

A Collaborative Assessment Endeavor

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



UCMERCED
LIBRARY

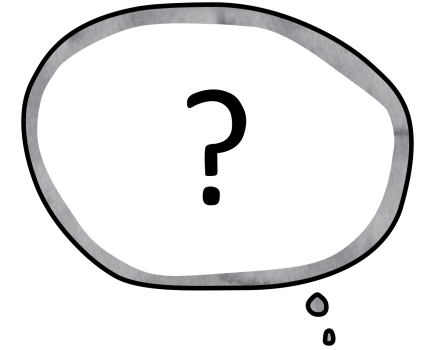


MERRITT
WRITING
PROGRAM
UC MERCED

Curricular Collaboration

- Course-integrated model of library instruction
 - Known as TRAIL (Teaching Research and Information Literacy)
 - Part of an introductory composition class
 - Argument and research focus
- Does TRAIL have value?
 - What is the impact on student learning?

Questions & Evidence



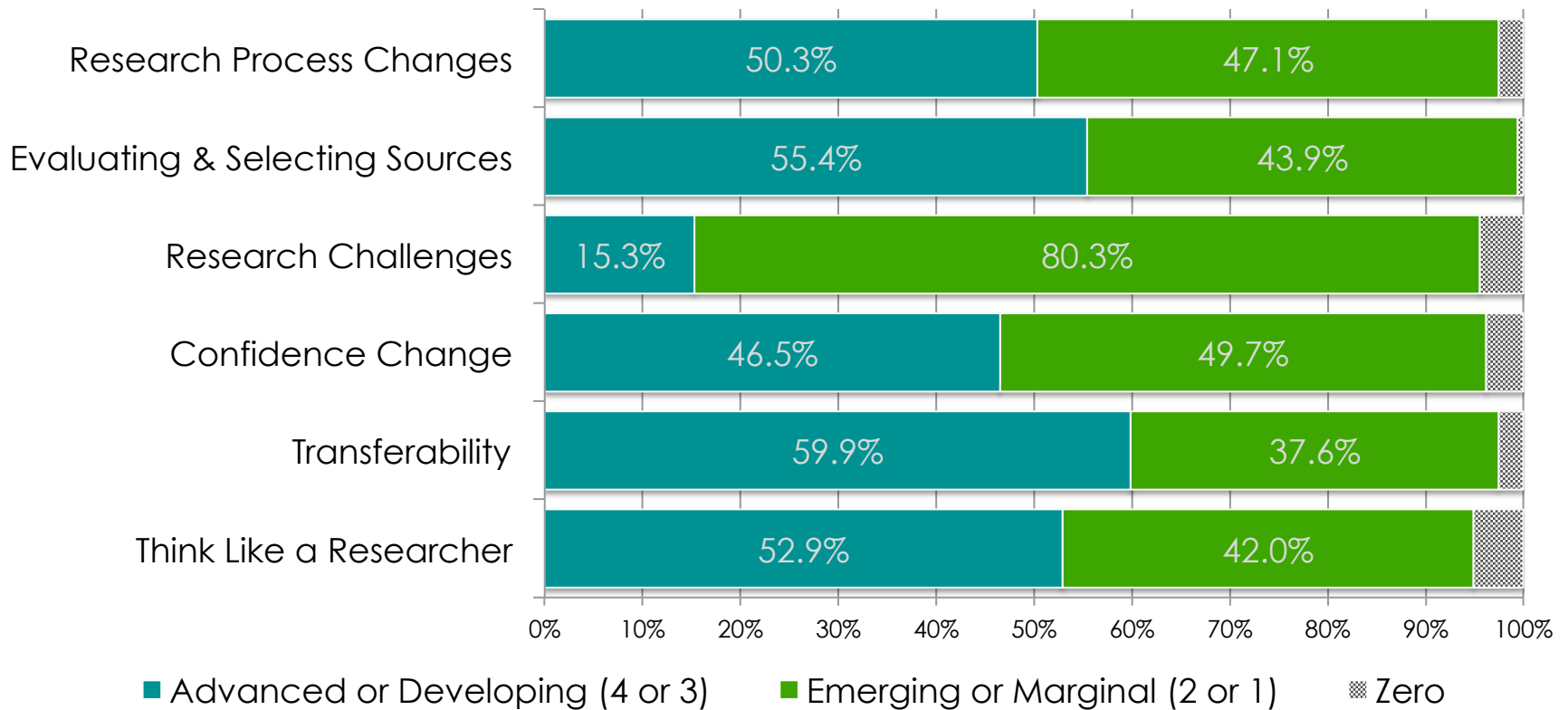
Will TRAIL students

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

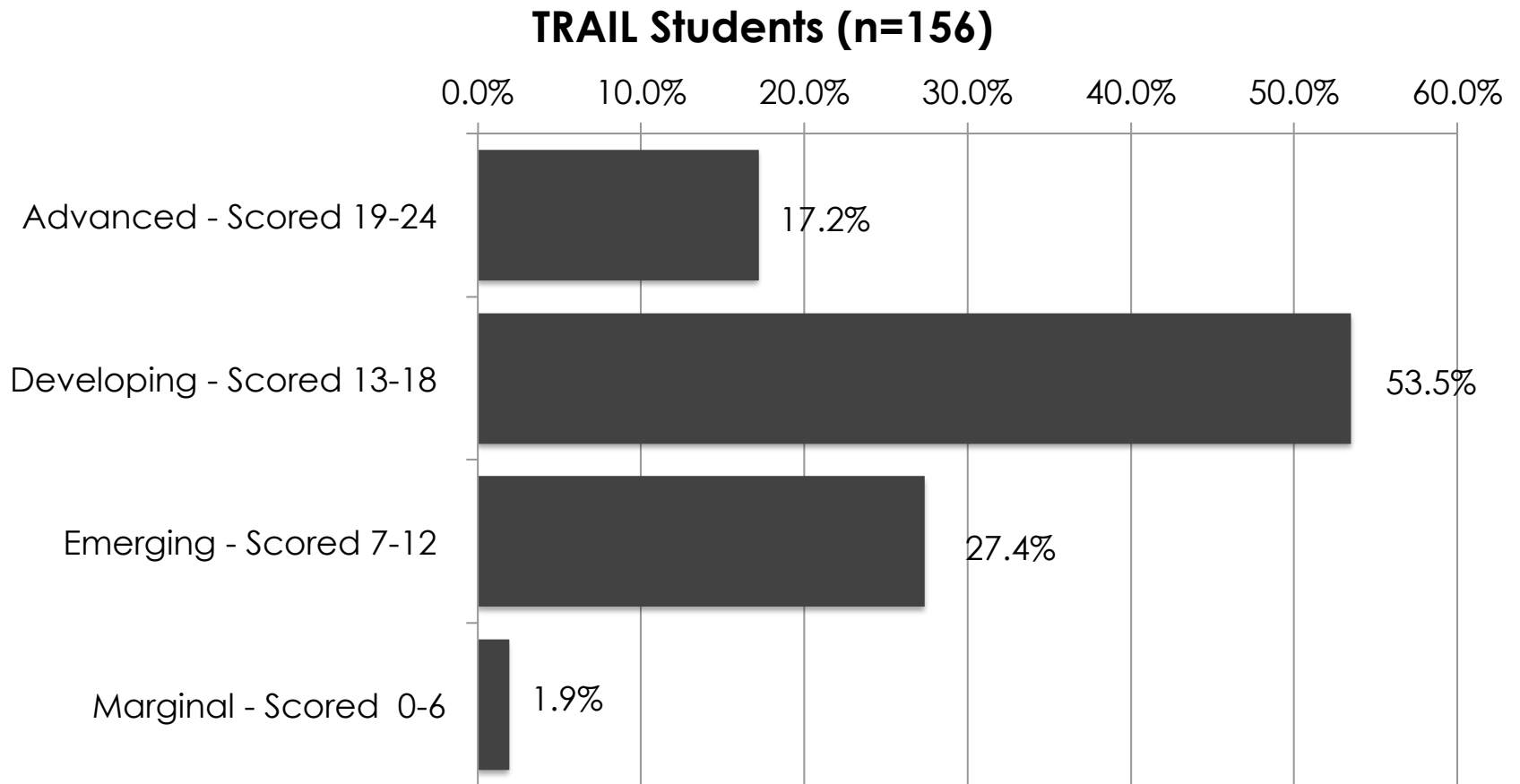
2. demonstrate more developed information literacy skills in research writing than their non-TRAIL Writing 10 peers?
 - Papers

