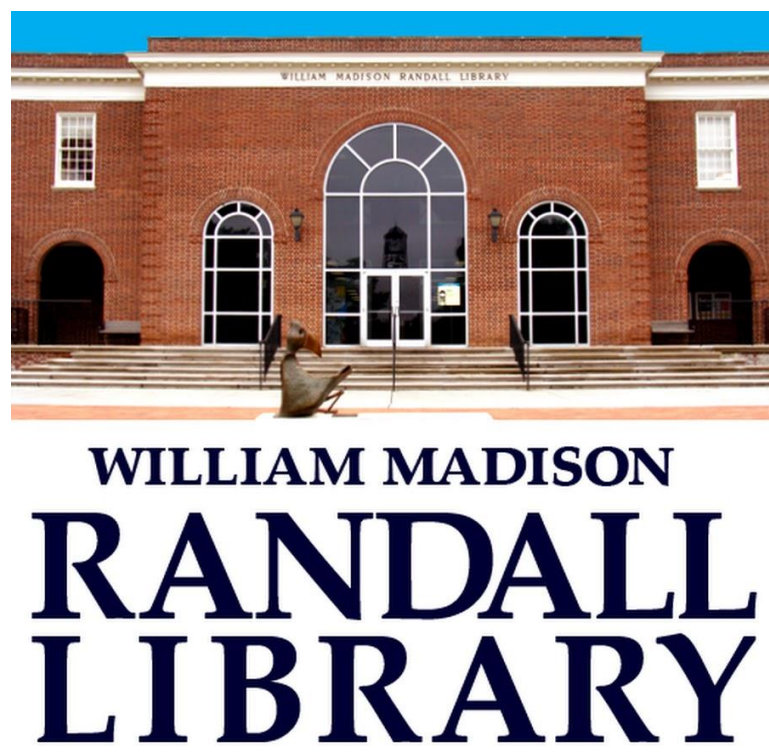


One Size Does Not Fit All: A Programmatic Approach to Course-Integrated Library Information Literacy Assessment in an Academic Library

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Peter Fritzler, Sciences Librarian
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16,000 Students
14,000 Undergraduates
1,092 Faculty (includes PT)
54 Majors, 29 Masters, 4
Doctoral Programs



UNIVERSITY STUDIES
REQUIREMENTS

2017-2018

FOUNDATIONS

COMPOSITION 3-6 HR
LIFETIME WELLNESS 2 HR
MATHEMATICS & STATISTICS 3 HR
FOREIGN LANGUAGE 3-6 HR
FIRST YEAR SEMINAR 3 HR

BUILDING COMPETENCIES

WRITING INTENSIVE 9 HR
INFORMATION LITERACY 9 HR
CRITICAL REASONING 3 HR

EXPLORATIONS BEYOND THE CLASSROOM

1 APPROVED EXPERIENCE

APPROACHES & PERSPECTIVES

AESTHETIC, INTERPRETIVE, LITERARY 6 HR
HISTORICAL & PHILOSOPHICAL 6 HR
SCIENTIFIC APPROACHES 7 HR
HUMAN INSTITUTIONS & BEHAVIORS 6 HR
LIVING IN OUR DIVERSE NATION 3 HR
LIVING IN A GLOBAL SOCIETY 3 HR

RULES TO REMEMBER:

Foundations
Foreign Language proficiency through 201 level (102 level in language not previously studied)

Building Competencies
At least 3 hours at 300-400 hour level for WI

Approaches & Perspectives
At least 3 hours in the major for WI and IL

No more than 3 hours (4 for SANW) from any one discipline

Scientific Approaches requires one lab course

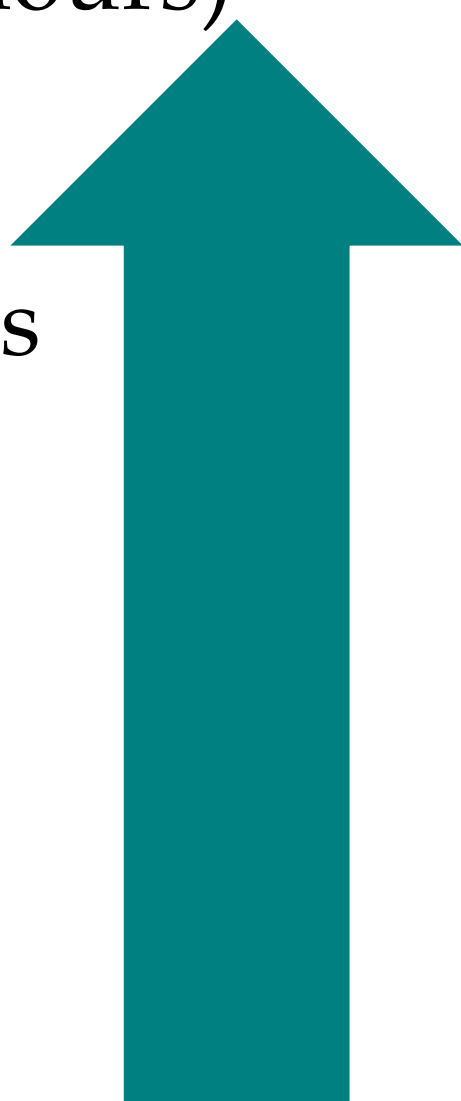
Only ONE course can double-count for LDN or LGS and another Approach & Perspective

