Research Question

What effect (if any) does library instruction have on student learning?

Outcome: Students participating in IL instruction are able to meet Gen Ed information literacy outcomes.

Methodology: A cross-sectional exploratory survey was conducted to assess faculty's perception and experience in implementing IL in their courses.

Sample Size: 50 faculty members from Speech 1100 and English 1102 faculty.

Analysis:
- Faculty report confidence in defining information literacy.
- Faculty feel assessed on students' information sources.
- Faculty feel assessed on students' demonstration of IL skills upon course completion.

Next Steps:
- Develop rubrics to assess students' IL skills.
- Conduct workshops to enhance faculty's understanding of IL.

Literature Review

This study intersects with the following themes:
- IL Assessment
- Culture of Assessment
- Student Learning
- Assessment Planning
- Use of Rubrics in IL Assessment

IL in the Classroom

Library resources assigned by faculty:

- Information Literacy Modules: 23%
- Research 101: 62%
- SOS Workshops & Webinars: 65%
- Plagiarism Tutorial: 27%

Faculty report confidence in their ability to:

- Define information literacy
- Assess information literacy
- Assess appropriateness of students information sources
- Determine students' demonstration of IL skills upon course completion

What did we learn?
- Faculty use of IL services
- Faculty report confidence in defining IL
- Faculty feel assessed on students' IL skills

What don’t we know?
- How do faculty define information literacy?
- What does evidence of IL look like?
- What Library services are faculty aware of?
- What IL outcomes are faculty measuring and how are they measuring them?

Program Level Assessment in the Library

Jennifer Kelley, M.F.A., M.L.S.

Impact of Information Literacy Instruction on English Composition and Speech Communication Courses at College of DuPage

This study examines the impact of IL instruction on student learning in English Composition II courses.

Phase I:
- Assignment review – how do faculty “talk about” IL?
- Faculty focus group – filling in the blanks
- What are our priorities and the plan for action?
- What changes are necessary?
- What can we learn from our data?

Phase II – Student Learning
- Students are able to demonstrate information sources?
- What IL outcomes are faculty measuring and how are they measuring them?

Closing the Loop
- What don’t we know?
- What IL outcomes are faculty measuring and how are they measuring them?

Next Steps
- Develop rubrics to assess students' IL skills.
- Conduct workshops to enhance faculty's understanding of IL.