Student Reflections – Rubric Scores

TRAIL Students n=156



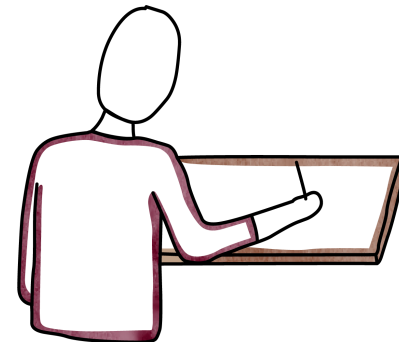
Student Reflections – Rubric Score Distribution



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]

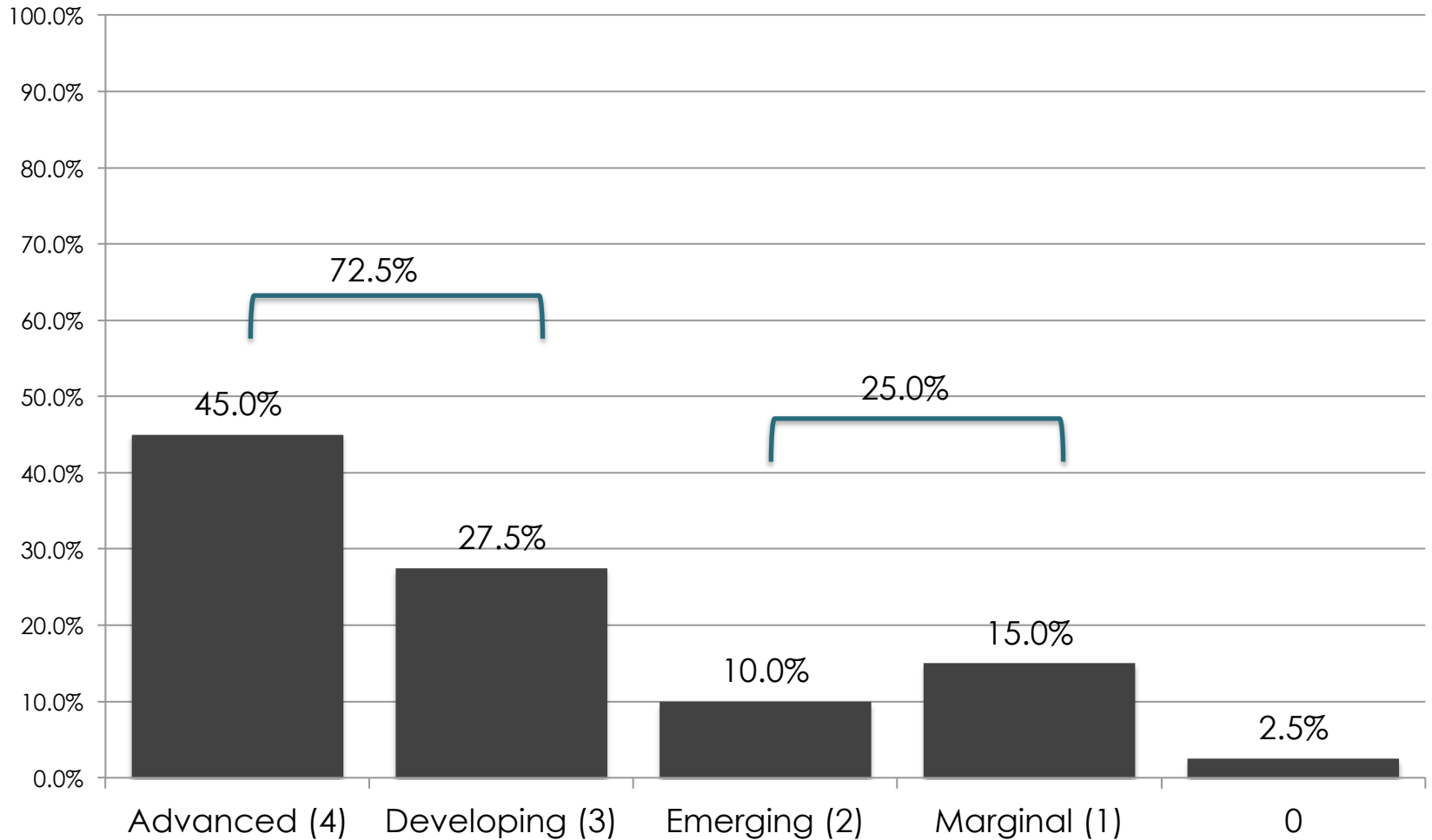
"Before this class, when I would research I would research articles that fit to support my thesis, but after taking this class I **now look for many conclusions whether that [sic] assist my argument or not.**" [scored 16]

