

The student will demonstrate an understanding of basic concepts of information retrieval and database function by successfully outlining a search strategy that demonstrates the ability to retrieve appropriate and relevant periodical articles, books, and Internet resources.	1, 3
The student will demonstrate the application of evaluative criteria in the selection of information, regardless of source or format, through exercises that demonstrate their ability to differentiate resources.	1, 3

Snapshot

The research and instruction librarians devote a majority of their instructional activities to the CWRR program. During the 2008-2009 academic year, the librarians conducted 85 sessions for CWRR classes. For IN150, this includes one session per section. For IN151, research instruction is the equivalent of one week; this includes three sessions for MWF sections and 2 sessions for T/Th sections. Debbie Campbell coordinates the research instruction program, and shares in the instruction with librarians Cindy Fuller, Denise Green, Joe Hardenbrook, and Amanda Pippitt. The Instructional Services Coordinator, as with the other librarians, reports to the Library Director.

The Learning Story

^*-level research begins in his/her first year through CWRR. The librarians play an integral part in preparing students to become information-savvy. Although most first-year students are what has popularly been called "digital natives," their technology skills do not necessarily translate into well-developed information seeking skills. Anecdotal evidence shows that, like most college freshmen, those students entering Millikin display an over-reliance on using the free web for information, and do not critically evaluate the information that they do use. This is where the Research and Instruction Librarians come into play. The librarians introduce students to the library catalog, article databases, and web sites of academic quality through hands-on sessions, as well as classroom dialogue on plagiarism and how to evaluate different sources and types of information.

Assessment Methods

The 2008-2009 academic year was the third complete year of data collected from the Moodle

Analysis of Assessment Results

Comparison of Academic Year 2008-2009 Pre- and Post-Tests

For the post-test in spring 2009, 132 students completed the assessment, representing 10 out of 24 CWRR sections. Out of these 10 represented CWRR sections, four sections had five or less post-test & {] | ^ q } • Ë Á @ & ! : ^ } q ^ Á • ^ á Á ^ c q á Á - % • c ã ^ Á - & | e • Á [• c c • c & {] | ^ q } + & Á [Á] * ^ ! Á ! [ç ã ã * Á Á suitable representative sample of student learning. S ^ ^ Á @ Á q] ! [ç ^ { ^ } • + ^ & ç } Á - Á @ Á ^ [! Á ! Á ç ! ^ Á assessment implementation changes.

Although the average score from the pre-test (10.33/15 pts.) to the post-test (11.15/15 pts.) is not particularly significant, large scale improvement is seen on several individual questions. For example, the percentage of students correctly answering question numbers 1, 4, 6, 9, 10, 13, and 14 improved by at least 10 percent from the pre-test to the post-test (see table below):

	% of Students Correct Pre-Test	% of Students Correct Post-Test
Question 1	53%	70%
Question 4	71% ¹	87% ¹
Question 6	39%	75%
Question 9	59%	

Coordinator will continue to streamline the handouts and worksheets used in all CWRR library instruction sessions.

After four years of successful data collection, for the 2009-2010 school year, the 15 question Information Literacy pre- and post-test assessments will be evaluated and revised to reflect the learning activities currently used for each instruction session. For the Fall 2009 semester, the pre-test will continue to be administered using the Moodle course management system. In response to the declining post-test completion rates and in order to allow for more efficient collection of assessment data, the assessment questions will also be modified to allow the post-test questions to be asked in-class via Clickers, starting Spring 2010.

The Library Instructional Services Coordinator will continue to collaborate with the CWRR Director. During the summer of 2009, the discussion will include how topic planning and plagiarism are commonly taught in the various CWRR sections. Furthered knowledge of CWRR classroom content will assist the librarians in making timely connections between library instruction and course assignments/activities, and may lead to changes in the in-class library session activities. The librarians continue to emphasize that giving credit for the library assignments and session attendance helps to reinforce the importance of the skills and concepts learned during library instruction activities.

The librarians are pleased with the strong foundation of collaboration that already exists with the CWRR program and look forward to working with their CWRR colleagues again during the 2009-2010 academic year.

