TRACKING TUTORIALS: BRINGING ASYNCHRONOUS LIBRARY INSTRUCTION INTO THE STATS

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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

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
- 57% Synchronous Only
- 29% Asynchronous Only
- 14% Both

Sections
- 62% Asynchronous Only
- 18% Synchronous Only
- 20% Both
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.

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**CHANGES PRE AND POST ASYNCHRONOUS INSTRUCTION⁰**

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⁰Deduped 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.
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