A Collaborative Assessment Endeavor

Evaluating the Impact of Course-Embedded Information Literacy in Introductory Composition Courses on Student Learning
Curricular Collaboration

• Course-integrated model of library instruction
  o Known as TRAIL (Teaching Research and Information Literacy)
  o Part of an introductory composition class
  o Argument and research focus

• Does TRAIL have value?
  o What is the impact on student learning?
Questions & Evidence

Will TRAIL students ....

1. express the knowledge, skills and attitudes representative of developing student researchers?
   • Reflections / Papers / Faculty Observation

2. demonstrate more developed information literacy skills in research writing than their non-TRAIL Writing 10 peers?
   • Papers
Student Reflections – Rubric Scores

TRAIL Students n=156

- Research Process Changes: 50.3% Advanced or Developing (4 or 3), 47.1% Emerging or Marginal (2 or 1), 2.6% Zero
- Evaluating & Selecting Sources: 55.4% Advanced or Developing (4 or 3), 43.9% Emerging or Marginal (2 or 1), 0.8% Zero
- Research Challenges: 15.3% Advanced or Developing (4 or 3), 80.3% Emerging or Marginal (2 or 1), 4.4% Zero
- Confidence Change: 46.5% Advanced or Developing (4 or 3), 49.7% Emerging or Marginal (2 or 1), 3.8% Zero
- Transferability: 59.9% Advanced or Developing (4 or 3), 37.6% Emerging or Marginal (2 or 1), 2.5% Zero
- Think Like a Researcher: 52.9% Advanced or Developing (4 or 3), 42.0% Emerging or Marginal (2 or 1), 5.1% Zero
Student Reflections – Rubric Score Distribution

TRAIL Students (n=156)

- Advanced - Scored 19-24: 17.2%
- Developing - Scored 13-18: 53.5%
- Emerging - Scored 7-12: 27.4%
- Marginal - Scored 0-6: 1.9%
Student Reflections – Coding

Students in TRAIL …

• made source changes between the annotated bibliography and final paper (72%)
• indicated being more confident researchers (88.5%)
• used their research knowledge and skills in other classes (45%)
Student Reflections - Quotes

“...the research process was more than just searching for sources. The most vital part of the process is actually the critical reading and analyzing which is something that can be used in any class.” [scored 21]

“Not only do I feel more confident now but also I believe I will enjoy writing another research paper.” [scored 16]

“I did change some of the articles because after I was done with the annotated bibliography I had noticed that I had left other perspectives out.” [scored 17]

“Before this class, when I would research I would research articles that fit to support my thesis, but after taking this class I now look for many conclusions whether that [sic] assist my argument or not.” [scored 16]
Student Papers – Research Writing

• From freshman, first time in Writing 10
• 120 papers in total
• From three groups:
  o TRAIL
  o non-TRAIL, library instruction
  o non-TRAIL, no library instruction
Source Suitability - TRAIL

Final Paper Scores (n=40)

- Advanced (4): 45.0%
- Developing (3): 27.5%
- Emerging (2): 10.0%
- Marginal (1): 15.0%
- 0: 2.5%
Source Suitability

TRAIL

- Advanced: 45.0%
- Developing: 15.0%
- Emerging: 10.0%
- Marginal: 15.0%
- 0: 2.5%
- Other: 12.5%

non-TRAIL, no library

- Advanced: 32.5%
- Developing: 37.5%
- Emerging: 15.0%
- Marginal: 12.5%
- 0: 7.5%

non-TRAIL, library

- Advanced: 32.5%
- Developing: 32.5%
- Emerging: 20.0%
- Marginal: 15.0%
- 0: 0%
Feedback from Writing faculty

Did your students in introductory writing, ....

- **engage with research as an ongoing process**: 5
- **select suitable resources for their assignments**: 4, 1
- **write strong research questions**: 4, 1
- **demonstrate persistence in information finding**: 4, 1
- **incorporate multiple viewpoints**: 3, 2

- Yes, more so than previous students
- No, less so than previous students
- No discernible differences
Questions & Evidence

Did TRAIL students ....

1. express the knowledge, skills and attitudes representative of developing student researchers?
   - Reflections / Papers / Faculty Observation

2. demonstrate more developed information literacy skills in research writing than their non-TRAIL Writing 10 peers?
   - Papers
Action

• Spring 2015
  o Offered workshops introducing TRAIL activities to Writing faculty

• Summer 2015
  o Started a learning community
  o Writing faculty lead, former TRAIL participant

• January 2016
  o Plan to start a second learning community
Contact & Resource

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Think Like a Researcher Library Guide
http://libguides.ucmerced.edu/think_like_a_researcher
  o See Assessment tab

Assessment in Action (AiA) Database of Projects
https://apply.ala.org/aia/public