Librarian Impact on First-Year Students’ Information Literacy Skills Across Multiple Liberal Arts Colleges

**Question**

“What impact (if any) does librarian intervention in first-year courses have on IL performance in student work?”

**Methodology**

- 4 Liberal Arts First-Year Seminar/Experience Programs: Claremont McKenna College, Pitzer College, Pomona College, Scripps College (coded for anonymity)
- 416 papers; 14 interrater pairs (Jan-May, 2014)
- First-Year student papers coded by Level of Librarian Collaboration in Course

**Collaboration Levels**

1. None = no faculty collaboration with librarian
2. Low = Traditional one-shot
3. Moderate = multiple sessions, moderate syllabus/assignment collaboration
4. High = multiple sessions, online tutorial & quiz, significant syllabus/assignment collaboration

**Literature Review**

**General Research Areas**
- Authentic and Mixed Methods Assessment of Library Instruction (including Rubric Assessment)
- Effectiveness of One-Shot vs. More Sustained Instruction
- IL in First-Year Programs

See [http://libguides.libraries.claremont.edu/AiA](http://libguides.libraries.claremont.edu/AiA) for full bibliography

Lack of research that investigates the progressive effects of IL instruction in librarian-faculty curricular collaborations of varying intensity levels through authentic rubric evaluation of student work.

**Data**

**Overall Results by Collaboration Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>Attribution</th>
<th>Evaluation</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Shot (Level 2)</td>
<td>2.24</td>
<td>2.57</td>
<td>2.53</td>
</tr>
<tr>
<td>High (Level 3-4)</td>
<td>2.81</td>
<td>2.79</td>
<td>2.45</td>
</tr>
</tbody>
</table>

p-value (> .05 is statistically significant)

<table>
<thead>
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<th>Level</th>
<th>Attribution</th>
<th>Evaluation</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Shot v. High</td>
<td>0.000283</td>
<td>0.0005371</td>
<td>0.0018388</td>
</tr>
</tbody>
</table>

**Total College & Overall Results**

<table>
<thead>
<tr>
<th>College</th>
<th>Overall</th>
<th>Attribution</th>
<th>Evaluation</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.24</td>
<td>3.57</td>
<td>3.53</td>
<td>3.29</td>
</tr>
<tr>
<td>B</td>
<td>2.45</td>
<td>3.65</td>
<td>3.63</td>
<td>3.37</td>
</tr>
<tr>
<td>C</td>
<td>2.79</td>
<td>3.87</td>
<td>3.85</td>
<td>3.57</td>
</tr>
<tr>
<td>D</td>
<td>2.57</td>
<td>3.74</td>
<td>3.72</td>
<td>3.44</td>
</tr>
</tbody>
</table>

- **College A** – Most collaborations are one-shots.
- **College B** – All collaborations higher than one-shots (Level 3 or 4).
- **College C** – Equal balance of one-shot and higher level collaborations.
- **College D** – Most courses do not collaborate with librarians. (Papers from only two sections.)

**Results**

- Courses with Level 2 (one-shot) Librarian Collaboration scored lower in all three IL areas than those in Level 3 and 4 courses
- No statistically significant difference overall between student’s IL skills in Level 3 vs. Level 4 courses. Is there a library instruction “sweet spot”?
- Not enough Level 1 collaboration papers received to make any conclusions about students’ IL skills in those classes.

**Conclusion**

While it has long been suspected that the one-shot is not as effective as more intensive collaborations on developing students’ Information Literacy skills, this project proves this to be the case.

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This project is part of the program “Assessment in Action: Academic Libraries and Student Success” which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for International Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL’s Value of Academic Libraries Initiative, is made possible by the Institute of Museum and Library Services.

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