Appendix A

Academic Year 2008-2009 Staley Library CWRR Information Literacy Skills Assessment

Number of Questions	Possible Points	Number of Participants PRE-TEST (IN150, Fall 2007)	Number of Participants POST-TEST (IN151, Spring 2008)	Average Score PRE-TEST	Average Score POST-TEST
15	15				

96%	96%		
2%	0%		
1%	0%		
Unanswered	0%	0%	

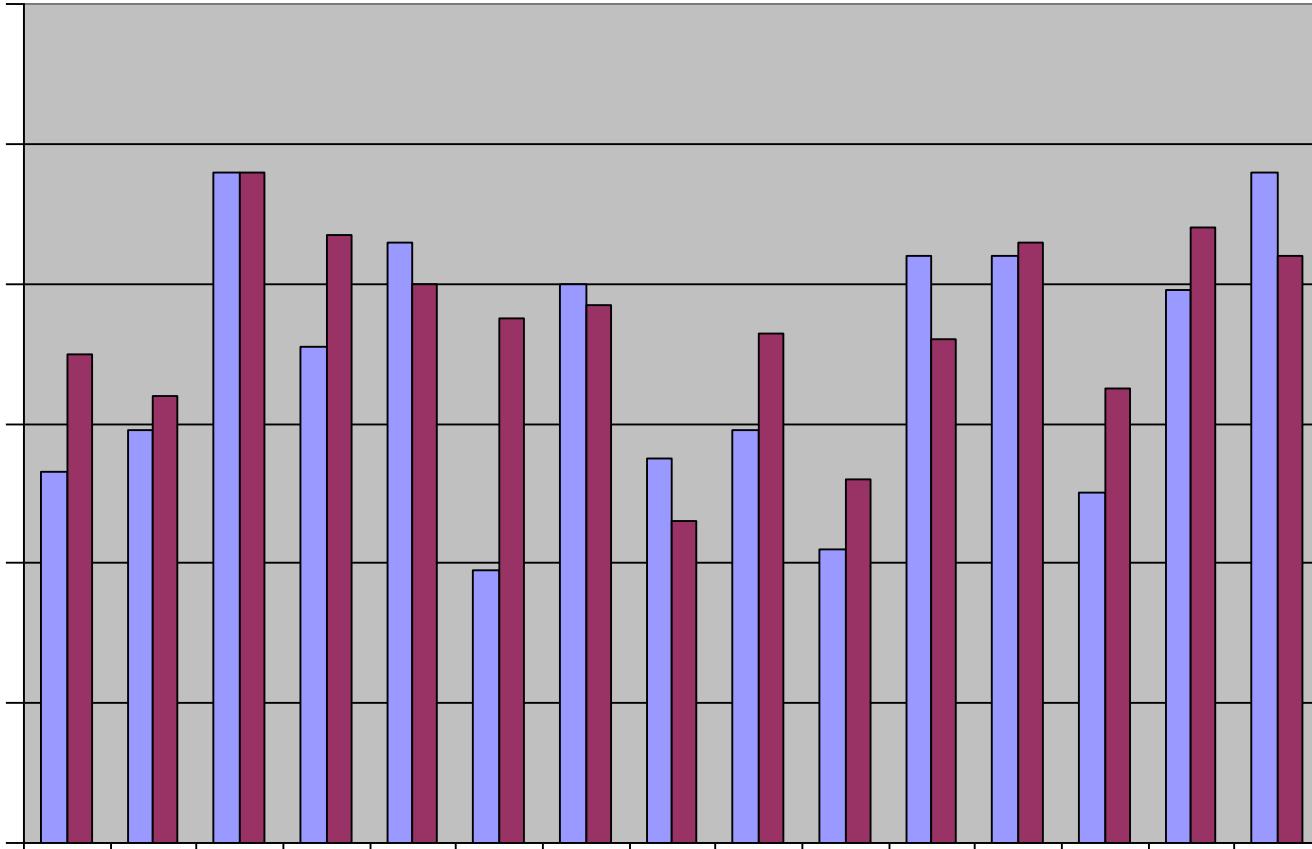
Question 4: Match the following terms to the definitions: a.) abstract b.) citation c.) interlibrary loan d.) full text e.) call number. (Note: partial credit allowed.)

