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“Seeing” The Elephant: Assessing the Impact of Library-Composition Program Collaboration on First Year Student Learning

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ABSTRACT

Though university libraries and composition programs have historically collaborative relationships, these partnerships can take a variety of formats, including single course period library sessions, teaching-the-teachers, and librarian-driven assignment models. A hybrid of these collaborative approaches was implemented Fall 2012 at UNLV in an effort to provide first-year composition students with a more systematic information literacy experience in the required ENG 102 course. A two-pronged assessment method was used to evaluate the impact of the collaboration for both first-year student learning as well as to implement programmatic change.

PURPOSE

1. To evaluate the impact of a new Library-English Composition program collaboration on first-year student learning in the context of the required ENG 102 course.
2. To evaluate the effectiveness of the Library-English Composition program collaboration in order to enact change in subsequent semesters.

METHODOLOGY

Assessment of Student Learning:

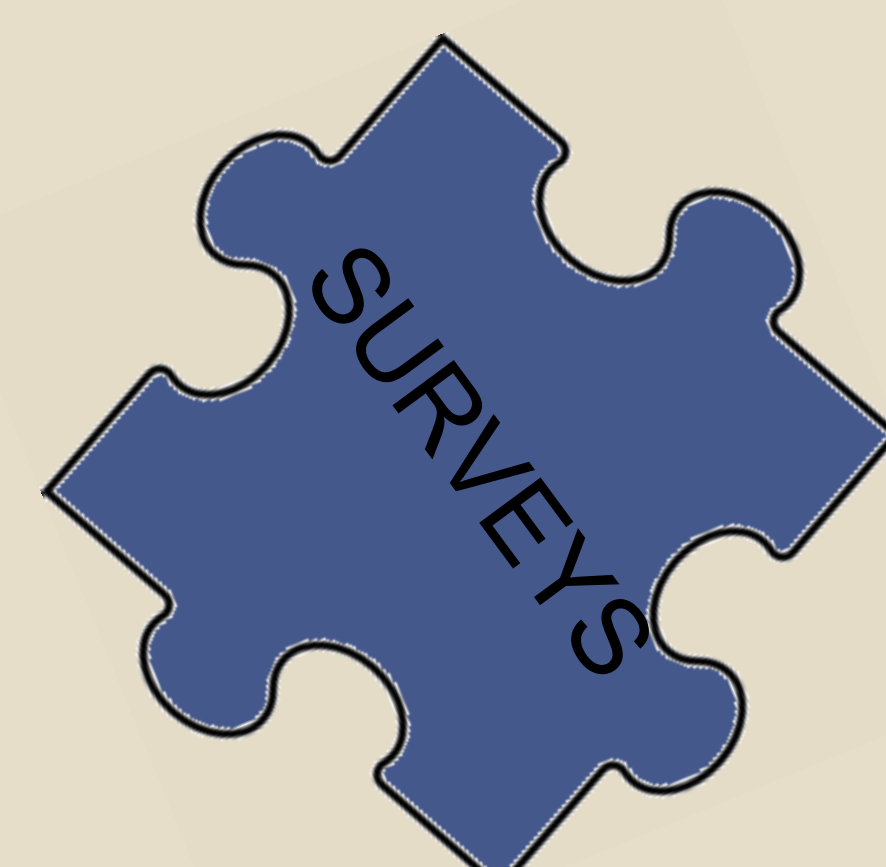
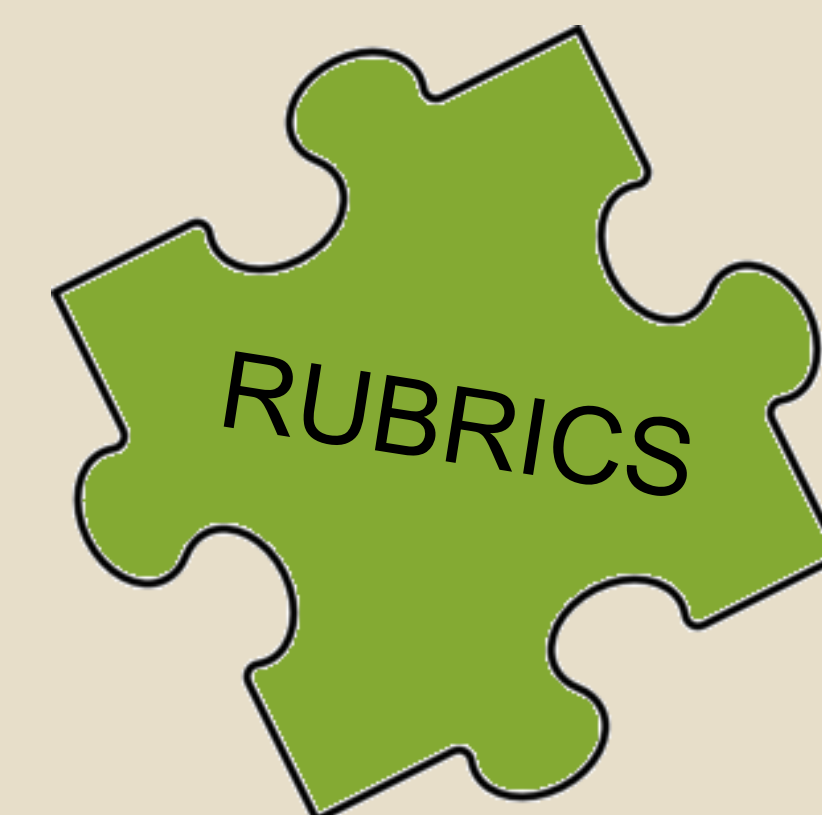
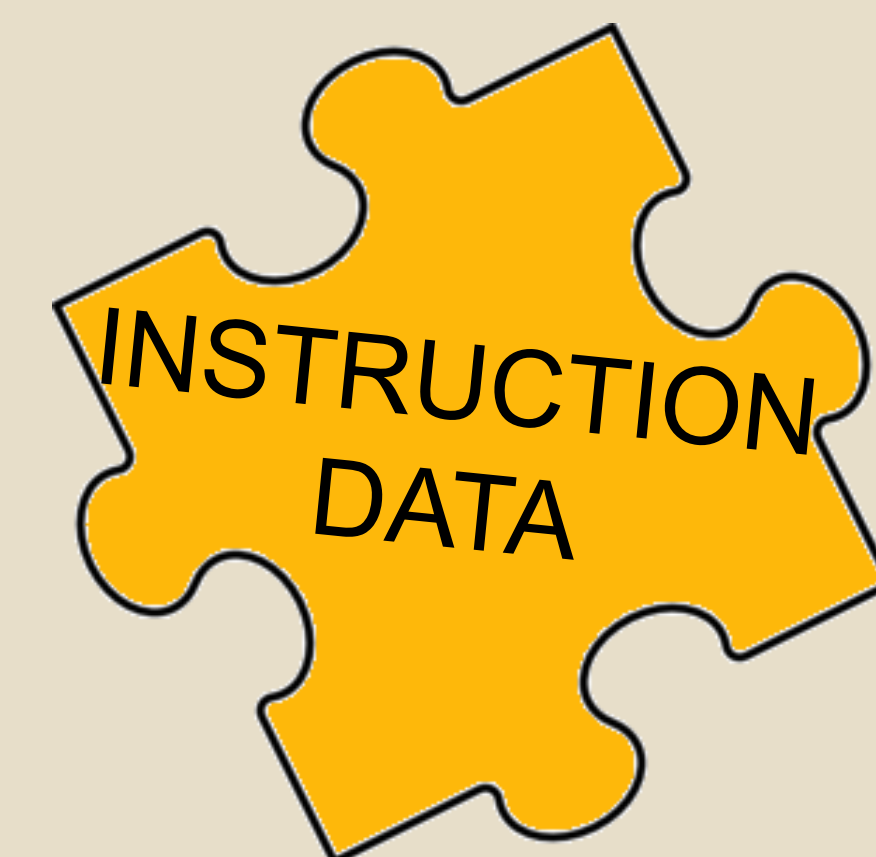
1. Student self-reporting through end-of-library instruction one-minute reflection papers
2. Evaluation of information literacy skills in student work:
A sampling of ENG 102 annotated bibliography assignments were assessed using two information literacy rubrics (topic selection and source evaluation)

Assessment of Program Collaboration

1. Analysis of data from the ENG 102 Instructor Portal:
A webpage created in order to improve communication and professional development for ENG 102 Instructors
2. Survey feedback from ENG 102 instructors on how to improve the ENG 102 library instruction sessions
3. Analysis of instruction data on which ENG 102 sections did or did not come to the library for instruction

THE STUDY

What did we examine?



What did we learn?

The majority of students report learning mechanical searching skills in library instruction sessions

The best times to communicate with instructors on the ENG 102 Portal is at the beginning of the semester and just after midterm

No distance education sections of ENG 102 received library instruction

Students struggle a great deal with critically evaluating and analyzing information sources

ENG 102 instructors want more in-depth and consistent library instruction sessions

CONCLUSIONS:

Putting the Pieces Together to Enact Change

To Improve Student Learning:

1. Focus library instruction on higher-level critical thinking skills (i.e. evaluating information resources)
2. Embed librarian in course Learning Management System for more integrated information literacy instruction

3. Create course-specific tutorials to reinforce library instruction

To Improve Program Collaboration

1. Standardize library instruction lesson plans
2. Utilize consistent message when communicating with ENG 102 instructors
3. Push messages and reminders in the Instructor Portal during peak usage times
4. Offer instructors consultation services