Student Papers – Research Writing

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

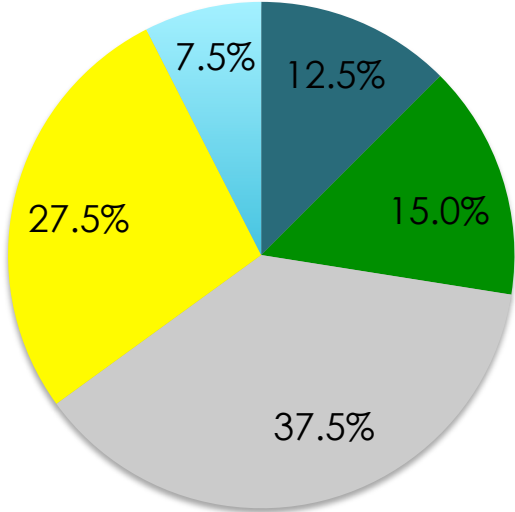
Source Suitability - TRAIL

Final Paper Scores (n=40)

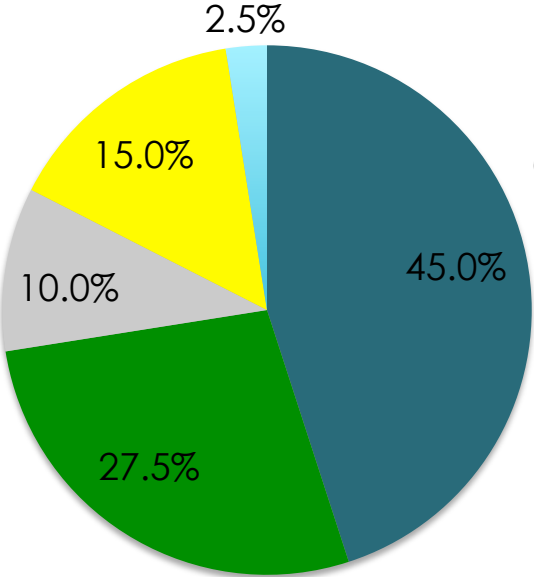


Source Suitability

