"But Do They Help?"
Assessing the Impact of LibGuides

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A Quick Disclaimer...

- Project Starts: July 2009
- Derik Joins Springshare: March 2010
- CIL2010: April 2010
Temple and LibGuides...

LibGuides Launches

Temple's LibGuides Launch

CIL2008

2007 March April 2008 2009 2010 April

286 Guides Later
The Plan...

1. Identify a course with many sections
2. Provide instruction sessions
3. Collect assignments
4. Distribute & collect surveys
5. Evaluate assignments
6. Examine surveys
The Course & the Assignment...

- **StOC 1111: Public Speaking**
  - 16 sections with 23 students each

- **Annotated Bibliography**
  - 10 sources in preparation for three speeches on central topic
Instruction Sessions...

Exposed to Guide

Not Exposed to Guide
Outcomes of Sessions...

- Able to critically evaluate retrieved sources and to determine if the information meets the needs of the research problem (Standard 2)

- Able to organize, integrate, and communicate information from a variety of sources to create an annotated bibliography (Standard 4)
Data Collection
Responses for Fall 2009...

<table>
<thead>
<tr>
<th></th>
<th>Exposed</th>
<th>Not Exposed</th>
<th>Total</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys Returned</strong></td>
<td>83</td>
<td>148</td>
<td>231</td>
<td>62.7%</td>
</tr>
<tr>
<td><strong>Bibliographies Submitted</strong></td>
<td>15</td>
<td>24</td>
<td>39</td>
<td>10.6%</td>
</tr>
</tbody>
</table>
Annotated Bibliography Evaluation
<table>
<thead>
<tr>
<th></th>
<th>Beginning (1 point)</th>
<th>Developing (2 points)</th>
<th>Competent (3 points)</th>
<th>Excellent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search Tools Used</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Types of Sources</strong></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Currency of Sources</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Authority of Sources</strong></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summarization of Source Content</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Evaluation of Source Relevance</strong></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Bibliographic Format</strong></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
So, how did students perform?
Survey Analysis
If you visited the Library’s website to find sources, what did you use: Library Subject Guide

- **All/Both**
  - No: 72.50%
  - Yes: 27.50%

- **Exposed**
  - No: 68.70%
  - Yes: 31.30%

- **Not Exposed**
  - No: 74.70%
  - Yes: 25.30%
How did you learn about the Library Subject Guide?

- An instructor directed me to use it: 3.1% (Exposed), 0.0% (Not Exposed)
- There was a link to it in my Blackboard course site: 1.7% (Exposed), 1.0% (Not Exposed)
- I have used Library Subject Guides for other courses: 5.2% (Exposed), 6.8% (Not Exposed)
- I found it on the library website: 7.3% (Exposed), 11.9% (Not Exposed)
- I learned about it from another staff member at the library: 3.1% (Exposed), 3.4% (Not Exposed)
- A librarian came to my Public Speaking class and told me about it: 79.2% (Exposed), 71.2% (Not Exposed)
Where would students like to find the guides?
The most convenient way for me to find a Library Subject Guide in the future would be:

- If a librarian comes to my class and shows me how to use it: 3.2%
- If my instructor shows me where to find it: 3.9%
- A link to it on the library homepage: 27.9%
- A link to it on TU Portal: 37.7%
- A link to it on my Blackboard course site: 23.4%
Back to that assignment...
What factors did you consider when picking sources...

- Relevancy: 91.9% (Not Exposed), 95.1% (Exposed)
- Pub Date: 56.1% (Exposed), 48.6% (Not Exposed)
- Author Rep: 25.7% (Not Exposed), 22.0% (Exposed)
- Format: 35.4% (Exposed), 57.8% (Not Exposed)
- Way Found: 28.0% (Exposed), 37.2% (Not Exposed)
- Peer Advice: 6.1% (Not Exposed), 6.1% (Exposed)
- Prof Advice: 30.4% (Not Exposed), 20.70% (Exposed)
- Librarian: 25.9% (Not Exposed), 15.90% (Exposed)
What helped make the assignment easier?
The annotated bibliography assignment was easier because a librarian visited my class and discussed library resources.
The annotated bibliography assignment was easier because I used the Library Subject Guide.
How do students want to get help?
What is your preferred method of seeking assistance from the library?

- I do not seek assistance from the library: 27.8%
- Asking a librarian who I know: 3.5%
- Going to the reference desk in Paley Library: 33.9%
- Using the library’s instant message service: 11.9%
- Emailing a request for help to the library: 13.7%
- Calling the library: 4.4%
Did We Learn Anything?

- A guide is a guide is a...library website?
- Face-to-face still matters
- Students value relevance but cannot articulate it
What Can We Do Better?

● Repeating this semester (Spring 2010)
  ○ More focused (fewer sections, more control)
  ○ Submission of bibliographies will be required
  ○ More attention to specific sources used

● In the future
  ○ Usability studies of guides (how do we make them more useful?)
  ○ Attempt with distance ed courses to remove f2f element
Questions?
Comments?

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Slides and Data:
http://guides.temple.edu/assessLibGuides