

Assessing the Reach and Impact of the iPod Touch Library Tour on Incoming Undergraduates

Sara Davidson, Laurene Madsen, Elizabeth McMunn-Tetangco, Susan Mikkelsen, & Robin Milford – UC Merced Library

Questions

- Does the iPod Touch Tour serve as an effective means of introducing students to the library's services, space, and resources?
- What is the reach of the tour and what does it tell us about incoming students?

Background

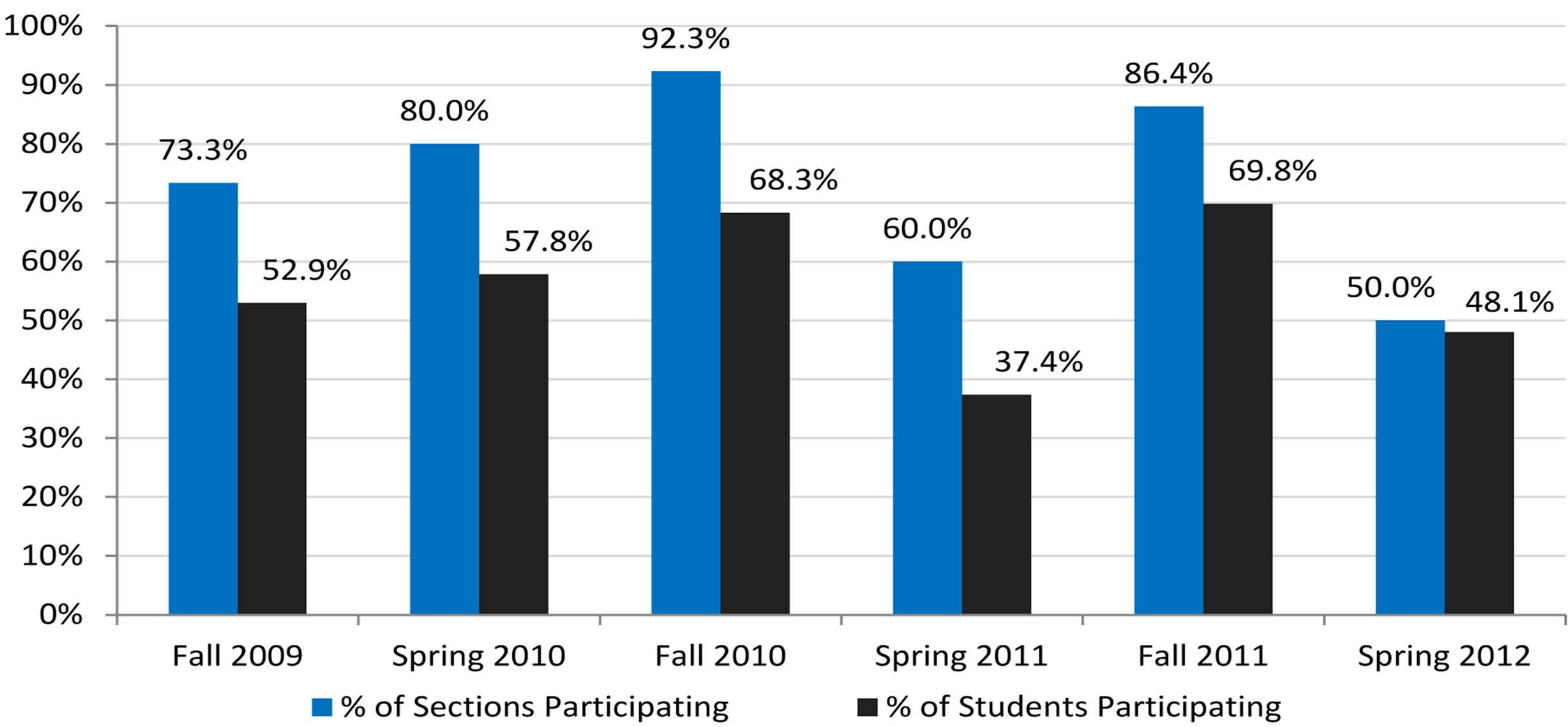
- an independent audio-visual walking tour with follow-up assignment
- available on iPod Touches at the library services desk; downloadable to one's own device
- first offered in fall 2009 after receiving a grant from the Center for Research on Teaching Excellence (CRTE)
- incorporated by Writing faculty into their WRI I classes

