Title
Evaluating Research Projects to Measure Information Literacy Outcomes for Lower-Division Writing Students

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https://escholarship.org/uc/item/21g6b8x7

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Publication Date
2016-06-24

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Peer reviewed
A common language

Project partners described Information Literacy outcomes in different ways. We used this approach to arrive at a shared understanding of IL and course outcomes and apply them to ACSL Standards.

Analytic rubric

We developed an analytic rubric across three domains and applied it to each student’s research process coversheet and assignment bibliography to measure students’ IL proficiencies.

Online tutorial

Students completed an Academic Search Complete tutorial and eleven accompanying quiz questions delivered via Guide on the Side software. The University Library has supported Composition 2 students with this tutorial since 2014.

Findings

A majority of students demonstrated proficiency in only two of seven rubric outcomes. They were able to identify key concepts that describe the information needed (K1), and they were able to meet their instructor’s research assignment requirements with respect to sources used (A1).

By previous writing courses

Students who placed in Core 80B demonstrated lower proficiencies in two outcomes. This suggests that 80B students—mostly freshmen—would benefit from more practice identifying and using library resources.

Claims and contributions

Composition 2 students supported by an online tutorial do show evidence of Information Literacy skills in their major research projects, but we do not have direct evidence that those skills were acquired or improved by the tutorial.

Next steps

We will work with our faculty partners to:

- improve student proficiency in developing effective searches
- improve student proficiency at identifying scholarly sources
- revise our online tutorial to align with learning outcomes

Literature review

Belanger, J., Zou, N., Rushing Mills, J., Holmes, C., & Herbie Lee, Vice Provost for Academic Affairs and Elizabeth Cowell, University Librarian for supporting campus partnerships and a culture of assessment

Writing Program faculty members Mark Baker and Lindsey Kinsley for integrating our assessment project into their Composition 2 courses

Institutional Researchers Trinny Franke, Lee O’Connor, and Shirley Trump for logistical support and analysis

More information

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