Choices (correct answers highlighted)	Percent of Students Choosing Each Answer Choice (PRE-TEST)	Percent of Students Choosing Each Answer Choice (POST-TEST)	Percent of Students Answering Entire Question Correctly (PRE-TEST)	Percent of Students Answering Entire Question Correctly (POST-TEST)	Corresponding Staley Library Learning Goals
A. Brief summary of an article	57%	80%	71% ⁴	87% ^{4,5}	1
B. Basic information about a source	61%	81%			
C. Requesting items not owned by Staley Library	91%	97%			
D. The entire article is available online from a database	56%	80%			
E. Use this to find a book on the shelf in the library	95%	94%			
Unanswered	0%	0%			

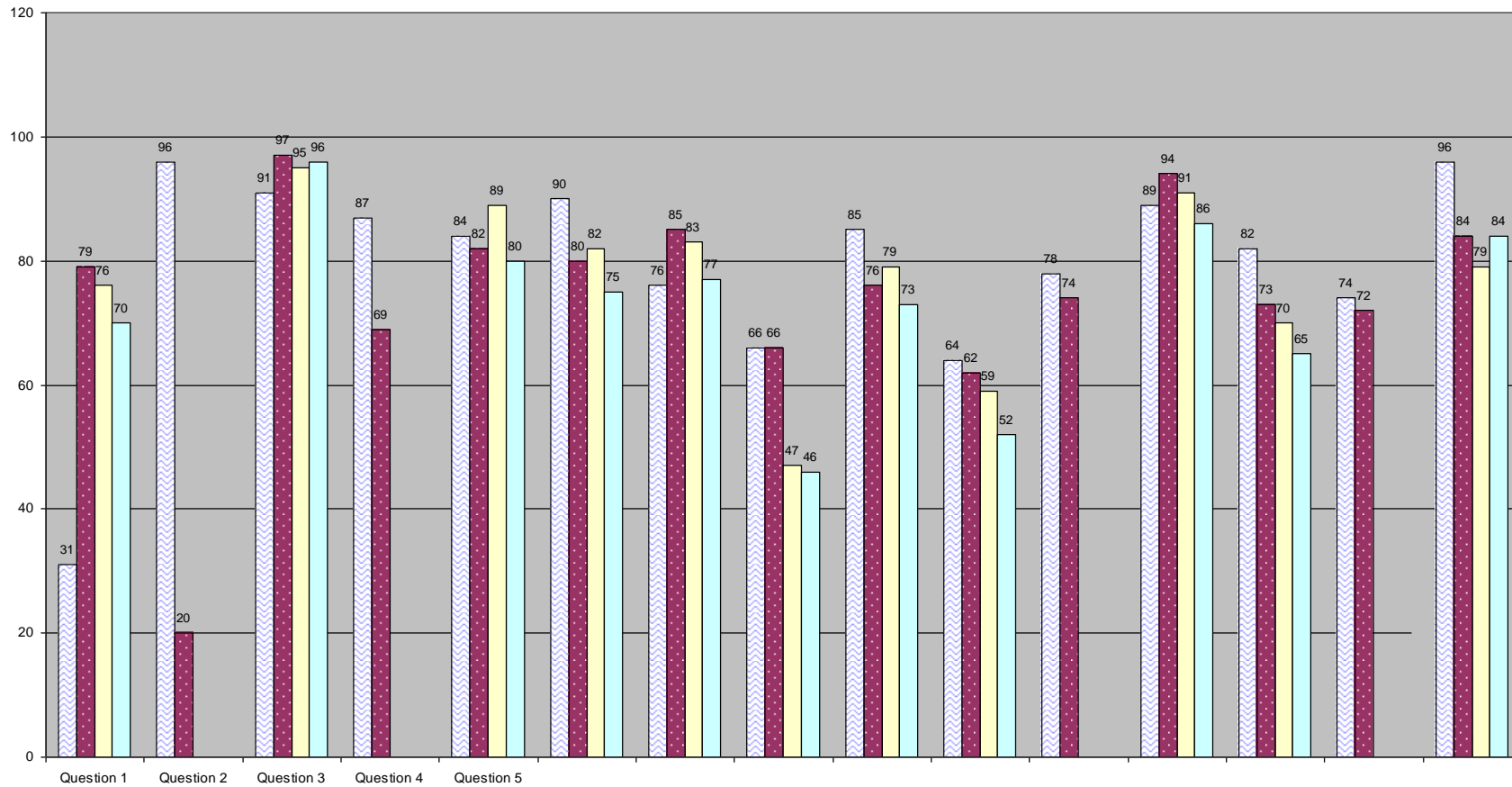
Question 14: Suppose you are writing a paper and you read an article on your topic that you want to include in your paper. In which of the following scenarios would you cite the article? (choose all that apply)

