Do students who participate in a course-integrated model of library instruction a) express the knowledge, skills, and attitudes of developing student researchers and b) demonstrate more developed information literacy skills in research writing as well as higher levels of academic achievement (course and overall GPA) than their non-participating peers?

**Research Questions**

- Direct evidence from TRAIL group (students & faculty)
- ANOVA (Analysis of Variance), comparison of three groups
- As five-hundred baseline equivalency, only includes freshman taking introductory writing for the first time

**Literature Review**

- Writing faculty who participated in the course-integrated model of information literacy observed students demonstrating information literacy skills at a greater level than they had seen in previous writing classes.

**Process & Methods**

*Prepare (spring & summer 2014)*

- Outline assessment strategy
- Develop rubrics
- Submit IIR application

*Initiate (fall 2014)*

- Students take an introductory Writing classes and are part of one of these three groups:
  - embedded library instruction (TRAIL), 9 sections
  - one-shot library instruction, 22 sections
  - no library instruction, 13 sections

*Collect (fall 2014 & spring 2015)*

- One-shot assessment strategy
- Conduct ANOVA (Analysis of Variance)
- Apply rubric to final student papers from all three groups
- Apply rubric to student reflections (TRAIL)
- Assess (spring 2015)
  - Did your students in introductory writing class...
  - Summarize writing faculty responses
  - Did your students in introductory writing class...

**Assess (spring 2015)**

- Apply rubric to student reflections (TRAIL)
- Student Written Comments
- Did your students in introductory writing class...
- Engage with researchers in ongoing process

**Writing Faculty Responses**

Between the three groups, there was a statistically significant difference (p<.05) between the GPA students achieved during the semester with the TRAIL, students performing the lowest of the three groups.

**Conclusions**

- Comments from student reflections are a compelling part of sharing the assessment findings and the larger curricular project.
- The majority of Writing faculty who integrated information literacy into their introductory writing course found it valuable and saw students developing as researchers.
- TRAIL students were able to demonstrate through authentic, direct evidence (final papers) that they were better able than their peers to select suitable sources, present arguments with evidence and cite correctly.
- Through statistical analysis, we did not find a connection between the intervention of course-integrated library instruction and greater academic achievement in writing course grades or overall GPA.
- Overall, this assessment points to the library's contributions to students learning but has not been able to demonstrate an impact on student achievement (e.g. GPA).

**Next Steps**

- We are in conversation with the Writing program to offer a training program for other Writing faculty who are interested in adopting this focus on information literacy for their writing classes.
- We plan to follow-up with selected TRAIL students to determine the extent to which this curriculum helps them "think like a researcher" in other courses.

**Recommendations**

- Have realistic expectations about what your data can and cannot tell you.
- Determine how you will analyze your data in the planning stages.

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