Finding the Right Public Health Data: \( f(\text{Librarians} + \text{Students}) = \text{Success} \)

**Methodology**
- We will use data from the outcomes of:
  - pre and post test for one-shot information literacy classes, combined with
  - student usage of targeted Library online resources, such as Research Guides
  - student self-assessment of one-on-one research appointments with the Government Documents librarian, and
  - faculty assessment at the end each semester for two classes: HLTH501 (Fall) and HLTH580 (Spring).

**With proposed outcomes**
- Pre and Post Test: (administered before and after the one-shot information literacy class) students will demonstrate on the post-test that they are able to identify and cite valid data sources from government agencies to interpret and evaluate the findings of public health studies.
- Library Resource Usage: Comparison of usage after one-shot information literacy classes, one-on-one research appointments and faculty posting on the online class Canvas site.
- One-on-One Research Consultation (optional, initiated by the student) Student Self-Assessment will show increased confidence in using and citing valid data sources from government agencies in their research and class work.
- Faculty Assessment at end of each semester will report on perceived impact of the library interventions on student success in each class, HLTH501 (fall semester) and HLTH580 (Spring semester).

**Project Team:**
- Mary Mallery, Associate Dean for Technical Services
- Darren Sweeper, Head of Government Documents
- Lisa Lieberman, Graduate Program Coordinator, Masters of Public Health
- Irina Koroleva, Coordinator, Assessment Program, Office of the Provost

**Outcomes**
- "Knowing that [the MPH students] have not previously searched professional literature or legislative documents, I can make an assumption that the library sessions are instrumental in the writing of their papers, creation of their citation lists, and searches for policies and legislation... The [librarian] sessions are contributing to the quality of [students'] papers, mainly because it is not a skill that is easily "discovered" on their own, yet they have begun to master it... the sessions have been helpful for me, as well, in particular as it relates to legislation, policies, and regulations."
  - Lisa Lieberman, Ph.D., CHES
  - Department of Health and Nutrition Sciences

- "Meetings with [the GovDoc librarian] taught me a lot about government documents, process of formulating acts, the processes it takes for them to be passed and evaluation of the acts. These are valuable skills that I will be able to use in my PhD work as I return to South Africa. My PhD work is looking at the National Health Insurance in South Africa: issues of funding and sustainability.
  - Graduate Program
  - Montclair State University

**Conclusion**
- Multimodal assessment method proved best and addressed different students' learning styles;
- One-shot BI sessions are effective as intros to data searching logistics and library resources;
- One-on-one research sessions were most effective for students with targeted research questions;
- Statistics LibGuide proved very helpful in focusing student data search strategies;
- What we would change: Conduct pre and post instruction tests inside the Learning Management System (Canvas) to get better student response rates.

**Literature Research on this topic**

**Literature Review and more data online at**
- http://montclair.libguides.com/AiAPrject/