1. Department Learning and Service Objectives

Information Literacy
The direct from high school students enrolled at UT in freshman orientation sections are being pre-tested on vocabulary and concept recognition and post-tested after information literacy instruction against identified core competencies for academic success during the first semester of their post-secondary education. This testing supports PK-16 state initiatives and aligns information literacy for direct from high school freshmen with the information literacy competencies identified in the Ohio Department of Education’s K-12 Technology Academic Content standards.

Composition Tutorial
Students using the tutorial can learn at their own pace and assess writing skills acquired as they develop and hone their research competencies.

Other Library Assessment Activities
Librarians intend to measure user satisfaction with various library resources and services. Faculty, staff, and student responses will be collected and analyzed.

2. Information and Data Collected

Information Literacy
Recognizing the traditional course load direct from high school students take during their first semester, successive pre- and post-assessments are being given in PSY 1010, ENGL 1100/1110, 1130, 1140, 1150, 2950, and 2960. Additional projects using the above linked FYI section to General Education sections are being conducted with the direct from-high school students in the College of Business Administration (courses BUAD 1000, 2000, and 3000), all sections of FYI QUEST and the Career and Academic Planning (CAP) and Arts Living Learning Communities.

Composition Tutorial
The tutorial has four separate instructional modules that teach library research skills. Each module has a quiz component to assess student progress. This interactive quiz allot a percentage value to each question answered and helps students evaluate and assess their skills after completing each instructional module. Students using the tutorial can learn at their own pace and assess skills acquired as they develop and hone their research competencies.
3. Conclusions

Information Literacy

This work forms the basis for the design and delivery of information literacy instruction for the freshman students in both their FYI sections and General Education sections. More courses and disciplines have been added since the initiation of these assessment activities. Survey results continue to contradict the popularly held notion that direct from high school students arrive on campus with solid technology, information, and computer skills. Although direct from high school students own computers and are comfortable with technology, ownership does not translate into competencies. Direct-from-high school students are comfortable with accessing a search engine and sending/receiving e-mail, but they are not prepared for the Web-based learning environment they are confronted with on a university campus. Direct from high school students during their first semester on campus either do not have the skills or can not transfer their technology, computer, and information skills to their new environment. For library instruction, this translates into designing and developing instruction in a very basic introduction to an academic research library, the evaluation of Web resources, hands-on instruction to distinguish between a magazine and a scholarly publication, and the use of course reserves. Direct from high school students are also introduced to the basic differences between an academic library and their high school or public library.

The pre-test of the direct from high school students’ recognition of standard vocabulary terms and basic search and access concepts supported the thesis that students needed a more basic approach to academic libraries. This movement to “start at the beginning” provided the opportunity to design and develop a graduated course of library instruction that aligns the first year information orientation with composition and ripples out to align with the most popular general education courses, e.g., Introduction to Psychology, History of Jazz, etc. In addition, the introduction of a post-test after the class meeting affords the librarian an opportunity to examine what the student has learned during the actual library instruction session. The post-test provides a series of true-false, short answer, fill in the blank, multiple choice, and open-ended questions that are completed by the student. A separate evaluation of the librarians’ teaching and presentation skills is completed by the course instructor.

This focus on student learning has changed the content of what is provided during a library instruction session. It has created a greater focus on identifying the competencies students must possess as they learn the research process in an academic library. It has also created more consistent classroom content being taught across the library by different librarians. Finally, it has provided an opportunity to create a series of successive modules of library instruction where students learn information literacy competencies as they move through the University’s lower division curriculum.

In addition to classroom instruction, Information Literacy librarians have developed other programs with targeted student groups. Working with Latino, Afro-American,
International students and student-athletes, the librarians participate in student events to promote library services, enhance study and research skills, and provide point-of-contact interfaces. Information Literacy librarians served on committees that plan the Latino Youth Summit and Black History month activities.

Interactive Online Tutorial for English Composition
Based on informal assessments of the tutorial users, the tutorial was determined to be a useful tool.

4. Next Academic Year

Information Literacy
Information Literacy faculty members will continue to work with teaching faculty members to enhance, improve, and expand classroom offerings. They will increase the number of sessions offered and the number of classes, organizations, and events they attend.

Interactive Online Tutorial for English Composition
The tutorial will be revised to reflect changes in University Libraries since the merger with MUO. Usage will be tracked using software installed by IT in November 2006.

Other Library Assessments
Librarians in all University Libraries locations plan to initiate a series of short Web-based and paper surveys that will measure user satisfaction with various library resources and services. These surveys will be conducted for short periods of time over the course during all semesters. The LibQual+ survey may be administered in future years. That decision will be made at a later time.