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Librarians Matter! Impact on First-Year Information Literacy Skills at 5 Colleges

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Methodology

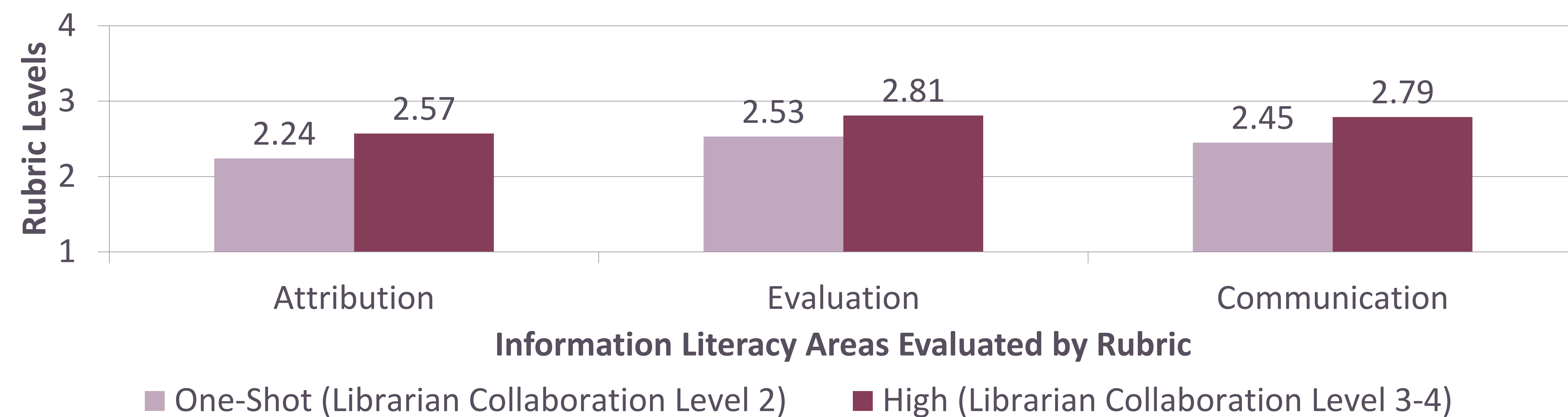| 4 Liberal Arts College First-Year Seminar/ Experience programs	First-Year Student Papers coded by *Level of Librarian Collaboration in Course*	416 papers	Rubric‡ evaluation of papers : 3 areas - Attribution, Evaluation of Sources, Communication of Evidence
• Claremont McKenna College, Pitzer College, Pomona College, Scripps College • papers from 5th college, Harvey Mudd, still being scored • Courses have different learning outcomes and assignments • BUT all require use of outside sources and are able to be scored using IL rubric	• 1 = None • 2 = Low (one-shot) • 3 = Moderate (multiple sessions, moderate syllabus/assignment collaboration) • 4 = High (multiple sessions, online tutorial & quiz, significant syllabus/assignment collaboration)	• 14 interrater pairs • Jan-May, 2014	**Rubric Levels:** • 1 = initial • 2 = emerging • 3 = developed • 4 = highly developed

Research Question

"What impact (if any) does librarian intervention in first-year courses have on IL performance in student work?"

Data

Overall Results

Total First-Year Paper Rubric Scores by Librarian Collaboration Level

Rubric Levels (y-axis: 1 to 4)

- Attribution: One-Shot 2.24, High 2.57
- Evaluation: One-Shot 2.53, High 2.81
- Communication: One-Shot 2.45, High 2.79

Information Literacy Areas Evaluated by Rubric

■ One-Shot (Librarian Collaboration Level 2) ■ High (Librarian Collaboration Level 3-4)

	Attribution	Evaluation	Communication
p-value (one shot v. high)	0.00000523	0.00000329	0.0000078
< .05 is statistically significant			

College Specific-Results

College A : by Collaboration Level

Papers from 11 of 31 sections (n=72). Most collaborations are one-shots.

