



Information Literacy at CSU Monterey Bay

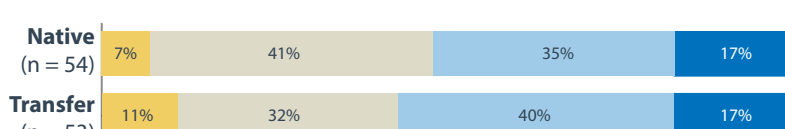
Information literacy instruction supports students' understanding of research and discovery methods through effective engagement with tools for the discovery, acquisition, evaluation, and use of information in an ethical manner.

Additional development is needed for both native and transfer students to reach proficiency with information literacy skills at CSUMB.

In Summer 2019, eight faculty scholars assessed 120 randomly-sampled student artifacts from twelve 300- and 400-level courses across five CSUMB colleges and assigned scores using the Information Literacy Undergraduate Learning Outcome Rubric.^{1,2}

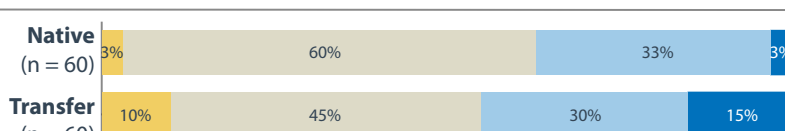
Supporting Materials

Student chooses a variety of information sources of appropriate scope and discipline, selected using multiple criteria (e.g. relevance, currency, and authority).



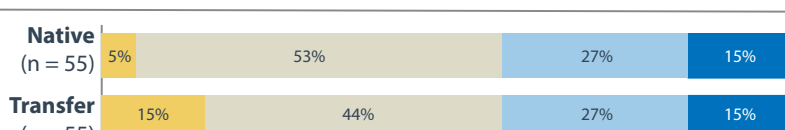
Use of Support

Student organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.



Academic Integrity

Student consistently: attributes information to sources; appropriately chooses to paraphrase, summarize, or quote; uses information in ways that are true to original context; distinguishes between common knowledge and ideas requiring attribution; acquires information ethically and legally.



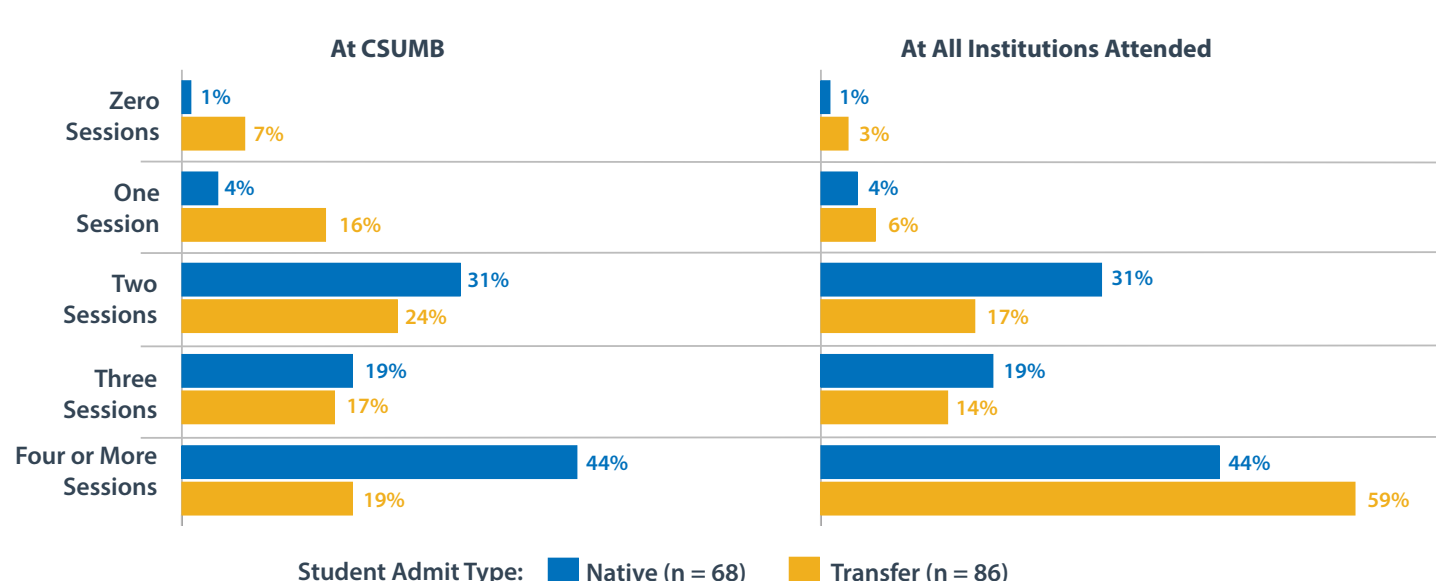
1 - Beginner 2 - Developing 3 - Proficient 4 - Advanced
(Level expected of all students at or near graduation)

Average scores in each of the specified skill areas were below the designated threshold for proficiency.

No direct evidence was found to suggest different performance levels in information literacy between native and transfer students.^{1,2}

Transfer students are more likely to have attended four or more library sessions across all institutions attended.

Library Instruction Sessions Attended (Self-reported from survey of CSUMB students)



The skills transfer students acquired at previously attended institutions are not always transferrable to using the library and conducting research at CSUMB.

In a survey, almost half of transfer students found it "Easy" or "Very Easy" to apply what they learned at other colleges / universities to using the library and doing research at CSUMB (n = 80).



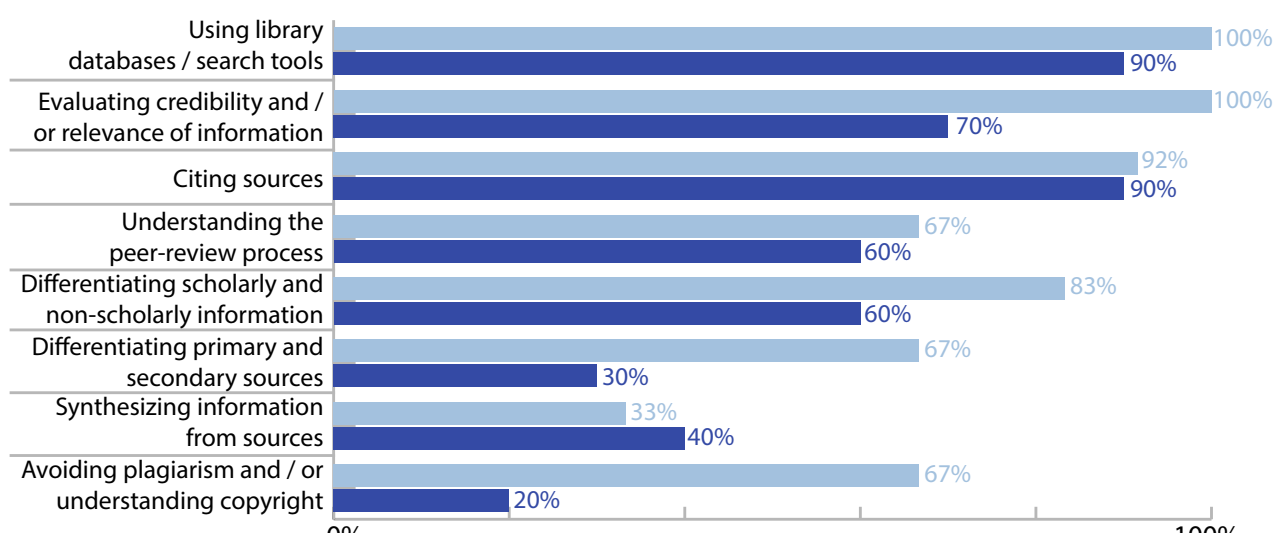
Transfer student comments indicate that they have difficulties navigating the different tools and databases available at CSUMB:

"It was difficult to know what category to use when doing research because there are so many. There are lots of databases to choose from, but after a library session in one of my classes, it was easier to understand."

"Knowing how to do the research and what were the best searching tools."

"The database system I feel is a lot more advanced here, and there are more options."

Information literacy skills taught in library information sessions at local community colleges are similar to those taught at CSUMB, but differences in tools, databases, and resources necessitate additional instruction.



Survey of librarians from local community colleges and CSUMB on information literacy skills taught.

Local Community College Librarians (n = 12) CSUMB Librarians (n = 10)



Librarians at local community colleges and at CSUMB feel many students need additional information literacy instruction:

"Most students have not received enough information literacy instruction. Many instructors do not request library instruction."

"I think some students receive adequate IL instruction for certain subjects (English, History); however, I feel there is a gap because I rarely see science courses at this level receive instruction in the library."

"I'm not sure students get enough in the evaluation of sources, or how to synthesize sources."

"Not many departmental instructors seem to incorporate IL concepts in their own courses, or only cover some concepts. I think they rely on the library to provide that instruction."

"Many seniors I have worked with at the Research Help Desk on their capstones have never or rarely used library resources up to that point."

How can you support students in developing information literacy skills?



Contact the [CSUMB librarian for your program](#) to request information literacy instruction for your proseminar course or other required course at the beginning of upper-division coursework.



Intentionally scaffold information literacy instruction into your curriculum so that it appears in a few relevant and required classes throughout the program.

- Avoid a haphazard approach in which library instruction is requested for only certain sections or for non-required courses, as this allows some students to fall through the cracks.



Be specific in your [assignment prompts](#) about what kinds of sources students can use and what they are expected to do with them.



Let your students know that they can get assistance at the [Library Research Help Desk](#).



Encourage transfer students to attend CSUMB's Transfer Student Orientation, which now includes a segment on the library.

1. Dahlen, Sarah. (2019). ULO1 Report: Information literacy in native and transfer students. California State University, Monterey Bay. Retrieved from https://drive.google.com/open?id=1AVNEd4XPbB9Cwz7XPWgERF6eVpa1CJiuAkm_gIFNimg. 2. CSUMB Center for Teaching, Learning, and Assessment. (2018). Information Literacy Undergraduate Learning Outcome Rubric. Retrieved from https://docs.google.com/document/d/1Tp-YJNid3nA13FD22q3M92g0bHDda6qHuGq_EaMtyE0/edit.