THE UNIVERSITY LIBRARY & INFORMATION LITERACY ASSESSMENT

The University Library's Information Literacy (IL) program is a critical component in the cultivation of life-long learners. To that end, library faculty are dedicated to educating students in the assessment, collection, and evaluation of information in a variety of formats from a multitude of resources. In addition to information literacy efforts, the Library supports student learning by providing access to scholarly information in support of their research efforts. Currently, the Library subscribes to 170 databases, over 152, 500 electronic journals, over 206,200 electronic books, and maintains a print collection in excess of 900,000 items.

The Library promotes its information literacy program through active collaboration with instructional faculty and as appropriate, campus programs. Best practices examples may be gleaned from Library (LIBR) 1500 course integration in the School of Nursing and the Equal Opportunity Program, as well as Business 1010 and 3050 courses. Since information literacy is a core competency, the Library will move to assess at the senior level in addition to its current assessment of freshman students. Library faculty will move towards becoming an integral part of the senior capstone research and writing projects in order to assess student IL competency upon graduation. Library faculty formally assess IL competency at the freshman level (1010 courses), in addition to current and future credit bearing LIBR courses (described below).

Since assessment is an embedded component of the freshman curricula, students are requested to identify the following: type of information retrieved; definition of a scholarly/peer-reviewed article; citation information and format; subject terms; proprietary vs. academic databases. At the conclusion of either the online tutorial (graphic below) or in-person session with a librarian, students learn how to select a topic, identify and evaluate appropriate materials for current and future research needs. They are also provided information regarding available library services such as inter-library lending, research assistance, and access to course reserve materials.

Currently, efforts to assess IL competency exist at the freshmen level with the Introduction to Higher Education IL assessment tool that has been used for over five years and has surveyed more than 8,000 first year students on their understanding of core IL concepts after taking the mandated library instruction portion of their 1010 course, conducted by library faculty. Other assessment efforts are embedded within upper division as part of larger assignments. Moving forward the library's faculty appreciate the importance of being active participants in the evaluation and assessment of student learning in their discipline, IL, and will partner with instructional faculty on the creation and implementation of rubrics for evaluating IL competency. This idea has been piloted in skills courses at the junior level as well as capstone projects at the senior level in business courses.

A brief synthesis of information from the aforementioned assessment tool reveals that the majority of respondents are:
- able to identify keywords in their research question and create synonyms;
- able to use Boolean operators in their search strategy in order to expand their results;
- aware that a peer-reviewed paper is usually written by a professor or subject specialist and contains a list of references or works cited;
- able to identify the type of material which constitutes a primary source;

- able to locate relevant sources for their paper;
- aware they should evaluate articles for credibility even if from a scholarly journal;
- able to identify examples of plagiarism.

Since Fall 2012, though the Library's information literacy program has steadily increased in terms of the number of sessions provided to students, in Spring 2015 the program was severely impacted by two events which caused both computer labs to be taken off-line: a flood of epic proportions in April 2015; café construction in November 2015. Hence, a 15% decrease in the number of instruction sessions provided in Fall 2015 (see chart below). In spite of these odds, library faculty persevered and delivered information literacy instruction to 94,697 students.

Library faculty teach credit-bearing courses and provide course-integrated instruction sessions. Library faculty have a strong foothold in embedding information literacy in the University curricula in the following manner:

- IHE 1010, Introduction to Higher Education 1010: The Introduction to Higher Education courses are required for all incoming freshmen. IHE 1010 requires a Library orientation and completion of an online research tutorial. The tutorial includes an online quiz and certificates are granted upon completion. Since January 2013 to the present, over 23,600 students have completed the online tutorial. As of Fall 2016, the Library also offers a LIBR 1010 course to address the increased enrollment and competing demand for students to enroll in this University required course, that being the 1010. LIBR 1010 was also offered as a high impact practice owing to the number of studies that indicate that first year students who form relationships with academic personnel like librarians are more likely to persist and attain degrees.

- LIBR 1500, Introduction to Information Literacy and Research Skills: A one-unit coordinated study course offered to School of Nursing and Equal Opportunity Program (EOP) students. The course seeks to develop effective and efficient skills for identifying, retrieving, and critically evaluating sources.

- LIBR 2300, Intermediate Information Literacy and Research Skills for Lifelong Professional Success: Designed to teach students research and critical thinking skills required to access, evaluate, synthesize and understand information for professional success and development.

- LIBR 2500, Intermediate Information Literacy and Library Research Skills: Taught each semester, the library's flagship credit-bearing course that directly assesses student learning via its finale exam and other course work.

- Summer Bridge program: The Library collaborates with the Equal Opportunity Program (EOP) to deliver library instruction to its yearly Summer Bridge cohorts. Library 2500 is offered each summer to Summer Bridge. EOP reports finding both LIBR 2500 and the Library's Summer Bridge program very helpful in reducing library anxiety among its students, most of whom are the first in their families to attend college.

- LIBR 2600/GEOG 2600, Geographic Information Literacy: An intermediate information literacy course that will examine sources and types of information related to climate, geography, oceans, and the environment.

- LIBR 3300, Advanced Information Literacy for Decision Making in the Professional World: Using company, industry, legal and demographic information research, analysis and decision-making in professional environments, an advanced information literacy course that considers the role of information in a professional context.

- LIBR 4300, Legal Information Literacy: A writing intensive, advanced information literacy course that considers the use and impact of different forms of legal information.

- LIBR 4600, Information Law and Policy: A writing intensive, advanced information literacy course aimed at understanding how information is shaped by law and policy as well as the ways in which government, business and technology can shape the acquisition and consumption of information.

- Peer-Assisted Information Research (PAIR): Annually funded by the University's Instructionally Related Activities (IRA) grant, the Library's peer mentor service features point-of-need reference service given by highly trained upper-division and graduate student assistants. During the academic year between Fall 2012 and Spring 2016, PAIR mentors have assisted 989 students.

- The Library offers course-integrated guest lectures and sessions. Library faculty provide hundreds of course-integrated instruction sessions each year. Currently the Library evaluates library instruction quality by querying professors on the quality of student work during the semester specified.

Information Literacy Tutorial

http://calstatela.libguides.com/tutorial

Number of Instructional Sessions and % Changes, WQ 2012-SS2016

	Winter	Spring	Summer	Fall
2012	205	174	63	306
2013	209	180	42	306
2014	194	160	40	316
2015	170	178	60	269
2016	182	172		

	Winter	Spring	Summer	Fall
%Chg 12-13	2%	3%	-33%	0%
%Chg 13-14	-7%	-11%	-5%	3%
%Chg 14-15	-12%	11%	50%	-15%
%Chg 15-16	7%	-3%		