Students are required to take 9 hours from this component: First-Year Experience and two additional IL-intensive courses with at least one in the major

3. Course in the Major
Research Methods or other approved as “information literacy intensive” (3 hours)

2. English Composition 201
Sophomore level course approved as “information literacy intensive” (3 hours)

1. First Year Seminar (FYS)
Approved as “information literacy intensive” (3 hours)



Information Literacy Instruction @Randall Library

4 Steps:

4 In Your Major

Discipline specific research

3 ENG 103/200/201

Advanced keyword searching
Choosing a database
How to find full-text
Interlibrary Loan

2 ENG 100/101

Basic keyword searching
Differences between search tools
Finding background information

1 First Year Seminar

Information cycle
“Scholarly vs. popular”
Evaluating information

- 52 Total FTE (23 Librarians/26 Staff)
- 10 librarians teach

- AY 2016-2017:
- 493 sessions
 - 12,031 participants
 - 9,238 were undergraduates

- Instruction Varies
- Traditional “one shots”
 - Multiple sessions for same course
 - Individual instruction

- Assessment varies
- Examples:
- Worksheets
 - “Tests”
 - Student work products/ rubrics



UNI 101: First Year Seminar (FYS)

- Instruction
- Before Session: BUILD Tutorial (to right), Virtual Tour, Quiz
 - In Library Session: Questionnaire, Game, Worksheets (CAARP)
 - After Session: Library Assignment
 - Annotated Bibliography Requirement

- Assessment
- Quiz
 - Analysis of questionnaire
 - Scoring of worksheets
 - Scoring of assignment (CAARP)
 - Surveys to FYS instructors and students

BUILD Beginning Undergraduate Information Literacy Development

WILLIAM MADISON RANDALL LIBRARY UNCW

Home Introduction Information Cycle Investigating Searching Locating Evaluating Utilizing Acknowledgements Ask a Librarian

Module 1 Test Information Cycle

How does a simple question or a single event in history become the focus of research and scholarly analysis?

Module 2 Investigating

Preliminary investigation of the assignment, the topic, and the research question will save you time and effort.

Module 3 Searching

Information is everywhere. Learn how to select the best sources for your particular information needs.

Module 4 Locating

Learn how to find books, download articles or obtain other information you need from Randall Library and beyond.

Module 5 Evaluating

Don't get caught with the wrong information! Remember CAARP - Currency, Authority, Accuracy, Relevance, and Purpose.

Module 6 Utilizing

Give credit where credit's due. Apply appropriate ethical guidelines to the use of information.

GET STARTED!

TAKE A VIRTUAL TOUR OF RANDALL LIBRARY

Provide Feedback!

110+ Sections
2250+ students
9 librarians teaching IL sessions



HST 290: The Practice of History

- Course themes are determined by instructors.
- ~4-5 sections per semester.
- All students complete a major research paper.

Two IL sessions for each class section:
One secondary source session (~1.25 hours)
One primary source session (~2.25 hours)

Challenges: Differing levels of student and differing levels of involvement by professor.

Rubric used for samples of paper

SLCN	Excellent 4	Fair 2	Weak 1	Score
Locates and evaluates secondary historical sources.	Uses a wide variety of authoritative monographs and scholarly journal articles that suitably address the research question or topic.	Uses some monographs and scholarly journals; however, also uses some secondary sources that lack credibility or are unsuitable for the research topic.	Uses mainly unsuitable secondary sources (e.g. popular books and articles; websites).	
Identifies primary historical sources that represent the breadth of the research topic.	Cites and uses a wide variety of primary sources as appropriate based on the class and paper topic (e.g. newspaper articles; correspondence; photographs; archival material).	Cites and uses a limited number of primary sources, or those used are not particularly suitable for the research question or topic.	Does not cite or use primary sources or inaccurately identifies secondary sources as primary sources.	
Uses appropriate research tools to locate primary historical sources.	Uses published collections, library databases, the Web, University Archives, and/or Special Collections as appropriate based on the class and paper topic.	Uses some published collections, library databases, the Web, University Archives, and/or Special Collections as appropriate based on the class and paper topic.	Does not use suitable research primary source research tools based on the class and paper topic.	

EVS 495: Seminar in Environmental Studies

- Students with junior or senior standing in environmental studies.
- Began with 30+ students. Now 40-60 students per semester.
- Students complete pre-test at beginning of semester ➡ Not graded ➡ Required research consultation (up to 60 mins.) with librarians (topics vary widely) ➡ Post-test at end of semester.

<http://library.uncw.edu>