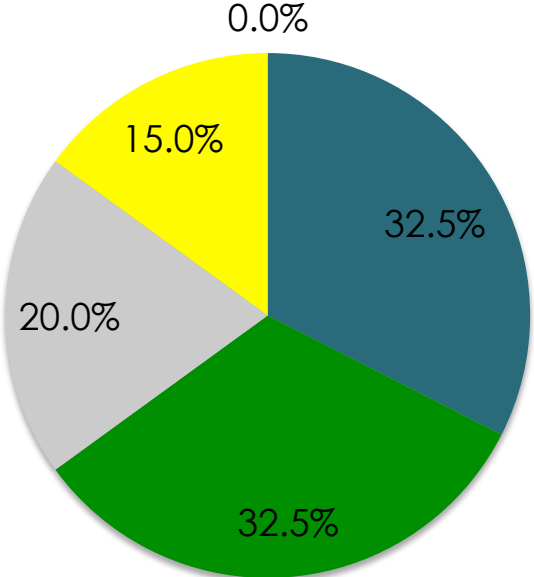
non-TRAIL, no library



TRAIL



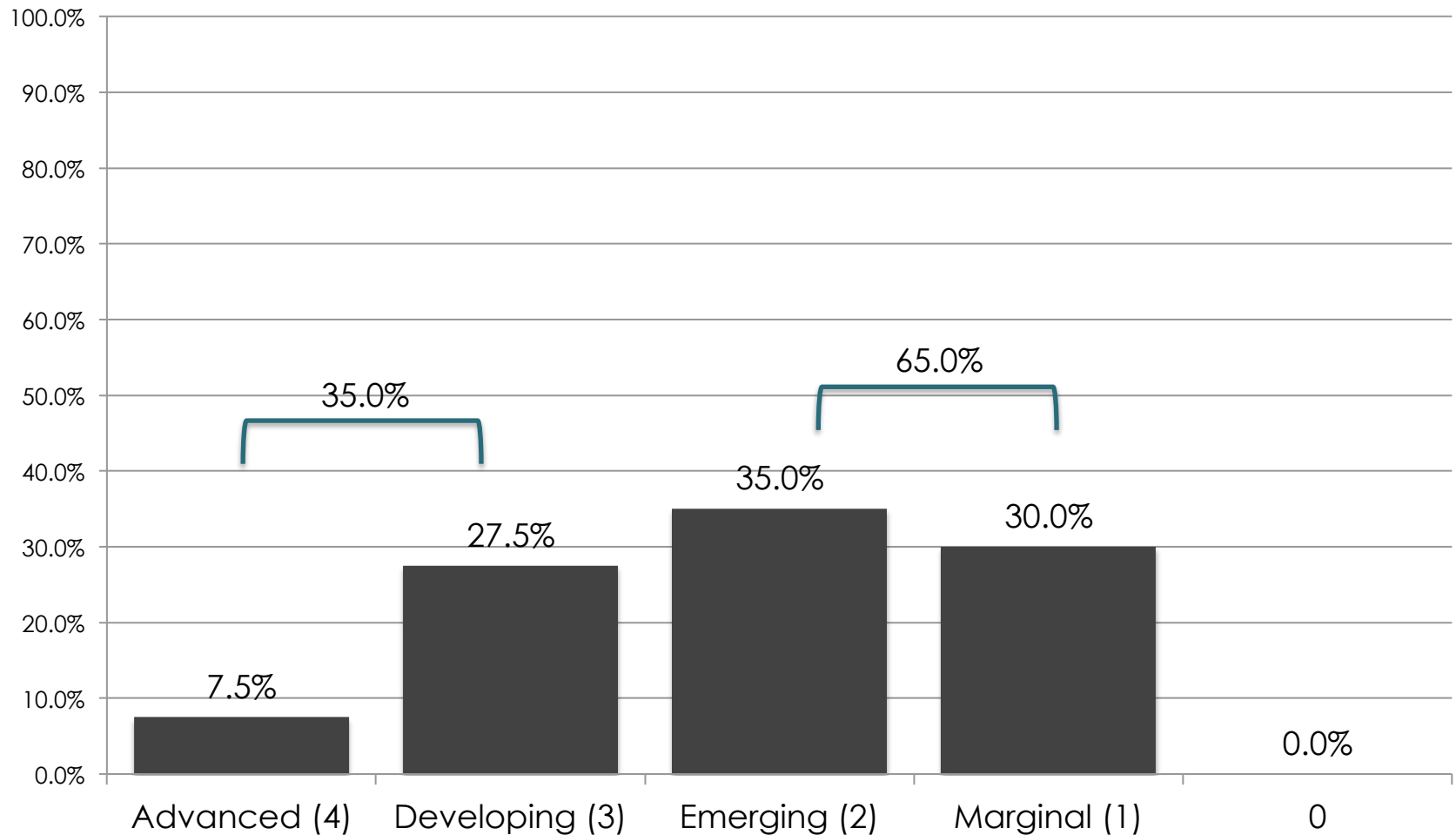
non-TRAIL, library



- Advanced
- Developing
- Emerging
- Marginal
- 0

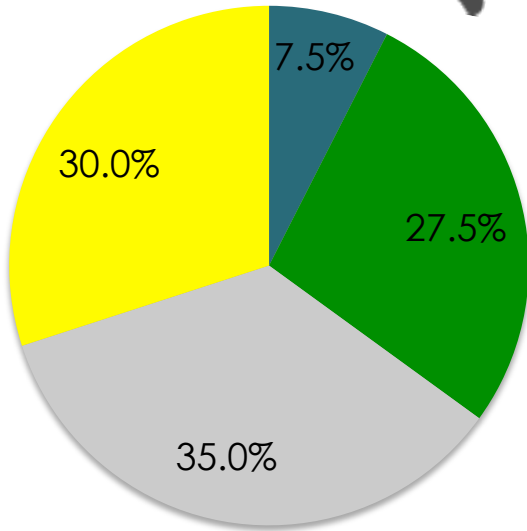
Argument & Evidence - TRAIL

Final Paper Scores (n=40)