Sample Assessment Strategies

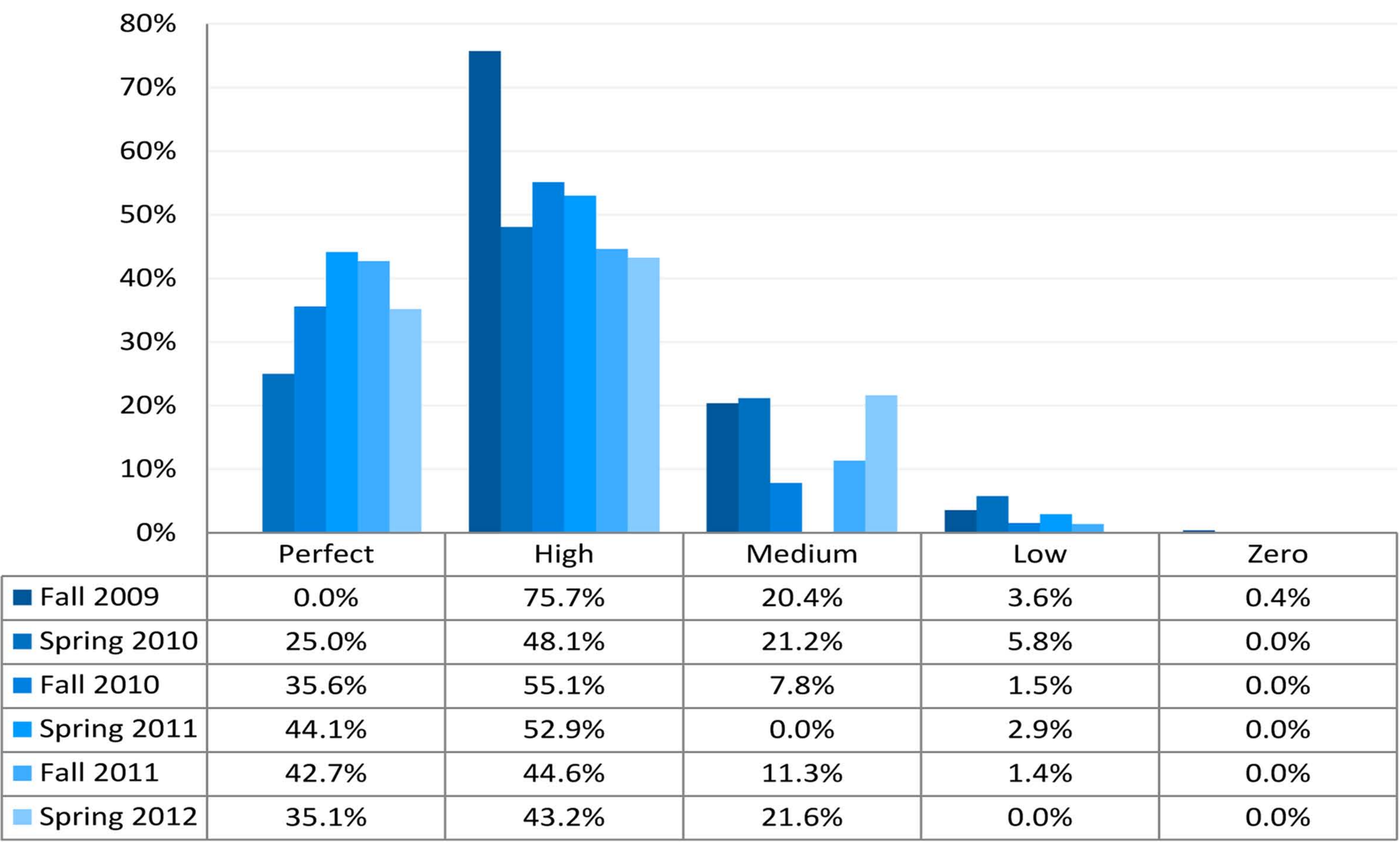
- Tracking participation rates
- Grading follow-up assignments
- Surveying student in Writing classes, administered by the Merritt Writing Program (MWP) and by Students Assessing Teaching & Learning (SATAL)



