AL 1130 Information Literacy for College Research

In Fall 2013, six section of AL 1130 Information Literacy for College Research were taught to approximately 180 students from YOUCollege. SLO’s for all sections of the course are as follows:

- Define a research topic and determine the need for information
- Recognize how information is organized
- Develop appropriate and effective search strategies
- Select and use a variety of information tools
- Analyze and critically evaluate information
- Use and apply information effectively
- Demonstrate the ethical use of information
- Develop the computer literacy skills necessary to access multiple research technologies

The SLO’s were assessed using multiple homework assignments (see the course syllabus), Discussion Boards in Blackboard, as well as a final research portfolio. Assessment rubrics that measured each SLO were included on each assignment. Students additionally completed an iCAN rubric that allowed them to self-reflect on the skills they acquired over the course of the semester. A master competency rubric for the course was also developed based on University of Toledo Core Competency Rubric for Information Literacy Assessment. Outcome data for all sections was combined. The results reflect student achievement by percentage. Students were assessed on each of the course’s SLO’s. 70% of all students achieved Accomplished 18% of students were Competent 4% were Developing 2% of students were either Beginning or Inadequate (generally students with low attendance scored in this category).

Course Integrated Instruction

Total of 42 sessions (51.25 hrs.) between July 1 – December 31, 2013, reaching 1082 students. Librarians were specifically requested to instruct these sessions 100% of the time.

Toledo Early College High School (TECHS) 9th Grade – Library Orientation

Date: November 12th and November 14th
Session Time: (30-40 minutes)
Number of Students Expected Per Section: 38
Instructor: Thomas Atwood
Objective: Students will demonstrate basic search skills and begin to develop an awareness of the role of academic libraries.
Student Learning Outcomes: 1. Identify one new search engine or method of searching
2. Identify one feature or service provided by University Libraries (examples, may include, collections, borrowing privileges, computer access, reference services, Libguides, OhioLINK, etc.
Assessment Method: Pre-assessment, informal show of hands to identify prior knowledge, interest, and learning preferences to determine appropriate methods of differentiated
instruction. Exit cards, formative assessment. Using a single notecard, students will identify at least one new thing that they learned from the brief library orientation session to demonstrate understanding.

**Evaluation:** Number of exit cards returned that appropriately identified one or both SLO.
Session 1 36/38 (94%) Session 2 33/38 (86%)

**Analysis:** Given the brief amount of time allotted for the library orientation, the amount of content seems appropriate as the majority of students in both sections demonstrated an understanding of the material.