sailer	Bilodeau	Ideas that Have Shaped the World	1
Arndt	Cervino	ID: Self-Portraiture and Notions of Identity	2
McGeary	DeLutis-Eichenberger	Passport to South America: Ecocritical Journeys through Contemporary Literature	3



