Summary of Assessment Results:

This investigation explored whether or not students who participated in a course-integrated model of library instruction, delivered through an introductory writing course, demonstrated 1) more developed information literacy skills in research writing as well as 2) higher levels of academic achievement (course and overall GPA) than did their peers who did not receive the same type of information literacy instruction. The students who received this course-integrated model of library instruction were known as TRAIL students (nine sections in fall 2014). Non-TRAIL students either received one-shot library instruction or did not receive any formal library instruction.

We gathered multiple pieces of evidence including a faculty survey, students’ reflective writing, final papers, writing grades, and GPA (fall 2014 semester). Rubric scoring of student reflections (qualitative evidence) showed that that the majority of the TRAIL students expressed skills, knowledge, and attitudes about the research process at an Advanced or Developing level on most sub-scales of the reflection rubric, and Writing faculty observed that students were able to engage with the research as an ongoing process more so than previous students who did not participate in this curriculum. Quantitative evidence from 120 students from all three groups (40 in each), used in analysis of variance (ANOVA) pointed to more developed information literacy skills by TRAIL students in contrast to their peers and evidence of student learning; however, it did not point to the benefits of this curriculum intervention for students’ overall academic achievement represented by their writing course grade and GPA.