

**Student Information Literacy Learning Outcomes
Assessment Report
APSU 1000 Transition to the University
2016-2017**

For Summer 2017, I was the designated librarian for APSU 1000: Transition to the University, Section S11 taught by Professor Bonnie Hodge. There were 11 students in the class, and we had one 90-minute library research day on June 14th for the "Library Assignment: Career Research Paper," as well as one 90-minute session on June 29th to cover an annotated bibliography assignment. In cooperation with Professor Hodge, I was able to assess a student learning outcome related to correct use of resources and academic honesty related to the Career Paper.

Outcomes Desired or Expected

After completing the Library Information Literacy Tutorial (LILT) modules and attending "library research day," a student in APSU 1000 demonstrates his/her ability to use information ethically and legally by properly incorporating at least one correctly cited direct quotation in the "Library Assignment: Career Research Paper."

Outcome Assessment Methods

This outcome would be measured in two ways. First, I would review the LILT quiz results. The students watched the LILT video clips and then took the accompanying quizzes. The concept of using information ethically and avoiding academic dishonesty is covered in two of the videos, "Citing Sources" and "Plagiarism: Making the Right Choices." These results served as a pre-assessment. The second way to assess the outcome is based on the student performance on successfully incorporating the direct quotation into the career paper.

Proposed Criteria for Success

All students will successfully incorporate a successfully cited direct quotation within the career paper.

Results

In looking at the results for the quiz accompanying the "Citing Sources" video, when given the multiple-choice question, "You can avoid plagiarizing by..." eight students (approximately 70%) correctly answered "all of the above." The answers included: "using quotation marks when directly stating another person's words; using the ideas of other people sparingly and only to support your own argument; taking notes about your sources, including citation information for each source – even Web sources; and writing a short draft of your paper in thirty minutes without using your notes." One student (10%) selected "using quotation marks when directly stating another person's words." One student (10%) chose "using the ideas of other people sparingly and only to support your own argument." One student (10%) picked "taking notes about your sources, including citation information for each source – even Web sources." It is worth noting that the students recognized the different ways to use information ethically and legally, even though they did not all select the correct answer of "all of the above" to the quiz question.

In the "Plagiarism: Making the Right Choices" quiz, two questions relate directly to the topic. When asked, "When is it best to use direct quotes and paraphrases?" only three students (close to 30%) correctly answered "to support your ideas." The other eight students (approximately 70%) incorrectly answered "all of the above," which included "to communicate what you mean better than you think you can," and "to explain complicated ideas to your instructor." This indicates that the students do not take enough responsibility for their ability to synthesize knowledge into their assignments, instead relying too much on supporting materials. In another question, students are given a brief passage with an accompanying direct quotation, and asked to identify what, if anything, is wrong with the example. In the first instance, only two students (approximately 17%) correctly answered that there was nothing wrong with the direct quotation. One student (approximately 10%) indicated that the example quotation "did not properly use quotation marks," another student (10%) selected that the example

“did not include an in-text citation,” while the majority seven students (approximately 63%) answered “both of the above.” The students clearly needed more help understanding use of quotation marks and identifying an in-text citation.

During the first library research day, I addressed citing information correctly and ethically in a couple of ways. First, I introduced the students to *RefWorks*, a bibliographic management tool that helps students to collect, manage, organize, and cite sources for research assignments. All of the students signed up for a *RefWorks* account, and created folders for the APSU 1000 career research paper sources. Professor Hodge wanted the students to format their paper in APA style, so I covered this in *RefWorks*. I also talked briefly about how different types of sources lend themselves to being used for a direct quotation or paraphrase, and discussed this in more detail as we explored each of the sources the students would need for the paper. For example, when we found the statistics-heavy *Occupational Outlook Handbook*, I mentioned that it would be more properly used for direct quotations, while the longer, more-detailed journal article would include passages that should be synthesized and paraphrased by the student. In addition, Professor Hodge emphasized this information for the students.

In reviewing the career research assignments submitted by the students, they did well incorporating the direct quotation into their papers. All eleven students (100%) successfully included at least one correctly cited direct quotation into the paper! The only issue involved the length of the quotations. Three of the students (approximately 30%) included other exceptionally long quotations and did not know how to successfully execute a block quotation in APA style, and neither Professor Hodge nor I covered this material in class.

Indirect Outcomes Assessment Method

I provided Professor Hodge with copies of handouts consisting of three Library Research Day follow-up questions to be distributed to the students at the next class period. The three questions were:

- 1) What was the most useful content you learned and why?
- 2) What did the librarian not cover that would have been helpful?
- 3) What information did you librarian discuss that you wish would have been covered in more detail?

The students attached the completed handouts with their career research papers. The results of this survey served as a post-assessment. Nine out of eleven students (approximately 82%) submitted the follow up questions. All nine of the students (100%) indicated that the most useful content they learned during the library research day that they planned to use again in their assignments was *RefWorks*. Their comments show that they appreciated learning how to keep their sources organized, and how to format and cite properly. However, four of the nine (44%) students did say that they would have liked to have had even more information on citing (specifically in-text citations).

Proposed Criteria for Success

80% of the students will complete and submit the follow-up questions survey.

Discussion / Recommendations

As students learn researching and writing at the college level, it is vitally important that they are able to use information ethically and correctly. The content in the LILT modules can help with this, as can teaching students how to use a bibliographic management tool like *RefWorks*. During upcoming “library research day” sessions, I can cover more information on citing sources, and show more samples of how to correctly format direct quotations and paraphrases. I can add information about block quotations to the standard “Introduction to Citing Your Sources” handout that is distributed to all APSU 1000 students either in print, or via the course D2L shell. I can also add a block quotation to the sample APA and MLA-formatted career papers that I have created. Professor Hodge always shares the sample paper with her students. When I mentioned this to the members of the Instruction Team, several of the librarians thought that incorporating the block quotation information into the handout would be a good idea. They said that they had heard from instructors that students often use block quotations, but not correctly. I do think that I will also include a “disclaimer” that block quotations should be used sparingly,

if at all, in their writing. Another recommendation that came out of a discussion with the library faculty is to more fully address issues of citing in our online library tutorials with a future revision, and to include the concept of the block quotation.

Prepared by Christina Chester-Fangman, August 2017