- Attribution: One-Shot 2.2, High 2.5
- Evaluation: One-Shot 2.43, High 2.53
- Communication: One-Shot 2.32, High 2.72

■ One-Shot (Level 2) ■ High (Level 3-4)
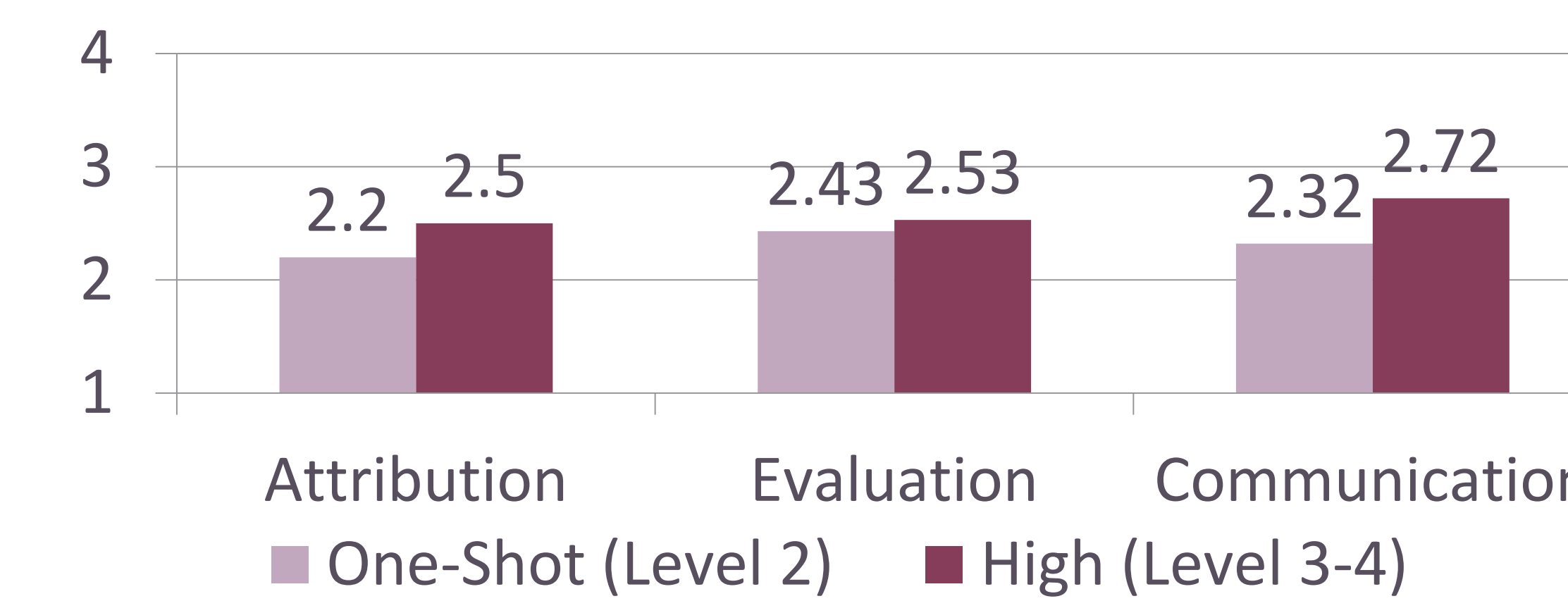
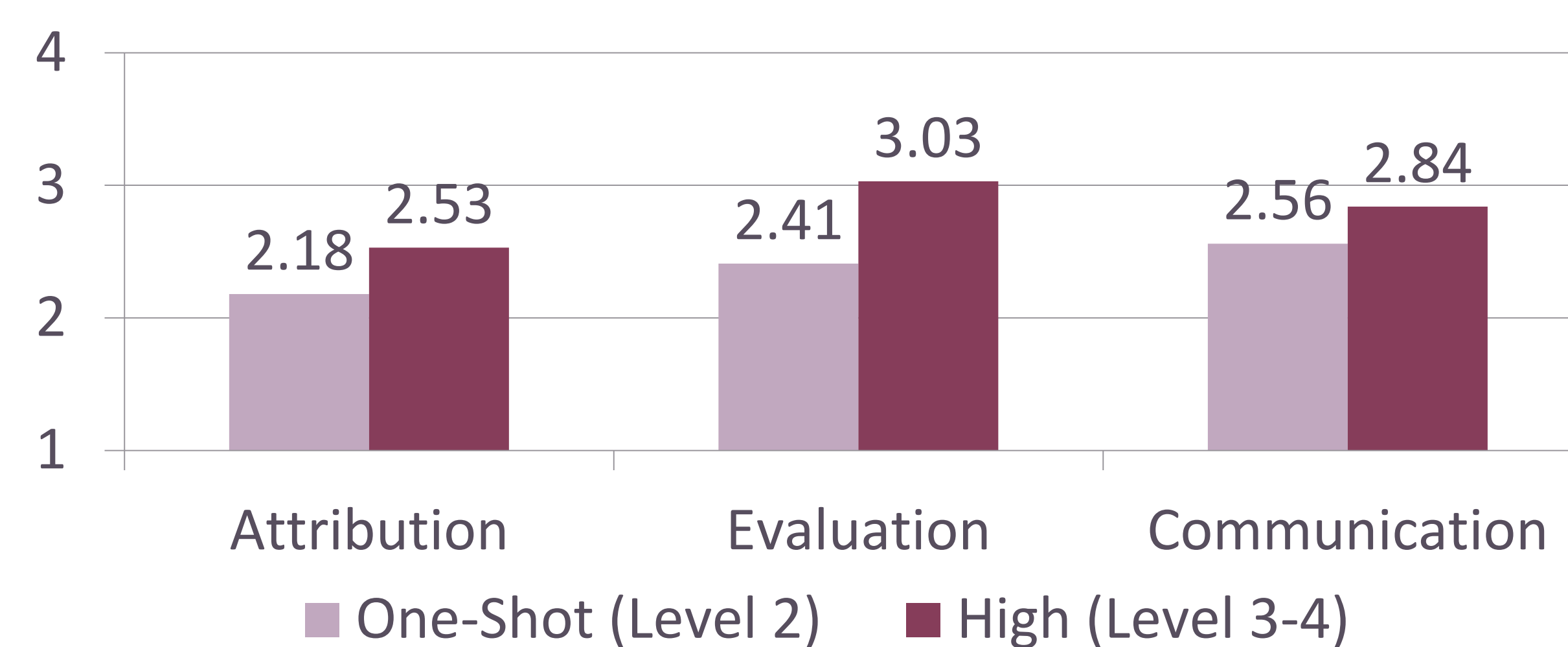|	Attribution	Evaluation	Communication
p-value (one shot v. high)	0.05019	0.286363	0.014926