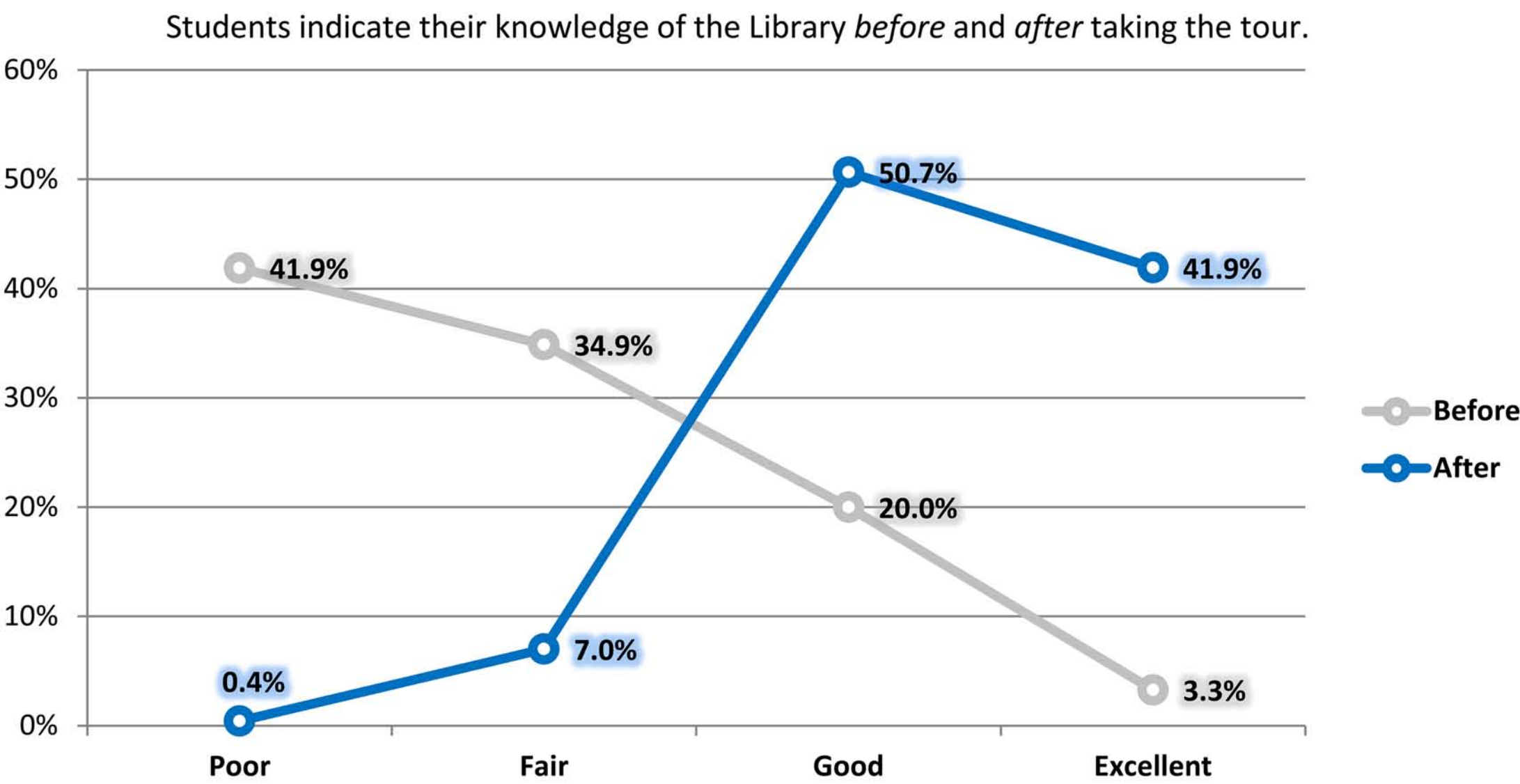
Participation Rates



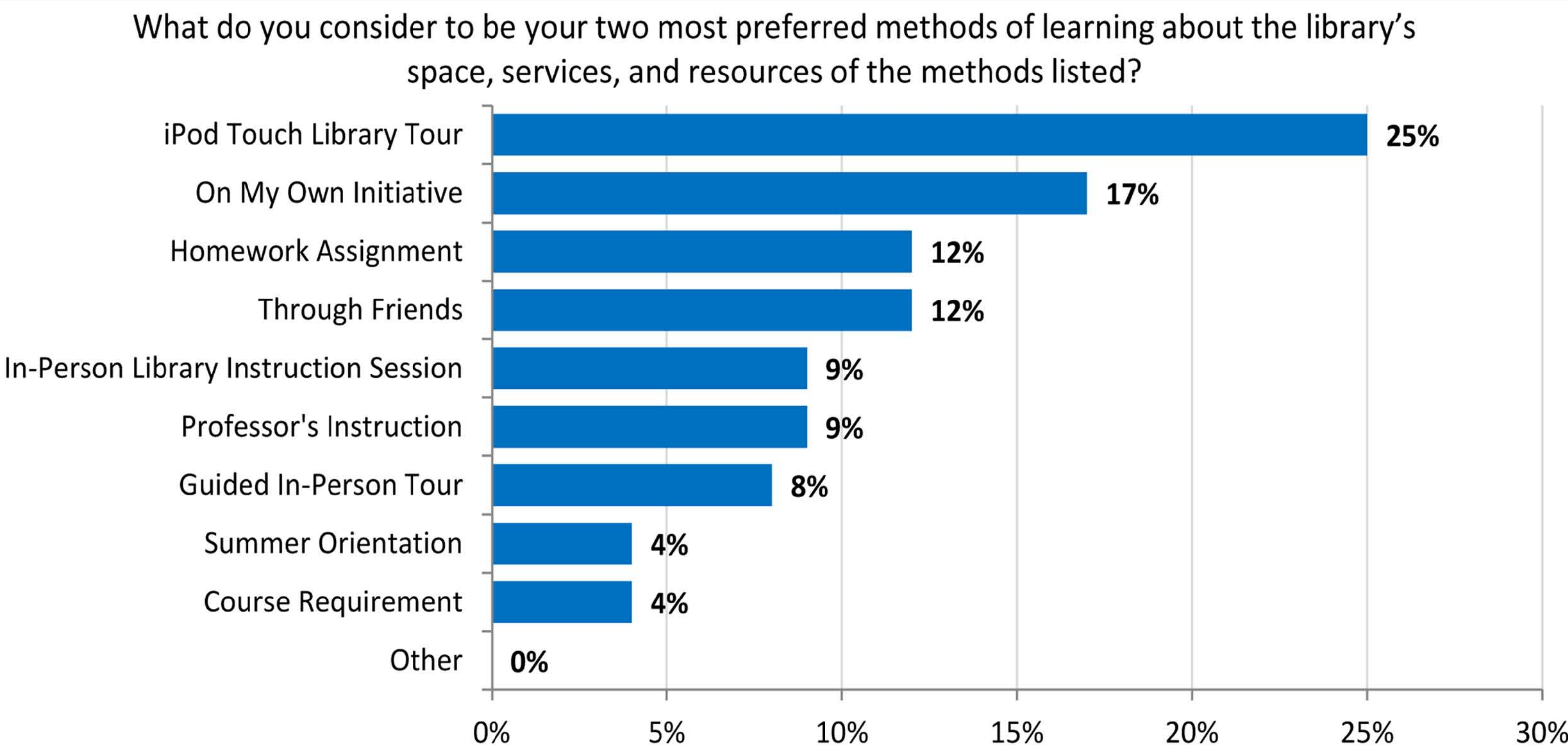
Scores on Follow-Up Assignment



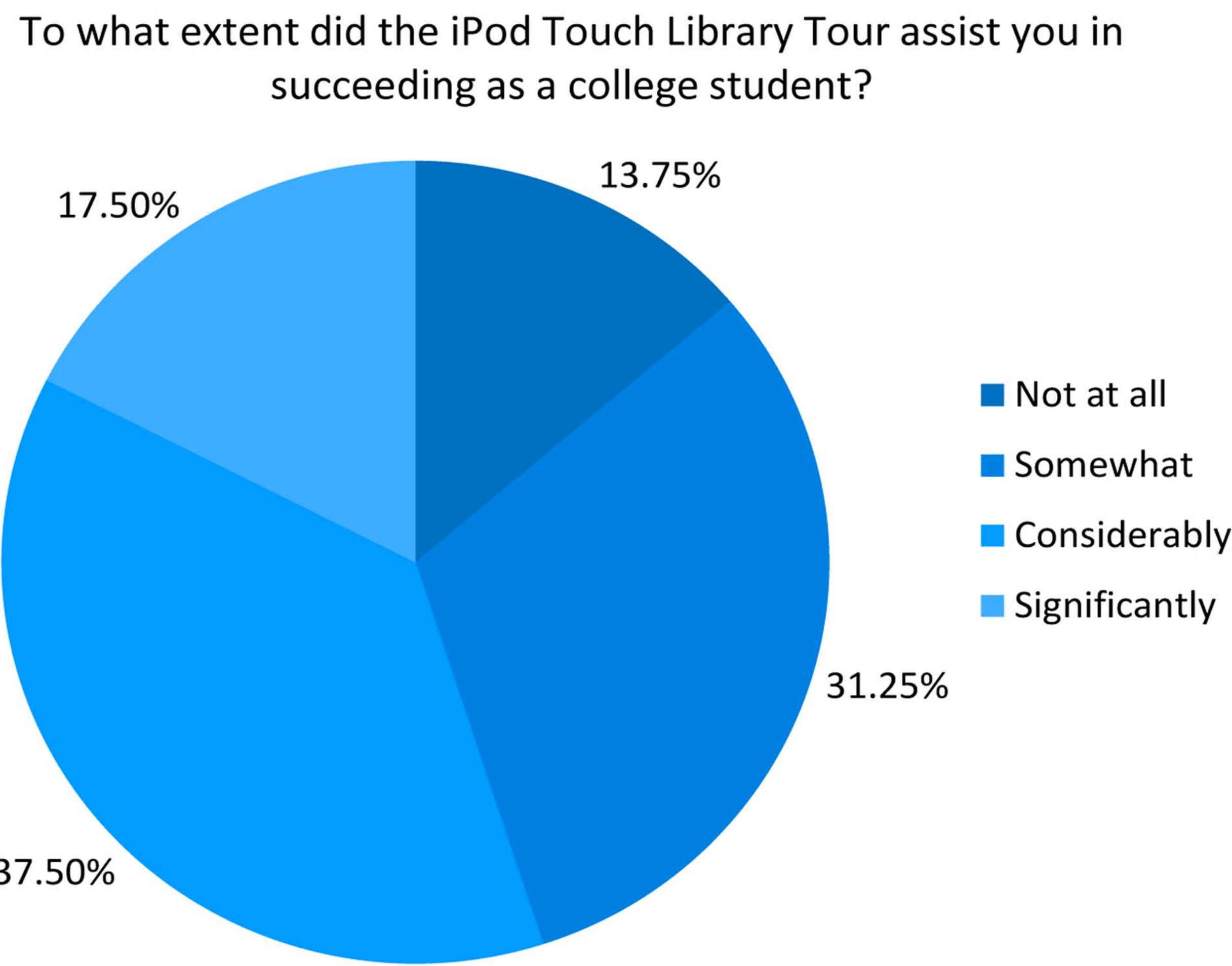
Student Self-Evaluations of Library Knowledge (fall 2011)



Preferred Methods for Learning about the Library (fall 2010)



Contribution to College Student Success (fall 2011)



- SATAL findings
- Based on 4 WRI I sections and 1 WRI IO

Conclusion

The lines of evidence suggest that the iPod Touch Library tour is an engaging and effective way in which to reach a good portion of incoming freshmen students with basic library information which supports their academic work.

Note: Information included based on WRI I findings unless otherwise indicated