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 an a greater or lesser effect? Are the information literacy skills taught during instructional sessions demonstrated and manifested in student coursework?

Pre- & Post-Test Findings:

Takeaways:
The Ugly,
The Good, and the Future

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

A new instruction librarian starts in June
• Data will be used to inform and shape the future of library instruction
• Interested in pursing 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

The Future: