BRIDGE 2018 INFORMATION LITERACY CURRICULUM REPORT

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Introduction

A uniform curriculum has been in place in Bridge Information Literacy (IL) sessions since Fall 2015.

To assess the curriculum and student learning, multiple evaluations are implemented: a student end-of-class evaluation; a faculty end-of-Bridge evaluation; and an in-class worksheet. This report summarizes student performance in Bridge as well as student and faculty evaluation responses.

See the Bridge Curriculum page[1] for complete details of the Curriculum including reports from past years, learning outcomes, and learning objects. This report will only highlight assessment results and logistical issues.

Assessment

While the research process introduced in the Bridge Information Literacy curriculum can be challenging for introductory students, assessments indicate students are learning. Overall, students perform well on the in-class worksheets, and end-of-class evaluations identify Bridge Information Literacy learning outcomes as the most important things learned during the class.
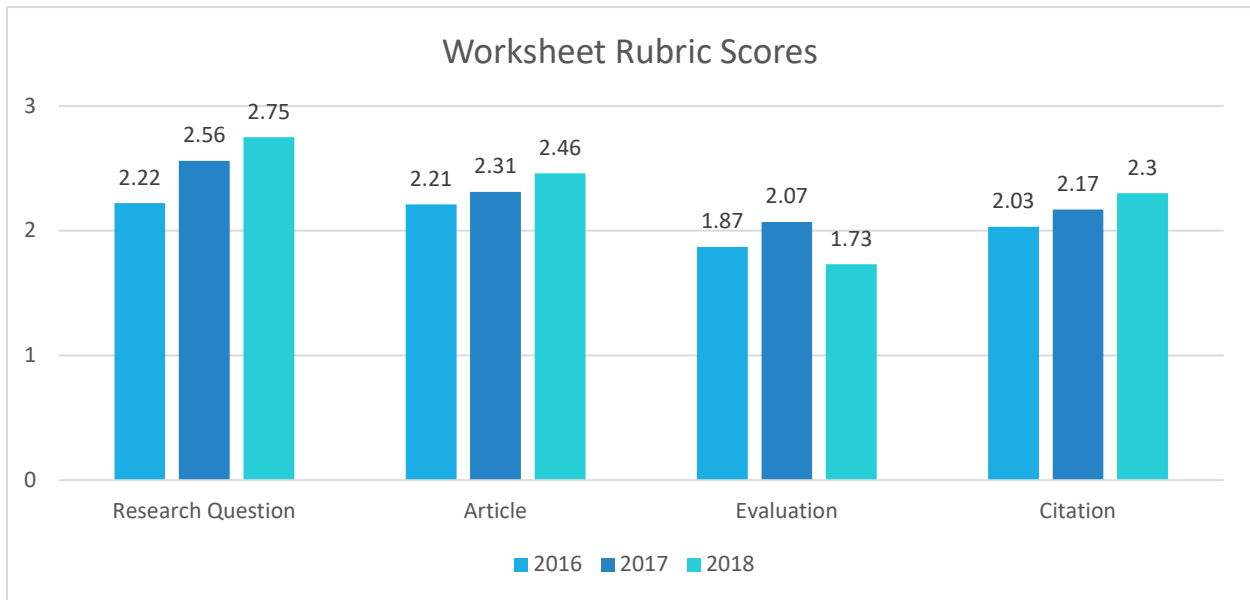
Student Worksheets

Authentic assessment data, in the form of students worksheets, was collected from 17 sections (35%, n=312)[2] and scored on a rubric developed specifically for the bridge curriculum. The rubric contains three levels: 1-*Initial*, 2-*Emerging*, 3-*Developed*.[3] Overall, means were around or above two. Means have risen

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[1] Bridge Curriculum page: http://iupui.campusguides.com/edservices/bridge.

[2] In 2017 we collected worksheets from 25% of sections, and 46% of sections in 2016.

[3] Rubric available at the Bridge Curriculum page: http://iupui.campusguides.com/edservices/bridge. The rubric was modified based on the bridge assignment. For example, if a bridge instructor wanted students to find newspaper articles, rather than scholarly articles, then the Article criteria would be edited to reflect that.

every year except in evaluation. Students struggled more with meaningfully explaining why a source was credible and correct citation format than coming up with a topic or question to research and finding an appropriate source. For example, when asked to explain how they determined a source was credible, some students answered, "I checked the scholarly box in the database," rather than a critical reflection of the source (e.g., The author is an expert. It has multiple references.). With citation, many students simply copied the citation provided by the database without looking at the suggested citation style to determine if the database citation was correct.

Worksheet Rubric Scores

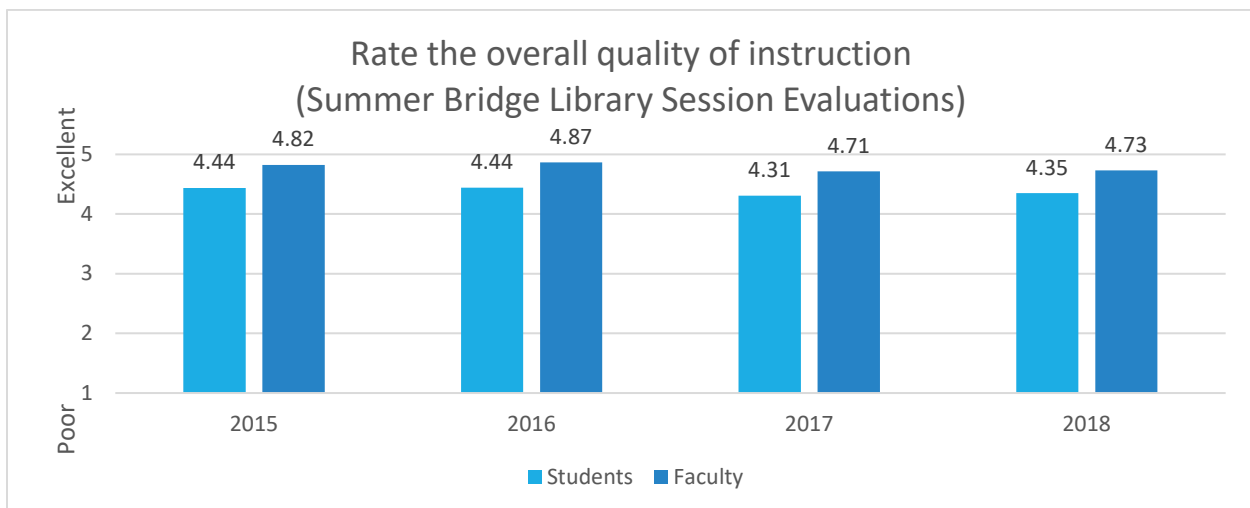|	Research Question	Article	Evaluation	Citation
2016	2.22	2.21	1.87	2.03
2017	2.56	2.31	2.07	2.17
2018	2.75	2.46	1.73	2.3

Student & Faculty End-of-Class Evaluations

Twenty-five of 48 sections (52%, n=452) completed the end-of-class evaluation. Fifteen (31%) bridge faculty completed the end-of-bridge evaluation.

Rate the overall quality of instruction

Overall, faculty and students rated the overall quality high, with faculty rating the quality higher than students did. This trend has been consistent over the four years of the common IL curriculum.

**Rate the overall quality of instruction
(Summer Bridge Library Session Evaluations)**

	2015	2016	2017	2018
Students	4.44	4.44	4.31	4.35
Faculty	4.82	4.87	4.71	4.73

A Likert scale (1-*Strongly Disagree* to 5-*Strongly Agree*) gauged how well students and faculty thought library instruction helped them (or their students) learn five concepts. These are based on the learning outcomes for the Bridge IL component. There was a N/A option specifically for librarians who, due to variations in Bridge assignments, were not able to teach a concept. Overall, the majority of students and faculty *agreed* or *strongly agreed* (means above 4) that library instruction helped them (or their students): navigate the library website; formulate a research question, search for articles and/or books; evaluate the sources they found; and cite their sources. Student evaluation means have been fairly consistent over the four years of the Bridge curriculum.

Summary Bridge Student Library Session Evaluations (2015-2018)
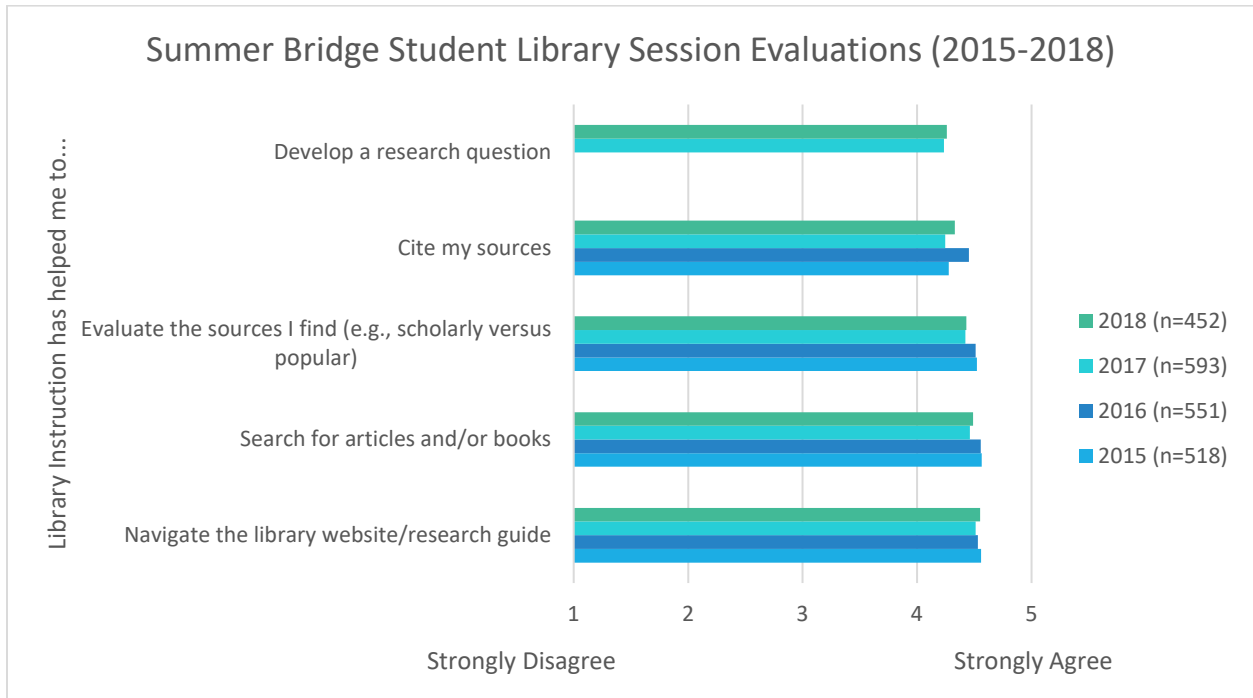
Faculty means have dropped a bit over the last four years. Through open-ended comments in the evaluation form, it does not seem as if the issue is the Bridge curriculum. Faculty responses to the question "How relevant was this session to course assignments" have also declined over the past four years. The average was 5 (out of 5) in 2015, 4.80 in 2016, 4.71 in 2017, and 4.33 in 2018. As the end-of-bridge faculty evaluation is sent to all Bridge sections, regardless of their use of the Bridge curriculum, this may be part of the issue. However, it is an area that will be studied for next year's implementation of the curriculum.

Faculty End-of-Bridge Library Evaluation (2015-2018)
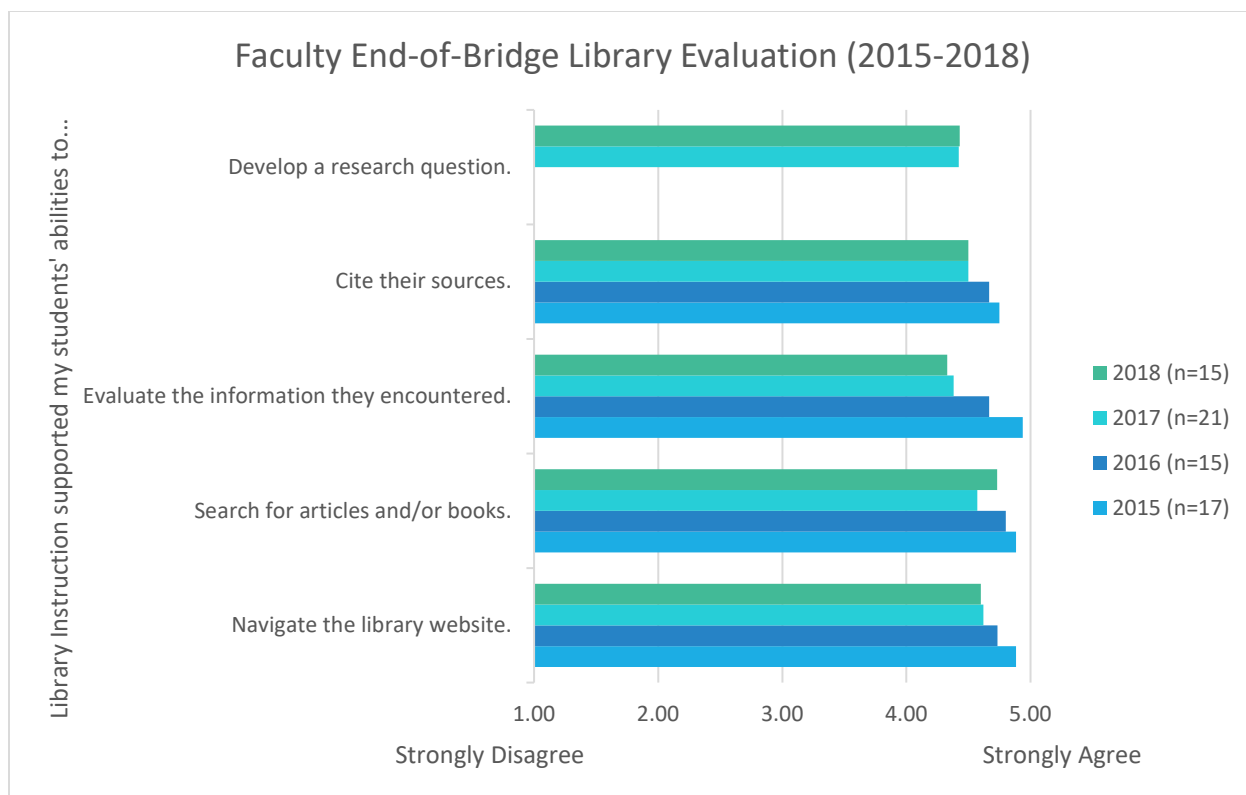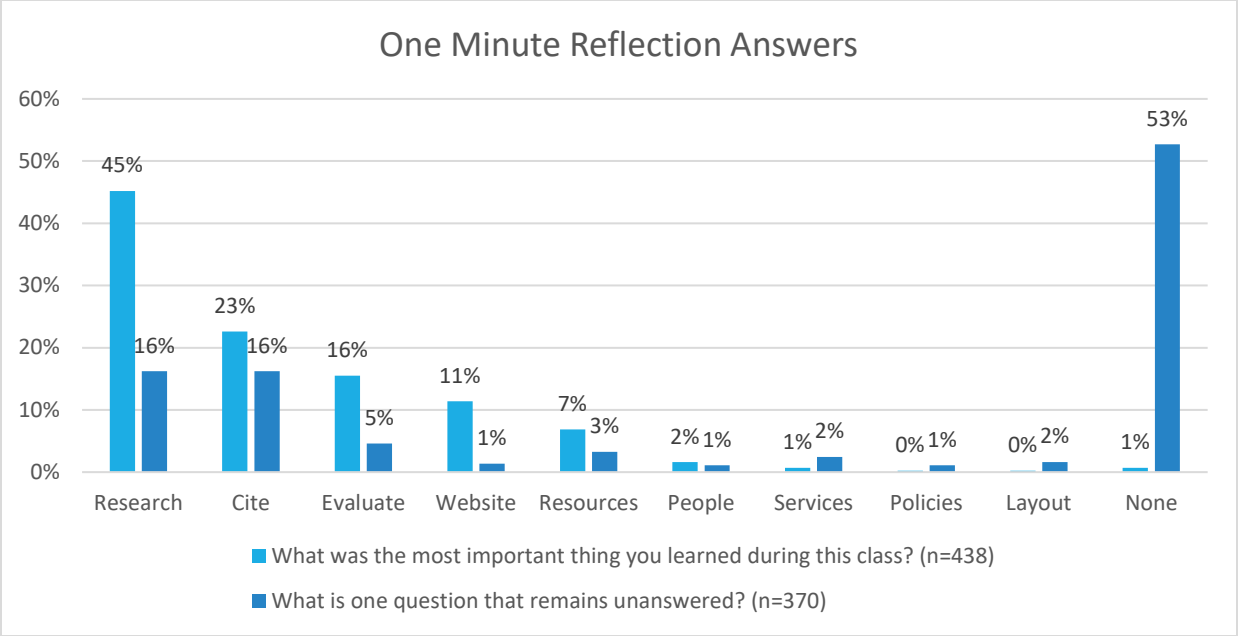

One-minute reflection

In order to learn what Bridge students perceived they learned (or not) during the session, we asked two one-minute reflection questions. "What was the most important thing you learned during this class?" (n=438) and "What is one question that remains unanswered?" (n=370).

The most memorable and most confusing aspects of the Bridge classes for students were captured and broken into broad categories. As with previous years, these broad categories are: research (e.g., the research process[4] which encompasses the learning outcomes formulate a research question and search for articles/books); resources (specific databases, IUCAT); evaluate (e.g., evaluating resources, scholarly v. popular); website (specific mentions to the library website); cite (i.e., learning how/why to cite); layout (the physical library); services (e.g., InterLibrary Loan); people (subject liaisons, library staff); policies (e.g., book check out limits).

Students identified as most important the concepts we hoped they would learn, in line with the learning outcomes for the class. They found most important: the research process (45%); citing (23%); evaluating resources (16%); and using the library website (11%).

Of unanswered questions, over half (53%) had none. Of those who did have questions, they were related to how to research (16%) and how to cite (16%).

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[4] Outlined on the Bridge Course Guide http://iupui.campusguides.com/bridge.

One Minute Reflection Answers

A bar chart titled "One Minute Reflection Answers" comparing two questions across categories: Research, Cite, Evaluate, Website, Resources, People, Services, Policies, Layout, None.

"What was the most important thing you learned during this class? (n=438)" (light blue): Research 45%, Cite 23%, Evaluate 16%, Website 11%, Resources 7%, People 2%, Services 1%, Policies 0%, Layout 0%, None 1%.

"What is one question that remains unanswered? (n=370)" (dark blue): Research 16%, Cite 16%, Evaluate 5%, Website 1%, Resources 3%, People 1%, Services 2%, Policies 1%, Layout 2%, None 53%.

Logistics

The scheduling of library sessions for the Summer Bridge program continues to present challenges. The current scheduling system, which runs library sessions for different course sections from the same school, at the same time, prevents the library from introducing students to their librarian liaison in all instances. This can be confusing after Bridge when students are introduced to a different librarian for the remainder of the semester.

There was at least one scheduling mix-up in which a faculty member adopted a Bridge schedule different from that which was pre-planned and advertised.

The expansion of the Summer Bridge program now requires that some library sessions be conducted outside the library. This is unfortunate, because incoming students do not get to physically experience the library building. Additionally, this year the room that was assigned by University College for overflow library sessions was actually unavailable due to remodeling.

With the exception of a faculty member's adoption of a separate Bridge schedule, these problems are symptomatic of growing pains for the program. Continuing dialog between Bridge directors and relevant library personnel (the Associate Dean for Educational Services and the Educational Development & Assessment Librarian) are encouraged so that problems can be identified and resolved in a more deliberate and proactive manner.