In 2014, UNCG Libraries surveyed all incoming transfer students to determine information literacy skills. 154 incoming students responded. Some findings:

- Students with no library instruction second lowest in choosing keywords for a topic.
- Transfer students over 30 years old had knowledgeable about basic information literacy skills.
- Transfer students from community college level knowledgeable.
- After analyzing results, further studies warned needed. Entry into AIA program.

**Outcome of AIA studies**
Transfer students utilizing targeted library instruction and outreach opportunities in order to increase their information literacy knowledge and skills for greater student success and retention.

### Studies - Methodology

**Study #1 - Pre and Post Test**
- One-shot library instruction for two sections of an elective for transfer and adult students
- Used same test, intervention, post-test method
- Email search - identify author, year, published, and call number of library book
- **Statistical Questions**
  - Comfort level with finding books and also journals in the library
  - Most perceived challenging skill

**Challenges and Limitations**
- Attempt to issue pre-test a week before instruction failed
- Small sample size (n=58), not at-risk
- Sample size may have affected the number of statistically significant findings in this study.
- Smaller sample size than desired (n=58).

**Study #2 - Survey of Second Year Transfer Students**
- Re-surveyed same cohort who were incoming in 2014, one year later
- Captured demographic information again, and followed with similar Information Literacy questions
- Asked students to identify what types of library instruction they had with libraries during previous year

**Challenges and Limitations**
- Almost half of solicitation e-mails bounced back. Perhaps many of the students who received instruction are no longer enrolled.

### Results, Pre/Post Test

<table>
<thead>
<tr>
<th>Question Test</th>
<th>Before</th>
<th>After</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfort level with finding books</td>
<td>35</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Most challenging skill</td>
<td>Finding a journal article on topic</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

### Results, Survey

**Necessity results**
- 59% had had library instruction in the year since arrival.
- Other students were more likely to have had stronger gap between transferring institutions (This was important because previous study showed older students were least knowledgeable about basic information literacy skills. This result could explain why.)
- Students who received library instruction were more likely to later seek consultations with subject librarians.

**Exposure to library instruction**
- Statistically significant difference in comfort levels before and after.
- 25% increase in comfort for finding journal articles.
- 20% increase in comfort for finding books.
- Students who received library instruction were more likely to later seek consultations with subject librarians.

**Age**
- Transfer students utilize targeted library instruction and outreach opportunities in order to increase their information literacy knowledge and skills for greater student success and retention.

**Conclusions**
- Neither study showed statistically significant improvement in performance based on previous library instruction.
- Both studies show that exposure to library instruction increased confidence in performing research tasks and increased willingness to seek out subject librarians for one-on-one consultations.
- Increased exposure to librarian intervention may eventually lead to greater research skills.

**Recommendations**
- Find means of increasing response rates, given tendency towards e-mail survey fatigue.
- Ask for unique identifier next time in order to increase demographic information pool.
- There were interactions with librarians increase confidence, seek opportunities to reach out to transfer students on orientations and specialized instruction sessions.
- Make sure Pre-test and Post-test are issued outside of class time.
- Teach library instruction to focus on library skills students find most challenging.