

INITIAL BENCHMARK

- All incoming freshmen come to the library during a campus wide scavenger hunt. They are tasked with finding a book in the book stacks.
- Freshmen attend Convocation Day in September. There is a library quiz embedded in their CANVAS training. Students also complete a library scavenger hunt.

INFORMATION LITERACY: THE FIRST YEAR

First Year Seminar-English

- FYS ENG seminars engage students in the use of general database sources (Credo Reference, Opposing Viewpoints, etc.) for two purposes: exposition and argument. Sometimes a writer needs to give readers background information (exposition); at others, a writer seeks sources that debate an issue (argument), ideally finding sources that offer a perspective in opposition to the writer's.
- FYS ENG students use new information literacy knowledge to conduct research for course assignments including the academic symposium at the end of the semester.

First Year Seminar-Religion

- FYS REL seminars engage students in the use of encyclopedic and dictionary sources in order to help develop contextual, background, and definitional knowledge of key concepts and ideas.
- FYS REL students use this new information literacy knowledge to conduct research for course assignments.

First Year Academic Symposium

- FYS: ENG students present their research to groups of faculty, library staff and FYS: REL students for five minutes at a time.
- Library staff utilize an information literacy rubric (based on AACU and ACRL rubrics) to evaluate student posters and presentations.
- Library staff go through a norming session before each symposium to make the results as accurate as possible.



INFORMATION LITERACY: THE SECOND YEAR

Second Year- Literature, Art, & the Human

- LAH seminars engage students in the use of art and literature databases in order to develop biographical and contextual knowledge on subjects related to the course readings. The evaluation of sources is emphasized in all sections.
- Students use information literacy skills to conduct research for course assignments.

Second Year Virtual Symposium

- LAH students present their research virtually as a PowerPoint.
- Library staff will utilize the same information literacy rubric (based on AACU and ACRL rubrics) to evaluate student work.

ASSESSMENT RUBRIC

Information Literacy Assessment Rubric

	4	3	2	1	0	Score
Determine the nature and extent of information needed	Effectively defines the scope of the research question or thesis. Effectively identifies key concepts and alternate terms. All sources used directly relate to key concepts or answer the research question; both sides of the argument are completely represented.	Successfully defines the scope of the research question or thesis. Identifies most key concepts. Most sources used directly relate to key concepts or answer the research question; both sides of the argument are represented.	Defines the scope of the research question or thesis. Identifies some key concepts. Uses several sources related to key concepts or to answer research question.	Minimally defines the scope of the research question or thesis. Minimally identifies key concepts. Some sources relate to concepts or answer research question.	Inadequate	
Access the needed information effectively and efficiently	Identifies and accesses all of the information needed in a variety of formats. Sources are the most appropriate for the assignment. Uses several effective search strategies.	Identifies and accesses most of the information needed in a variety of formats. Sources are appropriate for the assignment. Uses effective search strategies.	Identifies and accesses some of the information needed in different formats, some being appropriate for the assignment. Uses several search strategies.	Identifies and accesses a nominal amount of the information needed. Uses only a single format of information. Appears to use search strategies.	Inadequate	
Critically evaluate information and its sources	Thoroughly analyzes all information sources for the following: currency, bias, relevancy, and/or authority. Evaluates own and others' assumptions and relevance of contexts when presenting a position.	Thoroughly analyzes most information sources for two or more of the following: currency, bias, relevancy, and/or authority. Evaluates own and others' assumptions and relevance of contexts when presenting a position.	Analyzes several information sources for one -two of the following: currency, bias, relevancy, and/or authority. Evaluates the relevance of contexts when presenting a position.	Demonstrates a marginal amount of analysis of information sources for one of the following: currency, bias, relevancy, or authority.	Inadequate	

ASSESSMENT IMPACT

Changes:

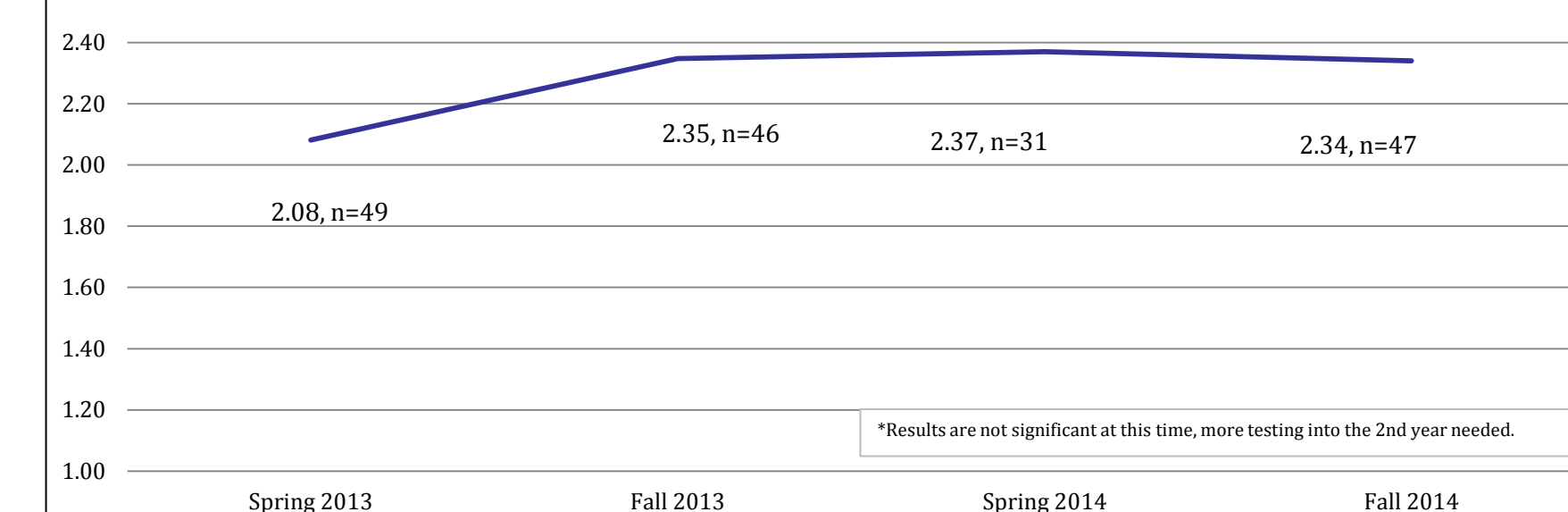
- After Spring of 2013 assessment, library instruction was embedded into the First-Year Seminar
- Specific library assignments were created for library sessions and then linked to research assignments for the overall semester within each course.
- During the Summer of 2014 the rubric was updated as it currently appears as it was hard to distinguish between scores previously.
- The evaluation of sources became a key component of both FYS REL and FYS ENG both in the library instruction session and throughout the assignments.

Success:

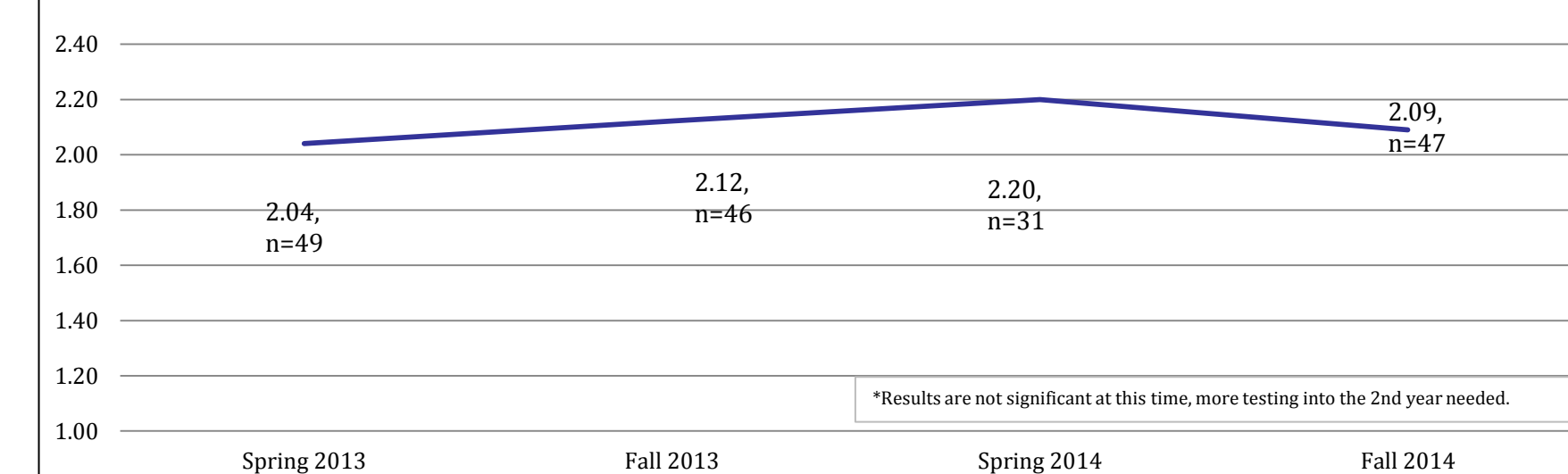
- There is statistically significant gain between SP13 and FA14 in the evaluation of sources (criteria 3)

