

**Student Information Literacy Learning Outcomes
Assessment Report
APSU 1000 Liberal Arts in University Life**

For Fall 2012, I assessed several learning outcomes for APSU 1000: Liberal Arts in University Life as part of the Revitalization for Academic Success Initiative (RASI) project focusing on the library research component of the course. Out of 92 total classes, there were 21 in the pilot, including discipline-specific, honors, conditional, and Ft. Campbell Center sections. Of those 21 sections, I taught 11 of them, while my colleague and co-investigator, Gina Garber, taught the other 10. For the purposes of this report, I am focusing on one outcome:

- After completing the LILT modules and attending "library research day" [c], a student in APSU 1000 [a] demonstrates his/her ability to understand the nature and extent of an information need by distinguishing between popular and scholarly periodicals [b], using at least one [d] academic journal for the "Library Research Assignment: Career Profile."

This outcome was measured based on the Library Information Literacy Tutorial (LILT) quiz results after students watched six short informative LILT video clips (in lieu of reading through the material in the traditional web-based version) and a "Career Research Assignment Checklist" created by Ms. Garber and myself for instructors in the pilot as they graded the assignment. The "scholarly versus popular" concept is covered in two of the videos. On the quiz for "Starting Smart," **97%** of students recognized that "magazines contain articles written by journalists for the general public," and knew that--when asked by their professors to "write a paper based on research written by scholars"--the needed research could be found in journals. In addition, based on the quiz results for the content in the fourth video, "Finding Articles," **98%** of respondents correctly answered that "original research written by an expert will most likely be found" in a scholarly journal, while **84%** could distinguish the characteristics of information provided for different audiences by correctly answering "articles have lots of photographs" when asked "How can you tell you are looking at a popular magazine?"

Nine instructors out of eighteen completed checklists for 11 sections (three instructors taught two pilot sections), and 197 of their students submitted Career Research Assignment papers. In reviewing the checklists, **76%** of the students were able to find and use at least one relevant academic journal article from a library database in their papers.

Being able to distinguish between popular and scholarly periodicals is an important concept that students should master as early as possible in their academic careers in order to successfully complete their research papers. After reviewing the LILT quiz results, the majority of students *understand* the differences between the content found in popular magazines and scholarly journals. However, only about three out of four students were actually able to put that knowledge into practice by locating a relevant scholarly journal article from a library database and incorporating relevant information from it in their papers. During upcoming "library research day" sessions, when I model a search in *General OneFile*, I will spend a few minutes describing some of the different articles found on the results page, and allow additional time for students to do their hands-on search and review the scholarly article search results suited to their own topics.