This report includes three sections. The first is a summary of the librarians’ reflections on FYS, what worked well and what could be improved. The second summarizes the FYS faculty survey results along with faculty comments. The third section summarizes the students’ feedback.

FYS Student Learning Outcome: Evaluate information using select criteria in order to select the most substantial and appropriate source

Our goal is to reach 100% of FYS classes. We came very close to our goal this year and only slightly below last year:

- 86% of sections came for library instruction (54 out of 63)
- 84% of instructors requested library instruction (31 out of 37)

**Librarians’ Reflections**

Major changes were made to the FYS curriculum this year. The student learning outcome remained the same, but new threshold concepts were integrated into the class, “Scholarship is a Conversation,” and “Format as Process,” in order to align with ACRL’s new Information Literacy Framework, which is still a work in progress. The librarians support the new concepts and the “flipped classroom” model but agree that the pre-assignment and in-class discussion need some work. The videos deliver valuable content, but we were disappointed with students’ written responses to the pre-assignment questions, many of which were copied verbatim from the videos. The in-class discussion did not elicit thoughtful responses from the students either. One of the strengths of the previous pre-assignment, which included a TED Talk video on the filter bubble, was that it took something familiar to students, Google searching and Facebook, and put it in library research context. And even thought the Google search activity was imperfect, having the students talk with their neighbors at the beginning of class at least spurred the conversation.

Overall, we were happy with the article evaluation activity, especially the change from three to two sources, giving students more time to evaluate each one and jot their answers on the notecards. The discussion following this activity was improved.

The majority want to keep teaching OneSearch, spending more time on the various search features and leaving at least a few minutes for individual searching if possible. We agreed that there isn’t time to include Google Scholar, which is covered in Third Year Writing anyway.
Faculty Survey

The survey was sent to 37 instructors at the end of the semester and was completed by 12 instructors for a response rate of 32%.

Almost every question was rated “Agree” or “Strongly Agree” with just a few exceptions which were all “Neither Agree or Disagree.” Several reported that their students appeared more confident doing research, but as always the quality of the papers still varied greatly. Some familiar themes emerged that we’ve heard from faculty before.

- It’s difficult to convey these concepts in a 50 minute class
- Students still use Google/poor quality sources, probably because they are uncomfortable using the library resources. They need more practical training.

Several faculty commented that they would like to know which of their students completed the pre-assignment or see their work.

Student Feedback

At the end of each class students were asked to complete a “One Last Thing!” form and answer two questions. Out of the 928 responses collected, a random sample of 100 was evaluated and categorized by topic.

Question One: What is one thing you learned in this session today?

- 62% mentioned the library website, databases, or search techniques
- 52% mentioned how to evaluate sources to determine if something is substantial
- 20% mentioned Google Scholar

Question Two: What is one thing that is still unclear?

- 28% said nothing was left unclear
- 36% were still unclear or uncomfortable accessing/searching the library’s online resources. Many specifically mentioned how to navigate the website, how to find full text, and how to narrow searches in OneSearch and other databases.
- 17% were still unclear on how to evaluate a source to determine if it’s substantial, especially sources found on the Web
- 9% were unclear on how to select and develop a topic
- 6% were unclear on how to cite their sources
Recommendations for Improvement

- Continue to incorporate the threshold concepts into the discussion, “Scholarship is a Conversation” and “Information Creation as Process” (formerly “Format as Process”), in order to align with ACRL’s new Information Literacy Framework.
- Continue to use the flipped classroom technique, but revise the pre-assignment, using something more familiar and fun for students such as examples from social media or pop culture.
- Share any student work collected, pre-assignments, in-class, or post-class surveys, with professors.
- Keep the in-class article evaluation assignment. Consider ways to compare two websites in addition to the two articles.
- Devote more time to the library website and OneSearch. Perhaps follow-up videos with search examples would be helpful. Revise BILS to address this need and be more intentional about incorporating it into FYS.