Research Questions:
What effect does information literacy instruction have on student learning and does the type of instructional session given have an greater or lesser effect? Are the information literacy skills taught during instructional sessions demonstrated and manifested in student coursework?

Campus Partnerships:
First year seminar (FYS) courses taught in Fall 2013:
• All freshman must take a FYS course
• FYS courses have an information literacy emphasis
• Most receive some form of library instruction

Takeaways:
The Ugly, The Good, and the Future

The Ugly:
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 --- 99% correct
• Primary vs. Secondary source --- 94% correct
• Website URL evaluation --- 96% correct
• Evaluating source reliability --- 93% correct

Rubric grading:
• Faculty members were asked to submit a class assignment and select an applicable information literacy competency for rubric rating

Instruction sessions varied:
• 13 had full sessions
• 2 had short sessions
• 2 had drop in instruction
• 3 had no instruction

Based on instructor selected competency:

New instruction librarian starts in June
• Data will be used to inform and shape the future of library instruction
• Interested in pursuing 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