One Size Does Not Fit All: A Programmatic Approach to Course-Integrated Library Information Literacy Assessment in an Academic Library

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Students are required to take 9 hours from this component: First-Year Experience and two additional IL-intensive courses with at least one in the major

3. Course in the Major
   Research Methods or other approved as “information literacy intensive” (3 hours)

2. English Composition 201
   Sophomore level course approved as “information literacy intensive” (3 hours)

1. First Year Seminar (FYS)
   Approved as “information literacy intensive” (3 hours)

16,000 Students
14,000 Undergraduates
1,092 Faculty (includes PT)
54 Majors, 29 Masters, 4 Doctoral Programs

Instruction Varies
- Traditional “one shots”
- Multiple sessions for same course
- Individual instruction

Assessment varies
Examples:
- Worksheets
- “Tests”
- Student work products/ rubrics

UNI 101: First Year Seminar (FYS)

Instruction
- Before Session: BUILD Tutorial (to right), Virtual Tour, Quiz
- In Library Session: Questionnaire, Game, Worksheets (CAARP)
- After Session: Library Assignment
- Annotated Bibliography Requirement

Assessment
- Quiz
- Analysis of questionnaire
- Scoring of worksheets
- Scoring of assignment (CAARP)
- Surveys to FYS instructors and students

HST 290: The Practice of History

- Course themes are determined by instructors.
- 4-5 sections per semester.
- All students complete a major research paper.

Two IL sessions for each class section:
One secondary source session (~1.25 hours)
One primary source session (~2.25 hours)

Challenges: Differing levels of student and differing levels of involvement by professor.

Rubric used for samples of paper

EVS 495: Seminar in Environmental Studies

- Students with junior or senior standing in environmental studies.
- Began with 30+ students. Now 40-60 students per semester.
- Students complete pre-test at beginning of semester. Not graded. Required research consultation (up to 60 mins.) with librarians (topics vary widely). Post-test at end of semester.

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