INFORMATION LITERACY AND FIRST-YEAR STUDENTS
WHAT DO THEY KNOW, WHAT DO THEY LEARN, AND WHAT DO WE LEARN?

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Assessment in Action: Academic Libraries and Student Success
İNSTITUTIONAL CONTEXT
OUR TEAM

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PROCESS

Developing a plan & institutional support

Survey design

Interview design
PROCESS

Developing a plan & institutional support
Survey design
Interview design
Institutional Review Board
PROCESS

Developing a plan & institutional support
Survey design
Interview design
Institutional Review Board

Rubric design
Rubric norming & rating
PROCESS

- Developing a plan & institutional support
- Survey design
- Interview design
- Institutional Review Board
- Rubric design
- Rubric norming & rating
- Data Collection
PROCESS

Developing a plan & institutional support
Survey design
Interview design
Institutional Review Board
Rubric design
Rubric norming & rating
Data Collection
Data entry
Data analysis
### Student Research Process

- Did you search online? Did you use print materials (from the library, from class)? How did you choose what you used?

- How did you know you had enough sources of information/gathered enough information from various sources to fulfill your needs and/or successfully complete your research project?

- How did you know when you had the right kind of sources? Probe for specifics, e.g., what choices were made in determining the "right kind"?
METHODS : CURRICULUM & PEDAGOGY

4 sessions

1 session/"one-shots"

0 session
WHAT THEY KNOW

• 92.9% identified how to avoid plagiarism via citing sources.

• 64.9% identified reasons why citing is important.
WHAT THEY KNOW

• 92.9% identified how to avoid plagiarism via citing sources. ➔ 95%

• 64.9% identified reasons why citing is important. ➔ 77%
WHAT THEY DON’T KNOW

• 42.9% knew how to describe a peer-reviewed journal.

• 36.6% identified the most efficient search strategy for a specific discipline.

• 28.7% could identify a primary source.
WHAT THEY DON’T KNOW

• 42.9% knew how to describe a peer-reviewed journal. → 57%

• 36.6% identified the most efficient search strategy for a specific discipline. → 48.9%

• 28.7% could identify a primary source. → 76%
LIBRARY ENGAGEMENT INCREASES LEARNING

Identify best description of a peer-reviewed journal

- 3-4 sessions
- One-shot
- None
WHAT WE LEARNED: ABOUT STUDENTS

1. Students have an inflated sense of their research abilities.

2. Students see assignments as discrete and non-transferable.

3. Increased engagement with the library and librarians makes significant difference.
WHAT WE LEARNED:

ABOUT ASSESSMENT

1. Requires teamwork and commitment.

2. We need to make assessment more manageable and sustainable.

3. Informed conversations with faculty.

Learn more @ library.redlands.edu/assess
VALUING LIBRARIES

Do assessment projects which rely on quantitative measures devalue more deep and meaningful impacts to the communities we serve?

How can we, as library workers, assess and measure what we consider most valuable (ex: lifelong learning, an informed citizenry, social responsibility)?