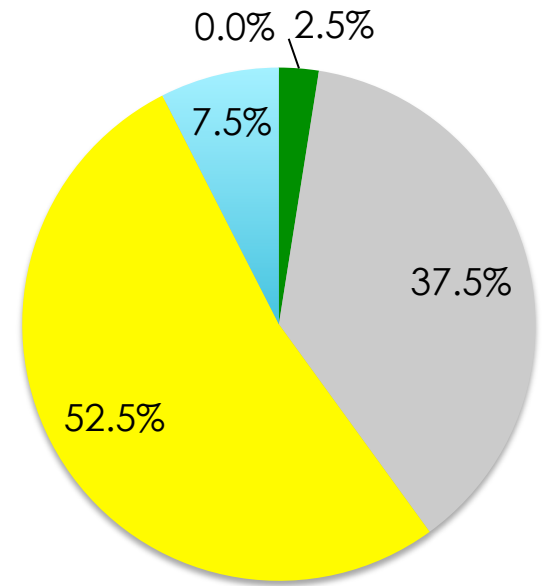


Argument & Evidence

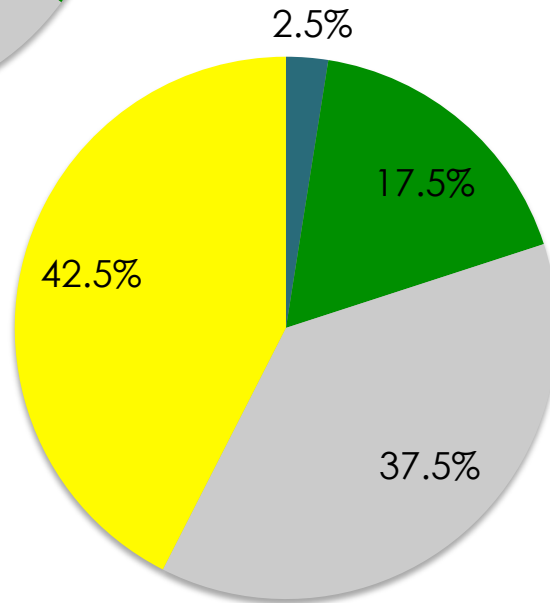
TRAIL



non-TRAIL, no library



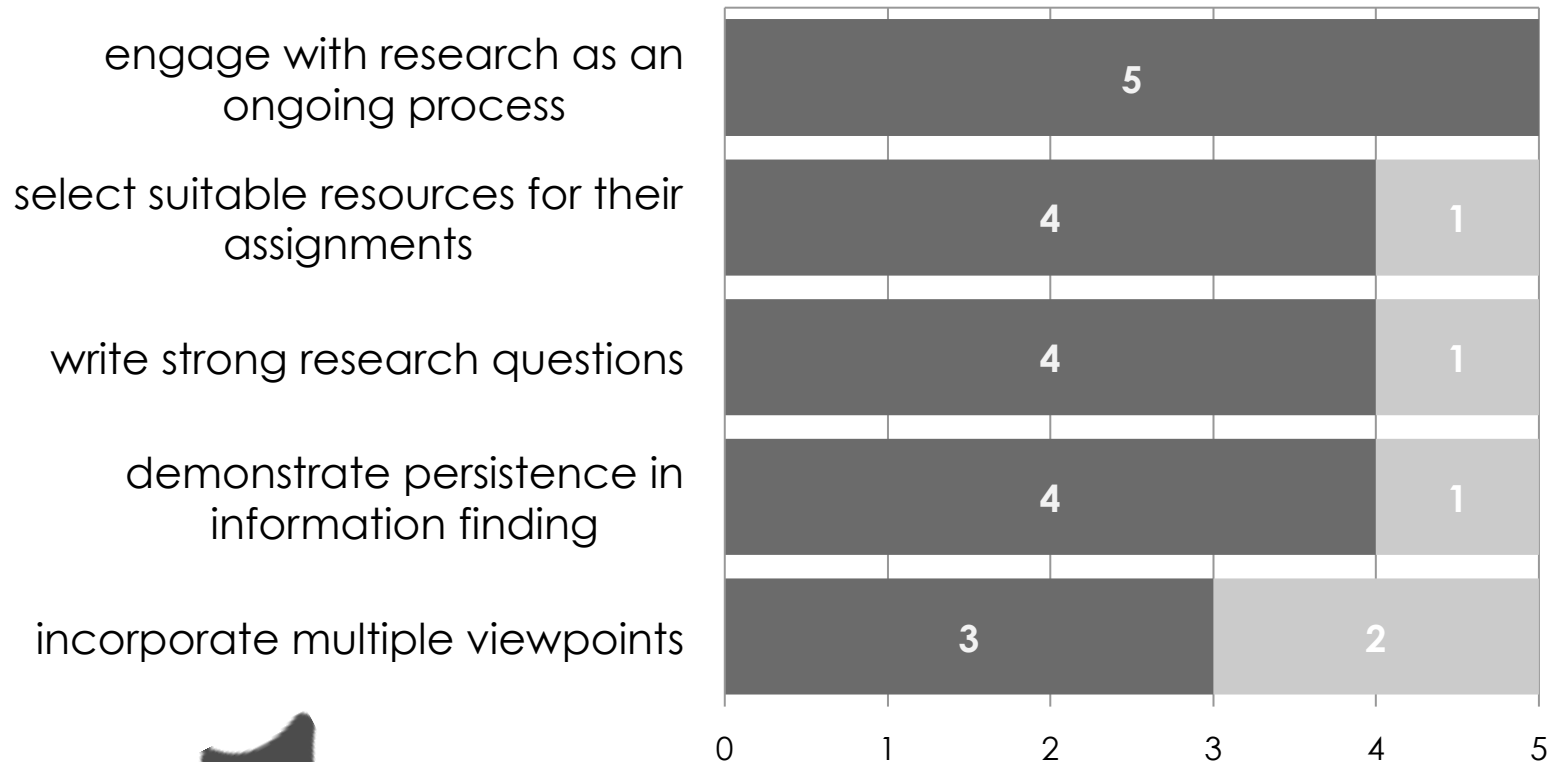
non-TRAIL, library



- Advanced
- Developing
- Emerging
- Marginal
- 0

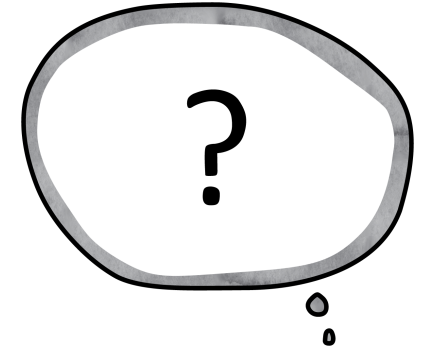
Feedback from Writing faculty

Did your students in introductory writing,



- 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
 - Offered workshops introducing TRAIL activities to Writing faculty
- Summer 2015
 - Started a learning community
 - Writing faculty lead, former TRAIL participant
- January 2016
 - Plan to start a second learning community

Contact & Resource

Sara Davidson Squibb
UC Merced Library
sdavidson2@ucmerced.edu

Think Like a Researcher Library Guide

[http://libguides.ucmerced.edu/think like a researcher](http://libguides.ucmerced.edu/think%20like%20a%20researcher)

- See *Assessment* tab

Assessment in Action (AiA) Database of
Projects

<https://apply.ala.org/aia/public>