



TRACKING TUTORIALS: BRINGING ASYNCHRONOUS LIBRARY INSTRUCTION INTO THE STATS

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LANGUAGE FOR INCLUDING ASYNCHRONOUS INSTRUCTION IN ACRL STATISTICS REPORTING

Include asynchronous presentations created by your library staff for educational or training purposes.

Exclude:

- Asynchronous presentations used by your library but created by another library/organization
- Asynchronous presentations that serve informational or marketing purposes, e.g., a welcome video that plays in loops at library entrance
- Handouts or text-based, ***non-interactive*** research guides

Please report any statistics available regarding attendance ... may include ***expected attendance from registration or course enrollment***. Please do not report downloads, views, and/or webpage hits.

(ACRL Academic Library Trends and Statistics Annual Survey Instructions and Definitions, Revised November 2021)

PROCESS FOR GATHERING STATISTICS IN LIBWIZARD

Question Display on Final Slide of the Tutorial

What is your name? (Needed for Certificate of Completion) *(required)*

If you are taking this tutorial for a course, which course is it? **Ex. MKTG 2500** (optional)

If you are taking this tutorial for a course, who is your instructor (**ex. Samples**)? (optional)

Results Excel Download:

AA	AB
If you are taking	If you are taking
MGMT-6410	Dr. Ofstein
MTMT 6410	Dr. Laurel Ofstein
MGMT 6410	Dr. Ofstein
MGMT 6410	Dr. Laurel Ofstein
MGMT 6410	
MGMT 6410	Dr. Laurel Ofstein
MGMT 6410	Dr. Laurel Ofstein
MGMT 6410	Dr. Ofstein
MGMT 6410	Dr. Laurel Ofstein
MGMT-6410-I01	Dr. Laurel Ofstein
MGMT6400	Dr. Laurel Ofstein
MGMT-6410-I01 - B	Dr. Ofstein
MGMT-6410-I01	Dr. Laurel Ofstein
MGMT-6410-I01 - B	Dr. Ofstein
MGMT 6410 Busine	Dr. Laurel Ofstein
MGMT-6410-I01 - B	Dr. Laurel Ofstein
MGMT 6410	Dr. Laurel Ofstein
MGMT 6410	Dr. Laurel Ofstein
MKTG 6140	Dr. Laurel Ofstein
MKTG 6410	Dr. Laurel Ofstein
MGMT 6410	Laurel Ofstein
MGMT 6410	Laurel Ofstein

1. Filter by submission date to months from the right semester
2. Filter by course name, including variations
3. Filter by instructor name, including variations
 - a. Consult course registration website— if only one instructor is teaching the course, you can assume any blank fields are that instructor.
4. Sort by student name to dedup
5. Use the mode for the submission date as the instruction date
6. Pull the course registration number from the registrar website
 - a. If instructor teaches more than one section, split attendance by percent of enrolled students in each section

STATISTICS BY INSTRUCTION MODE FY 2021/22

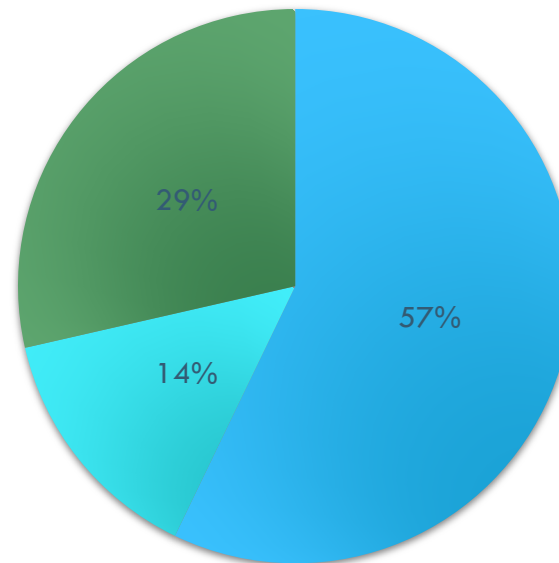
14 business instructors used library instruction

- 8 asynchronous only
- 4 both
- 2 synchronous only

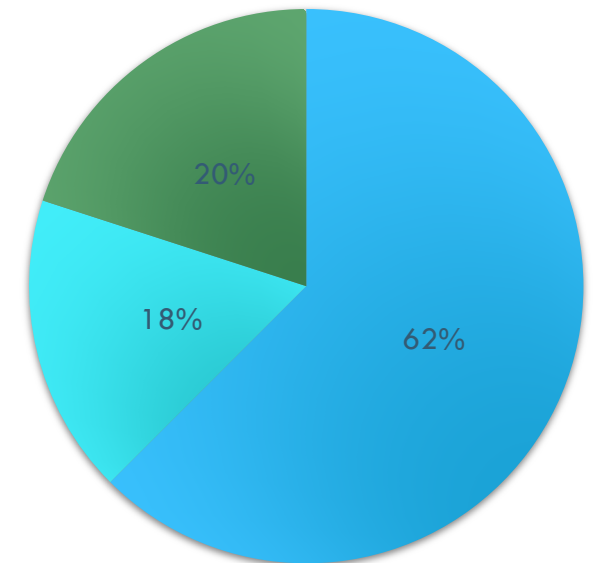
40 sections received library instruction

- 25 asynchronous only
- 8 both
- 7 synchronous only

Instructors



Sections



■ Asynchronous Only ■ Synchronous Only ■ Both ■ Asynchronous Only ■ Synchronous Only ■ Both

CHANGES PRE AND POST ASYNCHRONOUS INSTRUCTION^a

	2018/19	2019/20	2020/21	2021/22
Instructors	12	16	9 ^b	14
Students	^b	^b	96 ^b	857 ^c
Courses	9	8	11	13
Sections	21	30	15 ^b	40

^aDeduped sections that received both asynchronous and synchronous library instruction.

^bMissing data

^cThis is deduped for students who received library instruction more than once in the same class, but not those who received it in different classes.

Instructors I've worked with before are having several of their courses do the tutorials, not just the courses I've typically taught in-person.

Next Steps:

- Expand reach in BCM 3700 course to accomplish tiered instruction goal of at least 2 library instruction sessions per student.
- Reach out to two instructors that dropped library instruction during Covid-19 pandemic to promote asynchronous options.

ASSESSING STUDENT LEARNING

Each tutorial has multiple choice questions and learning outcomes that are stated at the beginning and assessed by students at the end

When launching a tutorial I monitor:

- % of correct responses by question and
- Score for learning outcomes

and change slide content to improve student learning

Next Steps:

- Create outline mapping tutorial content to learning outcomes.
- Assess and adjust each semester, not just after launch of tutorial.

On a scale of 1 (strongly disagree) to 5 (strongly agree), how do you feel about the following statement:

“We accomplished this goal.”

Determine the appropriate target population(s) for products or services, based on available content.

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neither Agree nor Disagree
- 4 - Agree
- 5 - Strongly Agree