

# One Size Does Not Fit All:

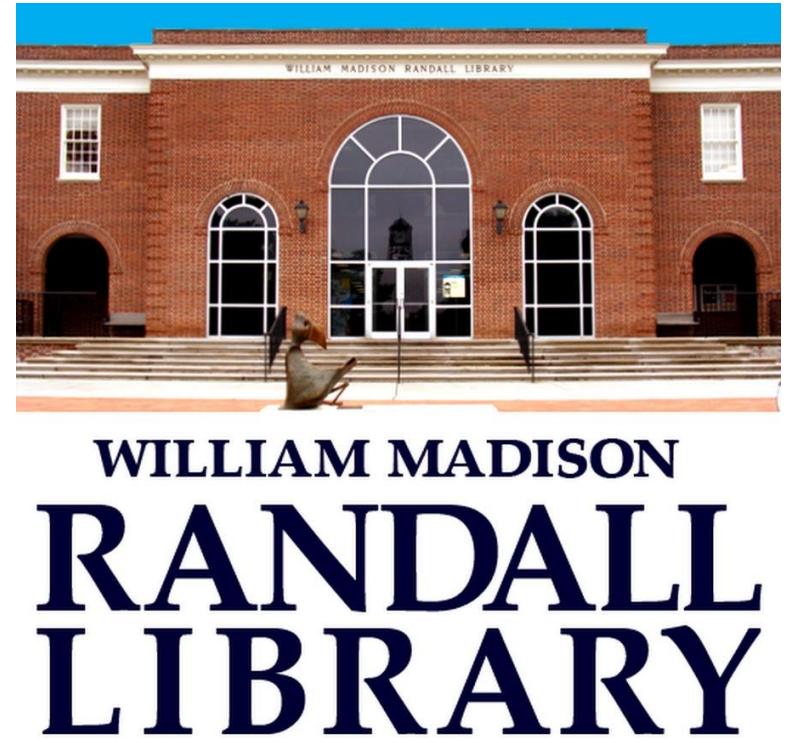
## A Programmatic Approach to Course-Integrated Library Information Literacy Assessment in an Academic Library

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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

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)

### 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

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.

Provide Feedback! GET STARTED! TAKE A VIRTUAL TOUR OF RANDALL LIBRARY

110+ Sections  
2250+ students  
9 librarians teaching IL sessions

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

### 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

SLOs	Excellent	Fair	Weak	Score
Locates and evaluates secondary historical sources.	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, interviews).	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.	

#### Instruction Varies

- Traditional "one shots"
- Multiple sessions for same course
- Individual instruction

#### Assessment varies

Examples:

- Worksheets
- "Tests"
- Student work products/rubrics



### 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.