Learning Outcomes:
1) Select and use subject databases in order to effectively access discipline-specific information.
2) Find full-text of relevant citations identified from reference lists in order to trace the development of research and knowledge on a topic.

There were 32 sections of ENG 3010 offered in Spring 2015. We saw 22 in person and created online tutorials and guides for the 4 online sections. In total we reached 81% of ENG 3010 sections, the highest participation rate to date.

A random sample of 50 was chosen from 390 students who participated in 3YW library instruction using the online worksheet during the Spring 2015 semester. For Part 1, scores from librarians were averaged for each student. For Part 2, each librarian took part of the sample and determined if the student accomplished the task.

Part I. Identifying subject databases
Scores from 2014-15 are in red, and scores from 2013-14 are in blue.

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory Performance 1.5-2</th>
<th>Beginning Performance 1-1.5</th>
<th>Unsatisfactory Performance 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies a subject database</td>
<td>Choices a relevant subject database 61% (71%)</td>
<td>Chooses a general or irrelevant database 35% (19%)</td>
<td>Does not choose a database 4% (10%)</td>
</tr>
</tbody>
</table>

Part II. Finding full-text of relevant citations

<table>
<thead>
<tr>
<th>Did the student identify a relevant article?</th>
<th>Yes 2 77% (65%)</th>
<th>Identified article, but it is not relevant 1 8% (10%)</th>
<th>Did not identify an article 0 15% (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student identify a citation from the reference list of that article?</td>
<td>Yes 2 45% (31%)</td>
<td>Identified article, but it is not from reference list 1 15% (18%)</td>
<td>Did not identify a citation 0 40% (51%)</td>
</tr>
<tr>
<td>Did the student correctly determine if full-text is available in Bunch Library?</td>
<td>Yes, they accurately determined if Bunch has full-text access to article 2 54% (35%)</td>
<td>No, they incorrectly determined if Bunch Library has full-text access to article 1 2% (16%)</td>
<td>Did not determine if Bunch Library has access 0 44% (49%)</td>
</tr>
</tbody>
</table>
Summary of Assessment:
Assessment results show a decrease in percentage of students who identified a subject database, but an increase in students who successfully completed tasks related to finding and tracking citations. Many students chose general instead of subject specific databases, likely due to not watching the pre-assignment video and simply filling out the worksheet before class. We are pleased with the improvement in finding and tracking citations. Removing the column asking students to identify subject headings allowed students to spend more time on this part of the online worksheet, and the results show great improvement.

Feedback from Eng 3010 Faculty Survey:
A survey was sent to all Third Year Writing faculty to assess satisfaction with the library session and perception of student learning. We received largely positive feedback from the 9 faculty that responded. All chose “Strongly Agree” or “Agree” when asked about content, format, and engagement with the librarians. One faculty comment noted that it is difficult to engage students in this course in general, and another noted challenges that the physical classroom presents.

Librarian Reflections:
Librarians would like to make significant changes to Third Year Writing curriculum, piloting a new format with the handful of classes that will be offered in Fall 2015. We would like to forego the pre-assignment since many students do not complete it or engage with it in a meaningful way. We will instead discuss the “scholarly conversation” and research in the disciplines at the beginning of class. During class we will no longer utilize the online worksheet, as this allowed students to simply go through the motions checking off tasks, and also gave a false impression that the research process is linear. We would like to incorporate active learning techniques, possibly a think/pair/share activity, asking students to help each other determine subject databases for their topics and share with the class. For assessment we will incorporate an online quiz at the end of class where students will demonstrate skills and understanding of concepts covered during the session. Quiz results will be sent to each professor, so student name and professor/section should be gathered. Possible questions are below:

- Give an example topic and have students choose a suitable subject database from a list
- Provide a citation and ask students to determine in which database the full-text can be found?
- Use that same citation and determine how many times it has been “cited by” in Google Scholar.

Librarians will also work together during Summer 2015 to incorporate the new ACRL Framework for Information Literacy into this curriculum, revising current learning outcomes based on selected threshold concepts.