I’ve a Feeling We’re Not in High School Any More
Information Literacy as a Bridge for Transitioning First-Year Students

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Dive Right In!

The admissions office let me in by accident
My roommate will be awful  I’m really going to be homesick
I’ll have problems meeting people and making friends
I won’t be able to cut it academically  What if I run out of money
I’m worried about being disconnected from my religious life
I don’t know how to do basic things, like laundry and cooking
I don’t know how I’ll balance so many things
I’m nervous about being on my own
I’m intimidated by professors but know I need to go to them for help
I’m worried about gaining the “Freshman Fifteen”
I don’t think I can handle all the stress

What if I don’t get a job after college
How Do We Help?

One Shots
- Composition and Freshman Seminar
- Invites for other courses
- Better than no instruction
- Research says... Need 3 to be effective
- No sequence - often repeated
- Not scaffolded to teach a concept, allow practice, then build on it

Better than the abyss, but not quite right!
How Do We Help? Take Two...

Five Embedded Library Sessions in CORE115

- New Director
- New Instruction Librarian
- New CORE Curriculum for the College

Foundations of Academic Inquiry

- Assessment in Action (AiA)
- ACRL New Framework in the Making

The Heart of the Re-designed Information Literacy Program
We’ve Got an Idea... Now What?

Outcomes - What do we hope to accomplish?
- This is your North Star
- Aligned with institution/ community
- Aligned with library
- Measurable

Collaboration - Who can help?
- On-campus/ In-house partners
- Off-campus/ outside partners
- What skills do we have?
- What skills do we need?
We’ve Got an Idea... Now What?

Project Design
- Outcomes
- IRB
- Mixed Methods Correlational Study
- Participants: All consenting incoming freshman over the age of 18 in CORE115 (151 students)
- Interventions: 5 embedded library sessions
We’ve Got an Idea... Now What?

Project Design cont.
- Measures- Pre- and Post-test, Literature Review, Research Proposal, Interviews
- Timeline
- Personnel
- Cost
- Data Collection and Storage
- Data Analysis
- ACTION!!!
Project Implementation

The Five Sessions
- Library Orientation and Pre-Test
- Evaluation of Information
- Using Library Resources
- Using Google
- Citation and Post-Test
Project Implementation

Why these five topics?
- Needed Skills
- Observations
- Previous lack of sequence and scaffolding
- ACRL Standards/ Framework
Project Implementation

- Teaching the Sessions
  - Who?
  - Strategies
  - Exercises and Evaluations

“The library sessions really helped”

“I wish I would have had this class”
Dive Into The Data... Results

Yes
- You like them
- You don’t like them

No
- Inconclusive
- Non-Existent
Dive Into The Data...

Criterion 1: 80% of students will score 70% or above on the information literacy post-test.

Criterion 1 was not satisfied. However, 44 more students achieved the mark of 70% representing an increase of 24.31%.
Criterion 2: 80% of students will accurately cite sources used in their research.

Criterion 2 was not satisfied. Slightly over 77% of the students accurately cited their sources, 3% short of the target.
Dive Into The Data...

Criterion 3: 80% of students will include highly appropriate sources in their research.

Criterion 3 was satisfied with 81.86% of the students choosing highly appropriate sources on their final projects.
Dive Into The Data… Inferring from Data

Digital Natives ≠ Tech Use for Education
- 23% thought everything on the internet could be used without citation
- 20% weren’t certain how to print from a flash drive
- 20% think the internet is the MOST accurate source of information for ALL topics
- ACTION: Sharing with faculty and RC’s
- ACTION: Continuing to educate CORE115

(From Pre- and Post-tests and Anecdotes)
Locating and Identifying Meta-data
- 38% Journal Title
- 61% Article Title
- 67% Publication Date
- ACTION: Add more instruction in this area to CORE115
- ACTION: Work with CORE115 instructors to encourage this to be highlighted repeatedly while working with reading a journal article

(From Pre- and Post-tests)
Dive Into The Data... Inferring from Data

Confidence Increased
- More than skill (post)
- Reporting High Confidence 15 (pre); 40 (post)
- ACTION: continue sessions
- ACTION: reconsider pre- and post- tests
  (From Pre- and Post-tests)

Academic Ethics
- Why cite? 59% correct
- 20% to be sure to only use the source once
- 25% were not sure when to cite
- ACTION: more attention to this subject
  (From Pre- and Post-tests)
Dive Into The Data... Other ways of knowing

**Observations**
- Front Load library sessions
- Accurate source evaluation
- Effective locating

**Instructor Feedback**
- More active learning
- Improve session assessments
- More on databases

**Anomaly**
- Midterms higher than finals- why?
- Assignment clarity
Clear Waters- Clear Ideals

- Ideal #1: Stronger information literacy skills leading to more learning and success for students

- Ideal #2: Stronger information literacy skills leading to a greater likelihood of lifelong learning