College B : by Collaboration Level

Papers from 17 of 17 sections (n=162). 95% confidence level (5% margin of error). All collaborations higher than one-shots (Level 3 or 4).

- Attribution: Level 3 2.61, Level 4 2.75
- Evaluation: Level 3 2.65, Level 4 2.84
- Communication: Level 3 2.75, Level 4 2.82

■ Level 3 ■ Level 4
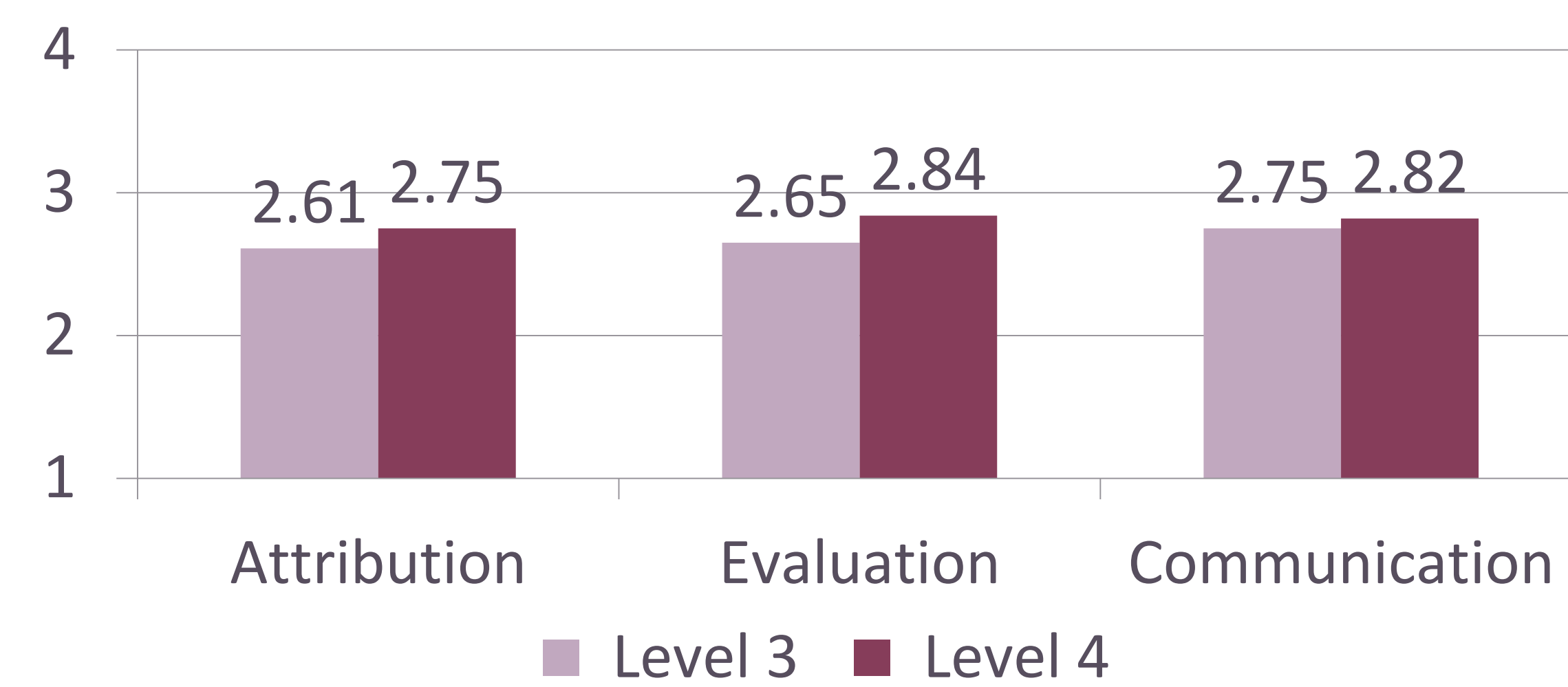
|	Attribution	Evaluation	Communication
p-value (3 v. 4)	0.130579	0.047787	0.270188

College C : by Collaboration Level

Papers from 15 of 19 sections (n=151). 95% confidence level (5% margin of error). Equal balance of one-shot and higher level collaborations.

- Attribution: One-Shot 2.18, High 2.53
- Evaluation: One-Shot 2.41, High 3.03
- Communication: One-Shot 2.56, High 2.84

■ One-Shot (Level 2) ■ High (Level 3-4)

	Attribution	Evaluation	Communication
p-value (one shot v. high)	0.0115	0.0000229	0.01859765

College D : total scores

Papers from 2 (one each Level 2 and Level 3) of 11 sections (n=31). Most courses do not collaborate with librarians.

