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Liaison and Instruction Impact Report: November 2022

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Liaison and Instruction Impact Report

November 2022

Compiled by Emily Frigo, Maya Hobscheid, Jon Jeffryes, Hazel McClure and Quishi Zhao

Library Instruction

Year	Librarian in class	Number of students	Percent retained
2017-2018 +4.96% retention difference	No	9347	70.39%
	Yes	8556	75.35%
2018-2019 +3.9% retention difference	No	9156	70.5%
	Yes	7979	74.4%
2019-2020 +8.9% retention difference	No	9504	65.7%
	Yes	7930	74.6%
2020-2021 +6% retention difference	No	7473	68%
	Yes	5002	74%
2021-2022 +11.8% retention difference	No	10553	58.7%
	Yes	5788	70.5%

Our long-term analysis shows that a statistically significant difference in student retention has occurred over the last ten years in courses that include a library instruction component. This statistically significant correlation also appears in GPA. A snapshot of the last five years is in the accompanying table. We hypothesize that this correlation reflects the student-ready approach of our classroom faculty and demonstrates that library instruction is a critical academic support service.

Student Retention

Students enrolled in a class that incorporated library instruction in 2021-2022 were retained at an 11.8% higher rate than students who did not see a librarian in their courses.

70.5% of students who were in a class that received library instruction are currently enrolled in the F22 semester. 58.7% of students who

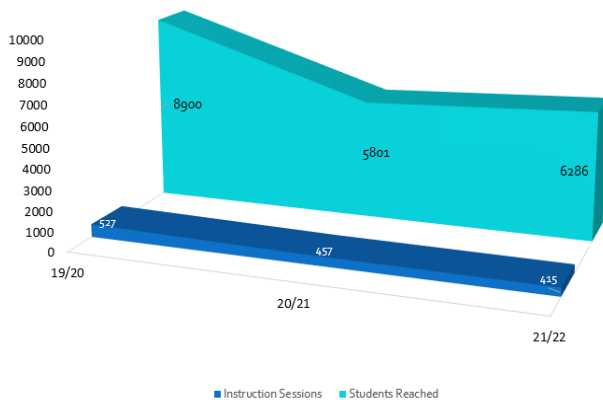
were in a class that did not receive library instruction are currently enrolled.

There is a statistically significant difference in enrollment between the students who took courses that integrated library instruction and those who did not. Our long-term analysis shows that a statistically significant difference in retention has occurred over the last ten years in courses that include a library instruction component.

For Students in a WRT120, WRT130, or WRT150 class that received library instruction, 76% of those first-year writing students re-enrolled in the fall 2022 semester compared to 73% of first-writing students who did not receive library instruction, a statistically significant correlation. Since at least 2009, the libraries have collaborated with the First Year Writing Program to introduce students to information literacy during a key transition point.

In order to supplement the quantitative data on the correlation between student retention and library instruction, liaison and instruction librarians began using an [instructional programmatic assessment rubric](#) to gather qualitative data on student learning for seven student learning outcomes. 88% of all classes and 98% of First-Year Writing classes were assessed using the rubric. 2021-2022 was the first year the rubric was fully implemented; we will have more data to share in the next report.

Instruction Sessions and Unique Students Reached



Library Instruction Reach

Past the most critical phase of the pandemic, instruction sessions per 2021-2022 academic year continue to rebound. 415 instruction sessions and 6286 unique students reached.

We consistently have the greatest reach with first-year students. In the 2021-2022¹ academic year, librarians taught 151 First-Year Writing instruction sessions, which is 40% of the total instruction sessions taught in 2021-2022. Librarians also continued to conduct a high amount of asynchronous instruction through the creation and implementation of online learning objects.

Information Literacy

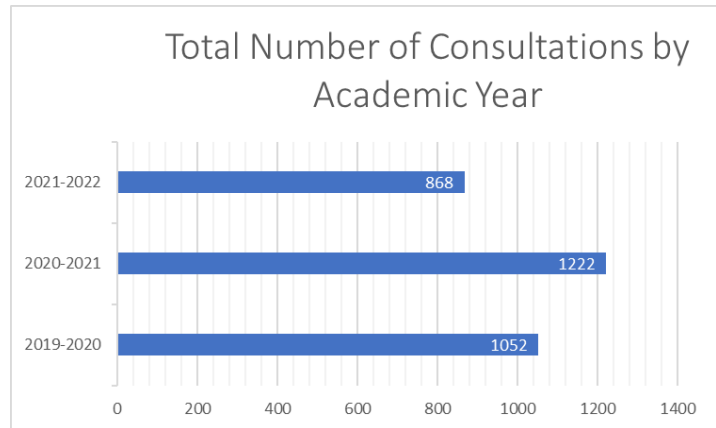
Liaison and instruction librarians teach information literacy skills and concepts. Information literacy describes the understanding and skills needed to navigate information landscapes, find and ethically use

¹ The COVID-19 pandemic shifted liaison and instruction work significantly over the last two years. Librarians developed learning objects and applied new instructional approaches to best meet the needs of their students. Even with the transition back to in-person instruction, librarians have continued to bring innovations and creativity into their instructional practices.

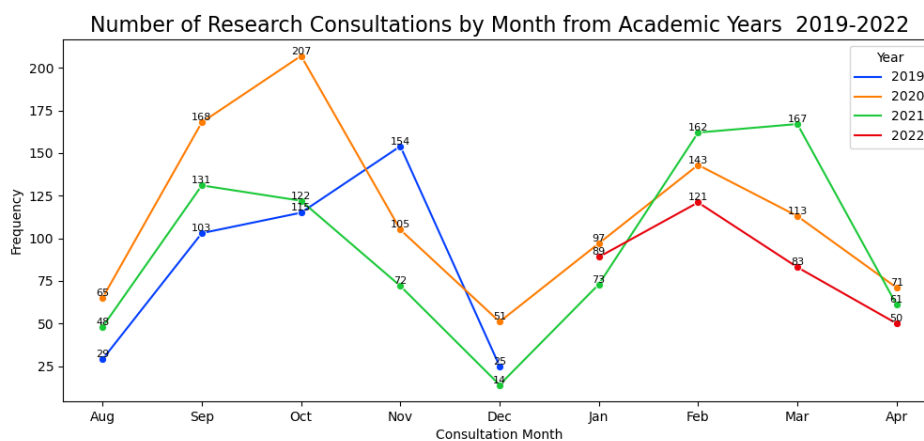
information to contribute to larger conversations in or out of academic disciplines and contexts. For more on our approach to teaching and information literacy, see our [Learning and Teaching Philosophy](#).

Research Consultations

Consultations are typically 1:1 instructional interactions between a librarian and a student, but also include small group meetings. They support student learning as well as student and faculty research. During a research consultation, librarians use inquiry to inform which resources and/or skills are needed, and guide the researcher in order to empower them to acquire the skills necessary for independent research. Research consultations extend our reach beyond the classroom so librarians can meet students at their point of need.



We've seen a great fluctuation of research consultations over the last three academic years. With a spike of activity occurring as number of overall instruction sections dipped in 2020-2021. The level of engagement dipped again in 2021-2022 in alignment with instruction as we continue to respond to staff turnover and a repeating cycle of building connections between short-term faculty appointments and the students and faculty in the departments with whom they collaborate.



(Consultation data collected starting in May 2019 and collected through the end of academic year 2021-2022)

Looking at the timing of consultation trends we see that these individualized learning opportunities often peak at times in parallel to in-class instruction. Each individual consultation requires preparing unique guidance for applicable databases and collections in alignment with students' assignments or research needs.