Research question
Do Composition 2 students demonstrate Information Literacy proficiencies in their major research projects by a self-paced online tutorial in lieu of in-person IL instruction?

Subjects
In fall 2015, 115 student research projects in four sections of Writing 2 and one section of Core 80B were evaluated. Both courses carry Composition 2 outcomes. Writing 2 students had taken one or more previous writing courses to satisfy the University’s Entry Level Writing Requirement (ELWR) and Composition 1 (C1) requirement. Core 80B students satisfied both ELWR and C1 prior to matriculation.

Class level:
- Freshmen: 5%
- Juniors/Seniors: 93%
- None: 2%

Previous writing courses:
- Sophomore: 5%
- Junior: 38%
- Senior: 36%
- Freshman: 18%

A common language
Project partners described Information Literacy outcomes in different ways. We used this approach to arrive at a shared understanding of IL and course outcomes and apply them to ACRL Standards.

Analytic rubric
We developed an analytic rubric across three domains and applied it to each student’s research process coverheet and assignment bibliography to measure students’ IL proficiencies.

Keywords
- Identifying key concepts
- Identifying key terms
- Identifying manageable topics

Resources
- Identifying relevant research
- Identifying research gaps
- Identifying gaps in research

Assignment
- An Exploration search
- An Orientation search
- An深度搜索

Online tutorial
Students completed an Academic Search Complete tutorial and eleven accompanying quiz questions delivered via Guide on the Side software. The University Library has supported Composition 2 students with this tutorial since 2014.

Findings
A majority of students demonstrated proficiency in only two of seven rubric outcomes. They were able to identify key concepts that describe the information needed (K1), and they were able to meet their instructor’s research assignment requirements with respect to sources used (A1). By previous writing courses
Students who placed in Core 80B demonstrated lower proficiencies in two outcomes. This suggests that 80B students—mostly freshmen—would benefit from more practice identifying and using library resources.

Tutoring data
We chose to use the tutorial “as-is.” The quiz was not well aligned to the analytic rubric. Only three of eleven questions could be mapped to rubric outcomes. The other eight could only be mapped to domains. In their self-assessments, most students rated the tutorial as either very useful or useful for helping them develop their research questions and search terms.

Claims and contributions
Composition 2 students supported by an online tutorial do show evidence of Information literacy skills in their major research projects, but we do not have direct evidence that those skills were acquired or improved by the tutorial.

Next steps
We will work with our faculty partners to:
- improve student proficiency in developing effective searches
- improve student proficiency at identifying scholarly sources
- review our online tutorial to align with learning outcomes

Literature review

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- More information email: rinto@university.edu
- More information: http://guides.library.ucsc.edu/composition2

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