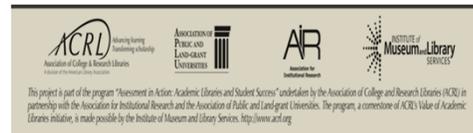


Starting Somewhere: UW-Green Bay's first information literacy assessment



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Research Questions:

What effect does information literacy instruction have on student learning and does the type of instructional session given have a greater or lesser effect? Are the information literacy skills taught during instructional sessions demonstrated and manifested in student coursework?

Campus Partnerships:

First year seminar (FYS) courses taught in Fall 2013

- All freshman must take a FYS course
- FYS courses have a information literacy emphasis
- Most receive some form of library instruction

Literature Review:

Information Lit. Assessment	Pre & Post Test	Rubric scoring
<p>Wang, M. (2012). <i>Assessing information literacy skills: A review of the literature</i>. In <i>Information Literacy: A Guide to Research and Practice</i> (pp. 108-128).</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p>	<p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p>	<p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p> <p>Wheaton, M., & Cook, A. (2012). <i>Teaching Librarian Methods for Instructional Designing Library Instruction</i>. <i>Library Studies and Information Science</i>, 74(3), 35-51.</p>

Methodology:

457 FYS students enrolled in 20 courses:

- Received a pre-test prior to library instruction
- Students that completed pre-test received a post-test distributed after instruction session

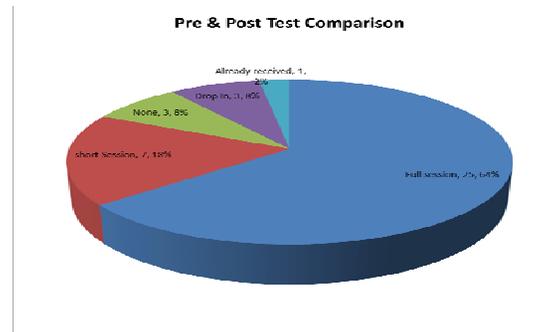
Rubric grading:

- Faculty members were asked to submit a class assignment and select an applicable information literacy competency for rubric rating

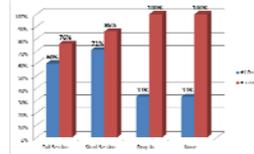
Instruction sessions varied:

- 13 had full sessions
- 2 had short sessions
- 2 had drop in instruction
- 3 had no instruction

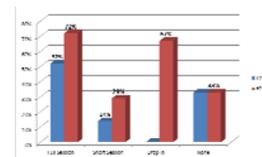
Pre- & Post-Test Findings:



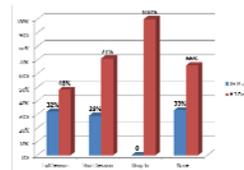
Question 1: Let's say you are doing research on the topic: *drug problems among athletes*. Which one of the following keywords would NOT be a good keyword to use when searching:



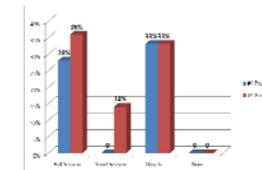
Question 2: Which search will get you MORE results?



Question 3: In this citation, what is the title of the journal?

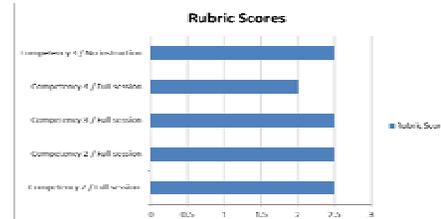


Question 4: Books on the shelf in the library are organized by:



Rubric Rating:

Based on instructor selected competency:



Takeaways:

The Ugly, The Good, and the Future



The Ugly:

- Team changed midway through the process
- Faculty liaison took a new position
- Team lead took a new position
- Project left to remaining two team members

Bad timing and flaws in study's design

- IRB approval and final preparation took longer than expected and we missed several pre-test windows.
- Minimal student participation—only 94 pre-test responses and 41 post test responses.
- Test questions were too basic/general. More thought could have been put into rubric design and the assessment of assignments

Buy-in from faculty

- Study was designed to be as unobtrusive as possible to faculty time. Good and impactful assessment can't happen that way
- Only 6 faculty members permitted rubric assessments of classroom assignments



The Good:

Are we making optimal use of the minimal amount of time that we have with students?

Discovered concepts that students completely understand prior to instruction:

- Library website as place of authority
 - Primary source vs. secondary
 - Website reliability & bias
- Discovered concepts that should be a focus of instructional sessions:
- Keyword searching
 - Search limiting
 - Citing and citation information



The Future:

New instruction librarian starts in June

- Data will be used to inform and shape the future of library instruction
- Interested in pursuing a flipped-classroom model
- Assessment is in our future
- Similar but improved assessment planned for Fall 2014
- Instruction Librarian will be required to continue formal assessment of program