

# INFORMATION LITERACY AND FIRST-YEAR STUDENTS

WHAT DO THEY KNOW, WHAT DO THEY  
LEARN, AND WHAT DO WE LEARN?

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University of Redlands  
Armacost Library  
Redlands, CA USA

European Conference on Information Literacy  
Dubrovnik, Croatia 2014

# VALUING LIBRARIES

**Assessment in Action:  
Academic Libraries and  
Student Success**

ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES

AIR  
Association for Institutional Research

INSTITUTE of MUSEUM and LIBRARY SERVICES

ACRL  
Advancing learning  
Transforming scholarship  
Association of College & Research Libraries  
A division of the American Library Association

# INSTITUTIONAL CONTEXT



# OUR TEAM

Les Canterbury, Natural Sciences Librarian

Melissa Cardenas-Dow, Behavioral Sciences Librarian

Lua Gregory, Humanities & First Year Experience Librarian

Shana Higgins, Interdisciplinary & Area Studies Librarian (AiA Librarian Team Leader)

Janelle Julagay, Business Librarian

Bill Kennedy, Humanities Librarian

Sheila Lloyd, Associate Professor, English

Wendy McEwen, Director of Institutional Research

Paige Mann, Physical Sciences Librarian

Sanjeet Mann, Arts Librarian

Gabriela Sonntag, Director of Armacost Library

Scott Stevens, Seiter Endowed Chair, Director of Writing

# PROCESS

Developing a plan &  
institutional support

**Survey design**

**Interview design**



# PROCESS

Developing a plan &  
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**Institutional Review  
Board**



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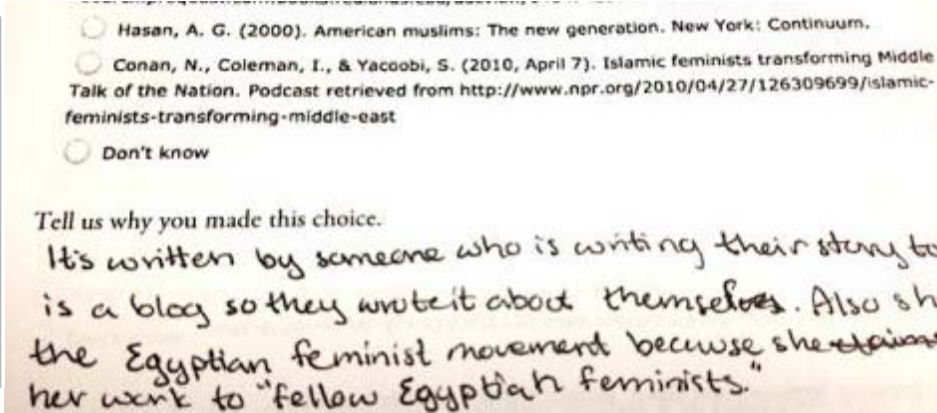
**Data entry**

**Data analysis**

# METHODS : INSTRUMENTS

	Very easy	Somewhat easy	Somewhat difficult	Very difficult	No experience
Using the Internet (i.e. Google, Bing) to find credible information					
Deciding what kinds of information are most relevant for a paper, presentation, or other class project					
Using a database (JSTOR, Gale, ProQuest) to find relevant information					

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/had 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

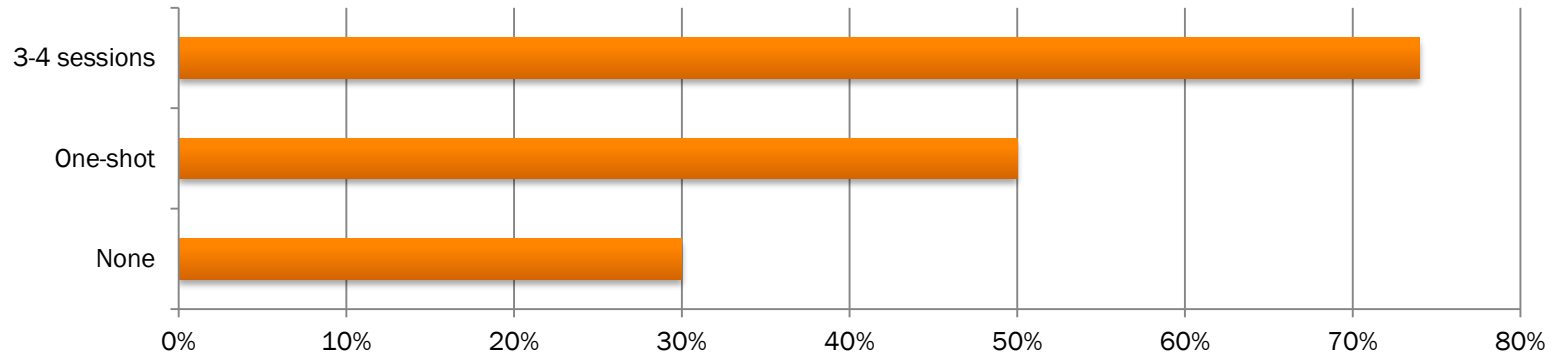
- 42.9% knew how to describe a peer-reviewed journal.
  - 36.6% identified the most efficient search strategy for a specific discipline.
  - 28.7% could identify a primary source.
- 

# 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





# **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 team work and commitment.**
- 2. We need to make assessment more manageable and sustainable.**
- 3. Informed conversations with faculty.**

**Learn more @ [library.redlands.edu/assess](https://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)?