- Attribution: 2.32
- Evaluation: 3.03
- Communication: 2.77
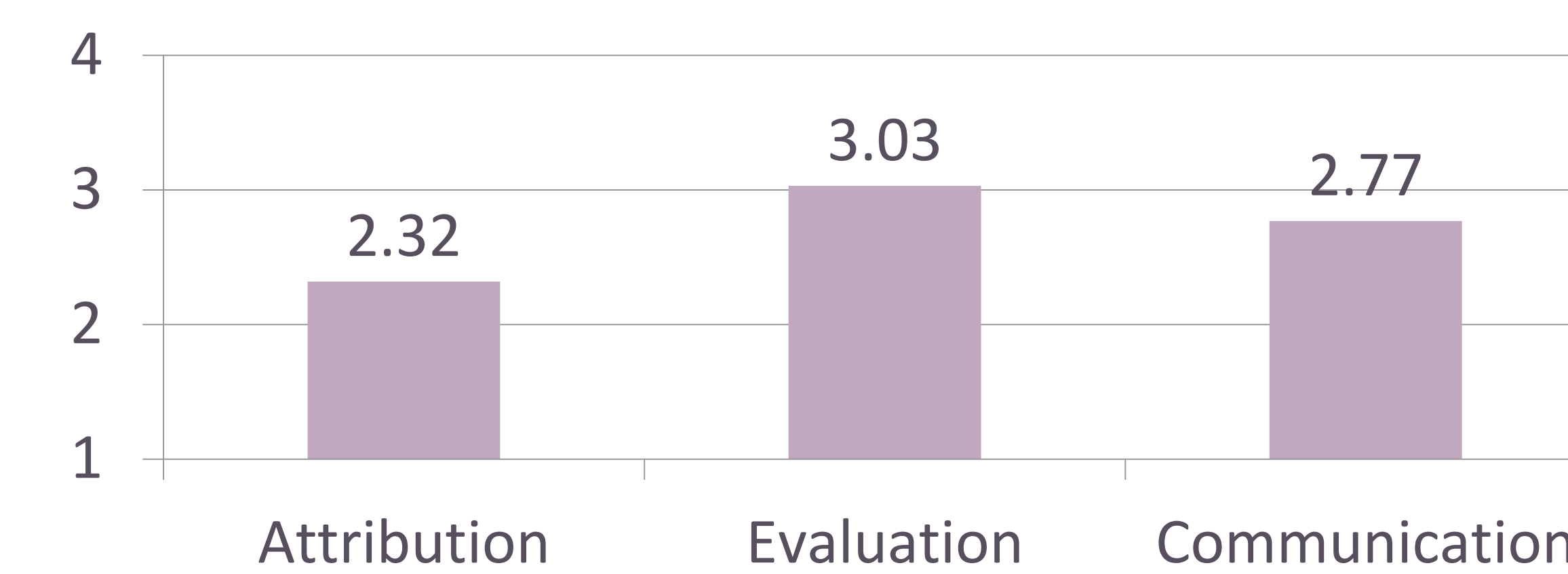
Results

- Students in courses with Level 2 (one-shot) Librarian Collaboration scored lower (statistically significantly lower) in all three Information Literacy rubric skill areas than those in courses with Level 3 and 4 Librarian Collaboration.
- No statistically significant difference overall between student's IL skills in Level 3 vs. Level 4 courses. Is there a library instruction "sweet spot"?
- Not enough Level 1 collaboration papers received to make any conclusions about students' IL skills in classes with no Librarian Collaboration.

Conclusion

While it has long been suspected that the one-shot is not as effective as more intensive collaborations on students' Information Literacy skills in the long-term, this project provides evidence that this is the case.

In short, the more collaborative and scaffolded the instruction, the more effective library instruction appears to be. Based on these results, we recommend librarians (and faculty) continue (or increase) their efforts to design assignments and syllabi in collaboration.

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