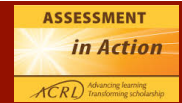


Building Foundations?: Information Literacy in the First-Year Seminar

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Assessment in Action @ University of Redlands

This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.

Learn more about the University of Redlands Assessment in Action Team and project @ library.redlands.edu/aia

Research Question & Objectives

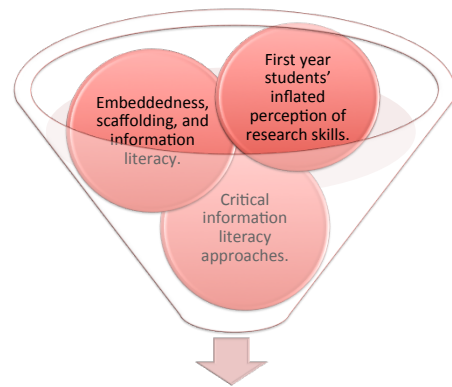
Question: Do recursive information literacy practices lead to more successful information skills?

Longitudinal goal: As a result of increased student engagement with information literacy, from the first year seminar through upper division courses, students will think and act more strategically as users, producers, researchers and disseminators of information.

The AIA project has both long-term and short-term objectives:

- Identify recursive information literacy practices that lead to student success and achievement.
- Learn about our first-year students' research practices.

Literature Review



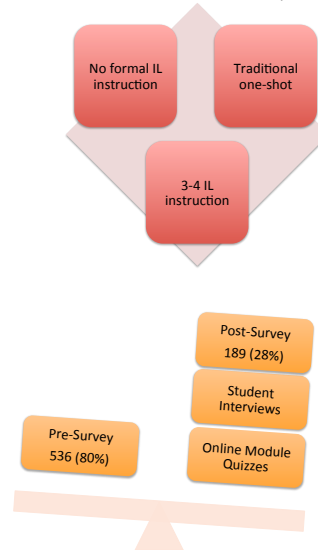
First Year Students & Information Literacy

*Bibliography available @ <http://redlands.beta.libguides.com/aia/alaac14>

Methods

Survey of 18-19 questions (direct and indirect measures) gathered attitudinal and self-assessment data and addressed strategies to find relevant information for specific tasks, peer-reviewed journals, citations, plagiarism, primary sources, disciplinary perspectives and visual literacy.

Models of IL Instruction for Comparison



Results: Pre-Survey

What do students know?

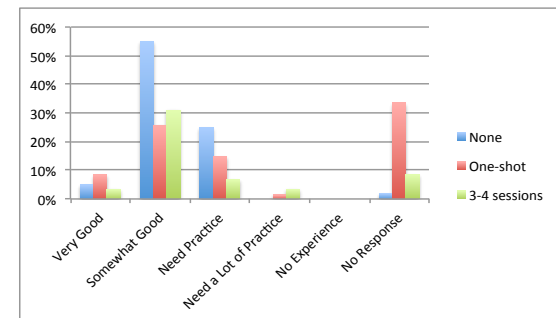
- 92.9% knew that to avoid plagiarism, both text and graphical sources needed to be cited.
- 64.9% were able to identify why it is important to cite information sources.

What do students struggle with?

- 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.
- Students found it most difficult when asked to identify the type of source (book, book chapter, etc.) from a citation. In particular, only 24.8% of students could identify a book chapter from the citation alone.

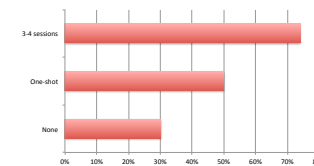
Results: Post-Survey

How would you describe your research skills?

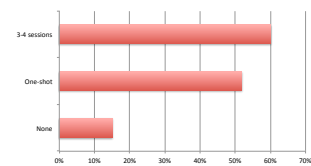


Level of library engagement strengthened student research skills:

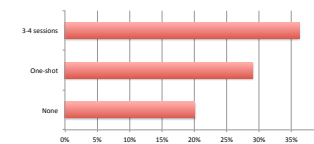
Identify best description of a peer-reviewed journal



Identify most efficient discipline-specific search strategy



Identify best example of a primary source



Students continued to struggle with deciphering citations, unable to distinguish between a book, journal article, and book chapter regardless of engagement with library.

What's Next?

Triangulate data: Finish analysis of data and compare CIRP data to student self-assessments.

Revise Assessment Plan: Must be more manageable and sustainable. Revise FYS instruction.

Engage Faculty Across Curriculum: Share data and advocate for increased integration of ILI.