Library instruction in First Year Writing focuses on the ACRL Information Literacy Threshold Concept “Searching as Strategic Exploration.” The learning outcomes are as follows:

- Conduct background research and brainstorming to focus a topic, develop keywords, and generate an appropriate research question
- Use subject headings to refine and focus searches
- Conduct a search in a general library database using multiple search boxes and available limiters to locate relevant information sources
- Identify reasons why an initial search may not be successful and revise appropriately

During the Fall semester we saw 44 out of 46 sections (96%) of First Year Writing and 24 out of 26 (92%) of instructors requested library instruction. This is a significant increase from the previous two years, with 2013 participation rates at 79% of sections and 74% of instructors and 2014 participation rates at 87% of sections and 85% of instructors.

An online worksheet completed during the class session with a librarian was used to assess learning outcomes. Out of 737 students who participated, a random sample of 100 student worksheets were scored using the rubric below.

<table>
<thead>
<tr>
<th></th>
<th>Advanced Performance Level 3 2.5-3</th>
<th>Developing Performance Level 2 1.75-2.25</th>
<th>Beginning Performance Level 1 1-1.5</th>
<th>Unsatisfactory Performance Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determines keywords</strong></td>
<td>Determines keywords, synonyms and related terms that fully describe the topic/research question</td>
<td>Determines keywords, synonyms, or related terms that partially describe the topic/research question</td>
<td>Determines minimal keywords that inadequately describe the topic/research question</td>
<td>Does not determine keywords</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>22%</td>
<td>19%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Determines subject headings</strong></td>
<td>Determines relevant subject headings that help to focus the topic/research question</td>
<td>Determines relevant subject headings for the broad topic</td>
<td>Determines minimal subject headings</td>
<td>Does not determine subject headings</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>8%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Librarian Reflections

ACRL’s new Framework for Information Literacy has been initiated into the learning outcomes and lesson plans for this course, which is a step in the direction towards more holistic library instruction. Librarian reflections recommend making significant changes to the instruction for First Year Writing next year to make even more strides in this direction. Several issues with the online spreadsheet used in class were apparent this year. Students either did not complete the pre-assignment or did so carelessly as evidenced by the spreadsheet. During class time dedicated to continuing work on the online spreadsheet, students often became distracted, got hung up on the mechanics of the spreadsheet, or simply filled in each box without making meaningful progress on their own research topics. Students seemed to be just going through the motions instead of engaging in the research process. The column on the spreadsheet asking students to identify a relevant book was also problematic, often causing confusion regarding the sources their professor required for their research paper. The results of the assessment show mixed results. When compared to last year, more students fell in the “advanced level” for determining subject headings, but more students also did not determine subject headings at all, falling in the “unsatisfactory” column. Similar results are apparent when looking at how effectively students were able to determine keywords. Results from 2013-2015 are compared in the charts below.
Faculty Survey

The survey was sent to 24 faculty at the end of the semester but had no responses.

Recommendations for improvement

Librarians would like to revamp this class for the coming year. Specific ideas are listed below:

- Better use of the principles of backwards design in order to develop lesson plans and in-class activities.
- In-class activities could include concept mapping, keyword brainstorming, and/or group work on a pre-determined research topic.
- Explore the idea of a graded follow-up assignment after the session with a librarian to reinforce class content.