FINDINGS: THE FIRST YEAR

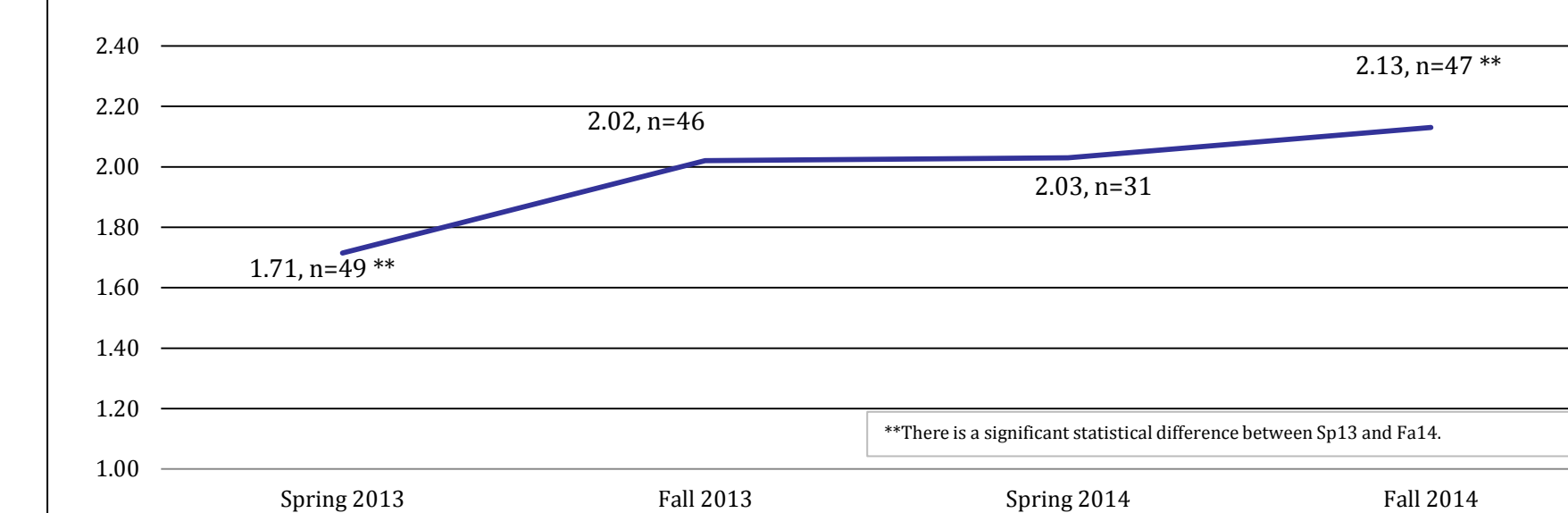
Determine the nature and extent of information needed.



Access the needed information effectively and efficiently.



Critically evaluate information and its sources.



FURTHER RESEARCH

- Further assessment of the Convocation Day quiz will need to be done to see what impact the program has over four years.
- Utilizing of the Information Literacy Rubric in the subsequent years within the Core Curriculum.
 - Sophomore: Literature Art and the Human course.
 - The first year of L.A.H being offered is coming to an end this May.
 - Projects have been collected, but not yet assessed. Assessment will take place Summer 2015
 - Junior/Senior: Capstone

Thank you to the Davis Educational Foundation for its support of the implementation of Journeys of Transformation and for research and travel funds. Thank you to Alan Witt, Shana Chartier, and Dan Speidel for their help with data collection and Joel Stake for his help with running statistical analysis. Finally thank you to Brad Stull and Tim Doherty for their help implementing the information literacy program.