### Research Statement

Compare the impact of the HSV 3650 “Information Literacy in the Health Sciences” course and the “Information Literacy Placement Exam” on students’ application of IL in an upper level research/writing course.

### Background

IL is vital for health practitioners (Gilmour, 2011; Wahoush et al, 2014; Wheeler et al, 2007)


Models have limited assessment of long-term impact on application of IL

Full bibliography at: [http://libguides.wmich.edu/AIA_Poster](http://libguides.wmich.edu/AIA_Poster)

### College of Health and Human Services:

2141 undergraduates in Pre-OT, Pre-PA, Social Work, Nursing, Interdisciplinary Health Services

### Intervention

ILPE 0 students delayed

HSV 3650 109 students (2014)

HSV 4780 109 students (spring 2015)

IL Placement Exam delayed until Fall 2015

### Revised Research Statement and Methodology

Assess students’ application of IL SLOs in research papers from HSV 4780. Identify students’ IL strengths and weaknesses. Collect feedback from students and faculty on impact of program.

### Student Learning Outcomes (SLO) Assessed

1. Select appropriate sources and source types
2. Evaluate information for authority, currency, perspective, disciplinary relevance
3. Follow APA style in paper formatting and citations
4. Avoid plagiarism and provide citations where needed

### Results

**Student Attainment of Aspects of Learning Outcomes**

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<tr>
<th>Source choice</th>
<th>Authority evaluation</th>
<th>Currency evaluation</th>
<th>Discipline relevance</th>
<th>APA paper formatting</th>
<th>Reference page citation formatting</th>
<th>In-text citation formatting</th>
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*Note: one student was assessed by only four of the five team members*

Successful aspects of SLOs: evaluation, paper formatting

Unsuccessful aspects of SLOs: source choice, citations, plagiarism

Mixed findings: Students have trouble choosing the best sources of information for research, though can evaluate the information that they do find. Students understand that in-text citations must correlate to references page, but have trouble correctly formatting both in-text and reference page citations. Curriculum must explicitly connect these concepts.

### Lessons Learned and Future Plans

- Pilot study established baseline, refined methodology
- Improved collaboration and communication between units
- Improved visibility for Library as leader in assessment and IL

Recommendations:

- Concepts must be reinforced/scaffolded across curriculum
- Revise course curriculum to emphasize unsuccessful SLOs
- Provide practical exercises and explicit instructions (SLO 3)
- Continue data collection in 2015-2016 to compare with ILPE

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Librarians and faculty differ in expertise/perspective

Rubric still too subjective

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