Choices (correct answers highlighted)	Percent of Students Choosing Each Answer Choice (PRE-TEST)	Percent of Students Choosing Each Answer Choice (POST-TEST)	Percent of Students Answering Entire Question Correctly (PRE-TEST)	Percent of Students Answering Entire Question Correctly (POST-TEST)	Corresponding Staley Library Learning Goals
When you copy a whole paragraph from the article	84%	81%	79% ⁴		

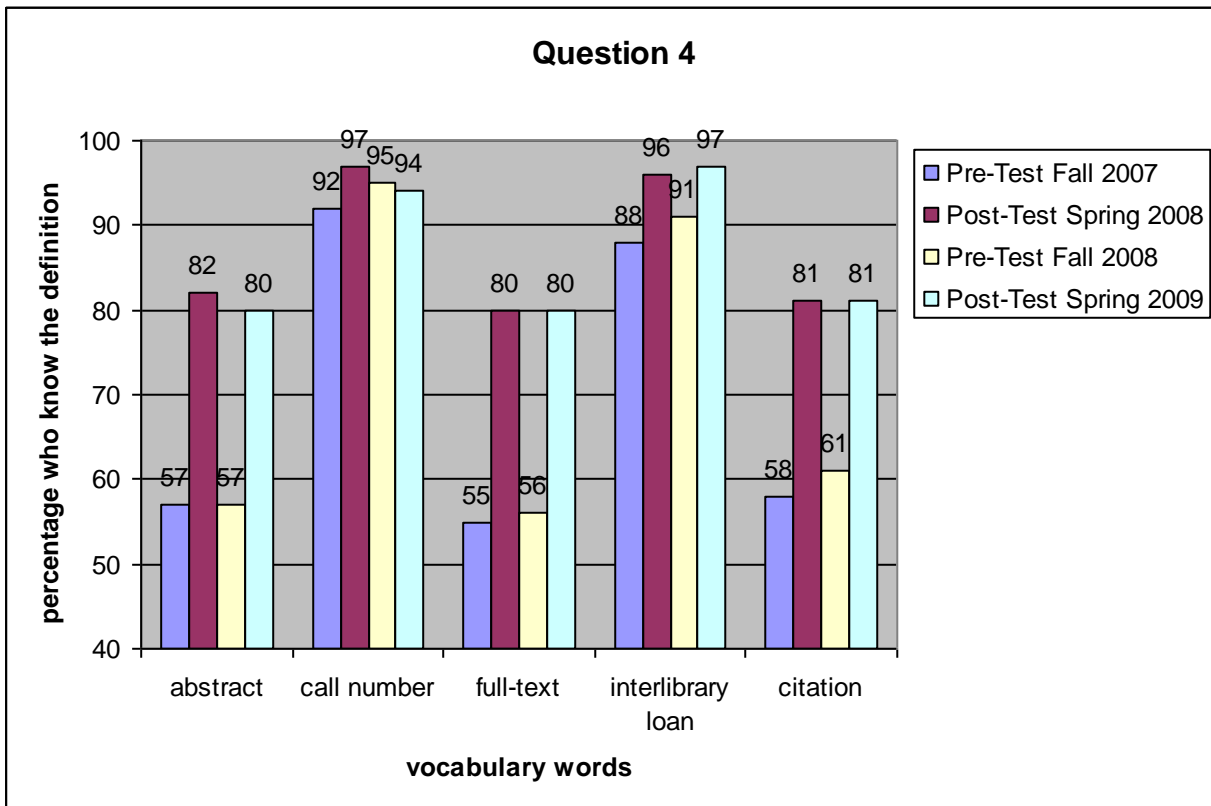
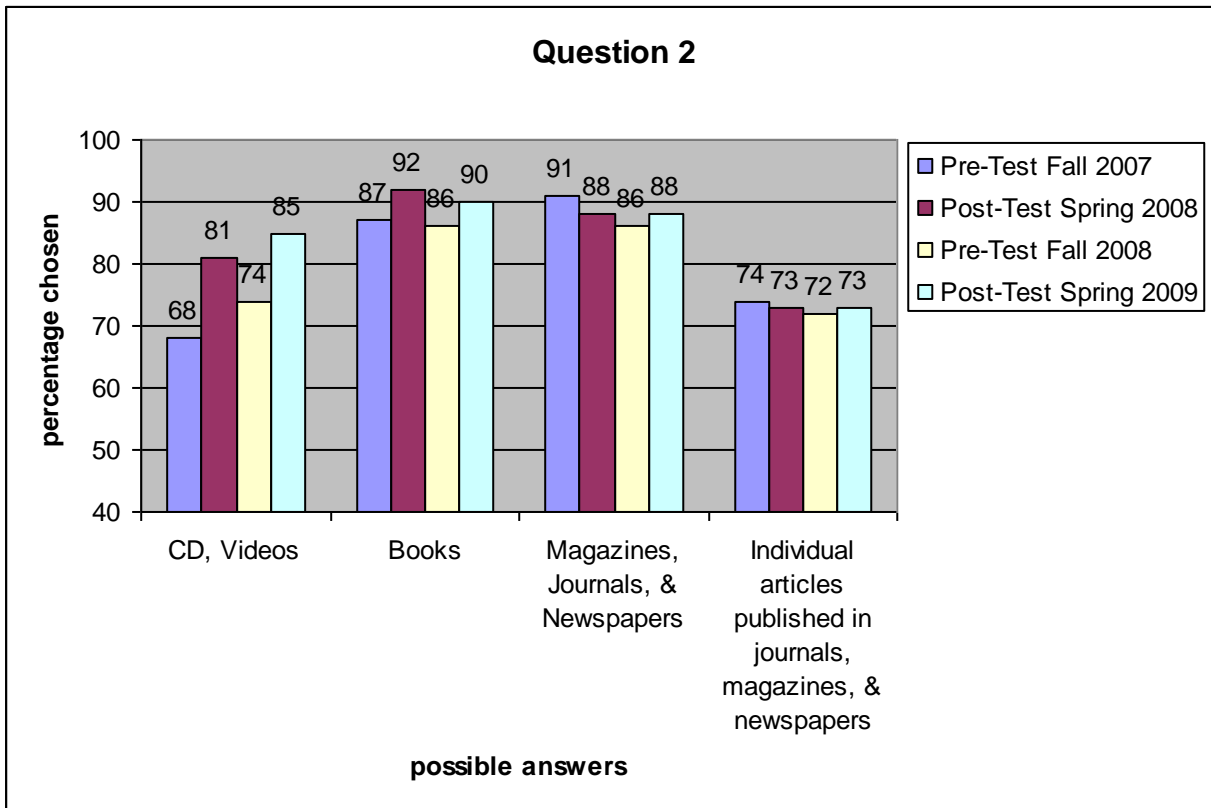
AY 2008-2009 Information L23.5



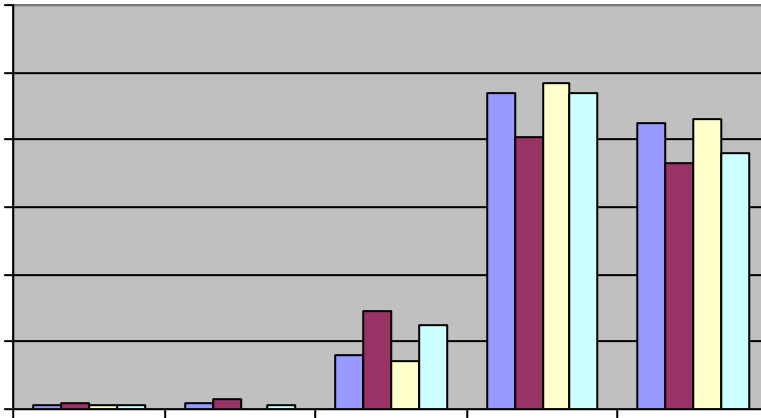
Comparison of Information Literacy Post-Test Scores, SP 2006-SP 2009



Appendix E



Q1.m337.68



Question 14

