

“Are Highly Talented, Highly Motivated Incoming First Year Undergraduate Students Information Literate?”

Pilot Survey Results from the Class of 2016 - Spring, 2012

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INTRODUCTION/METHODOLOGY

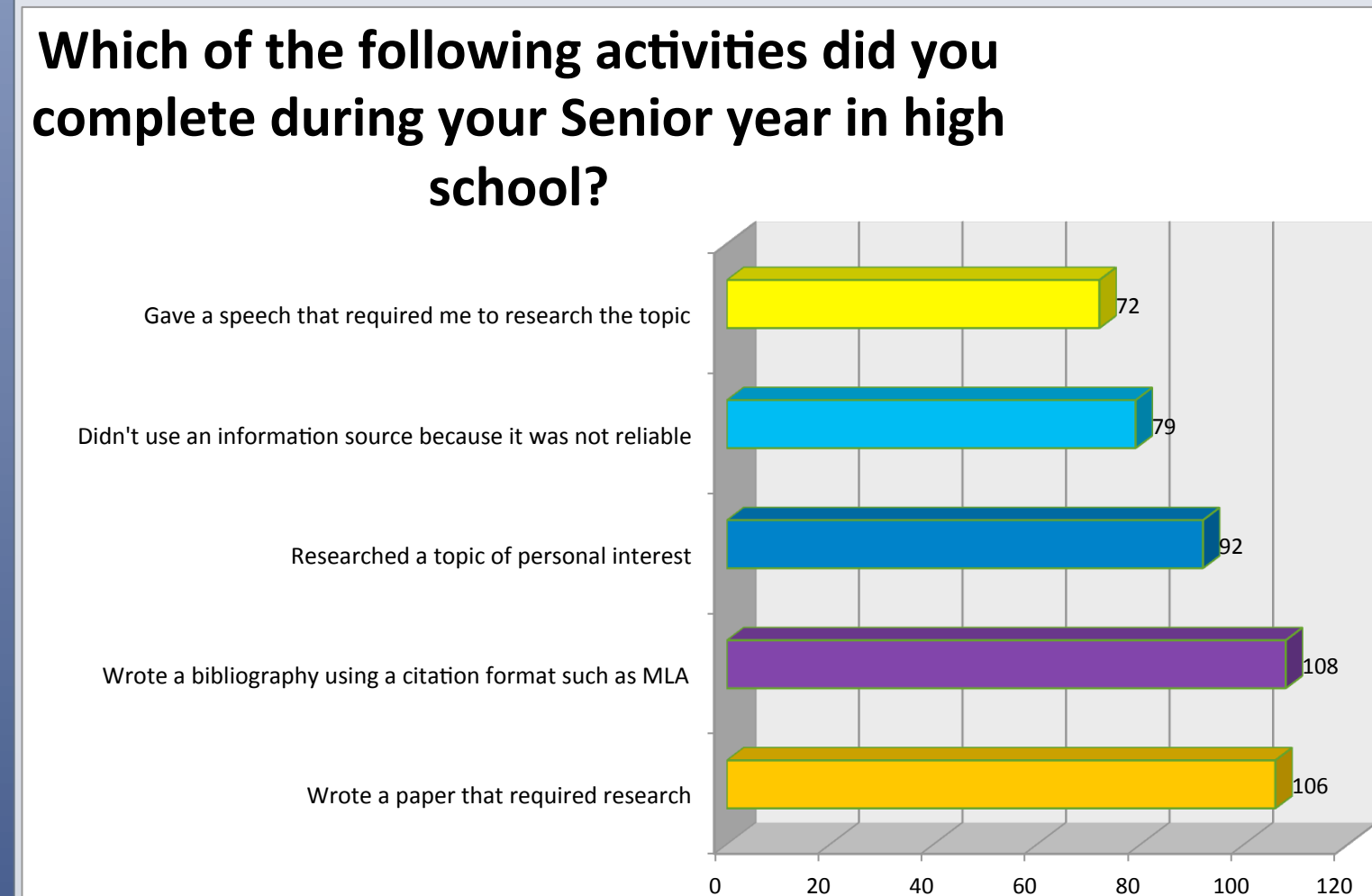
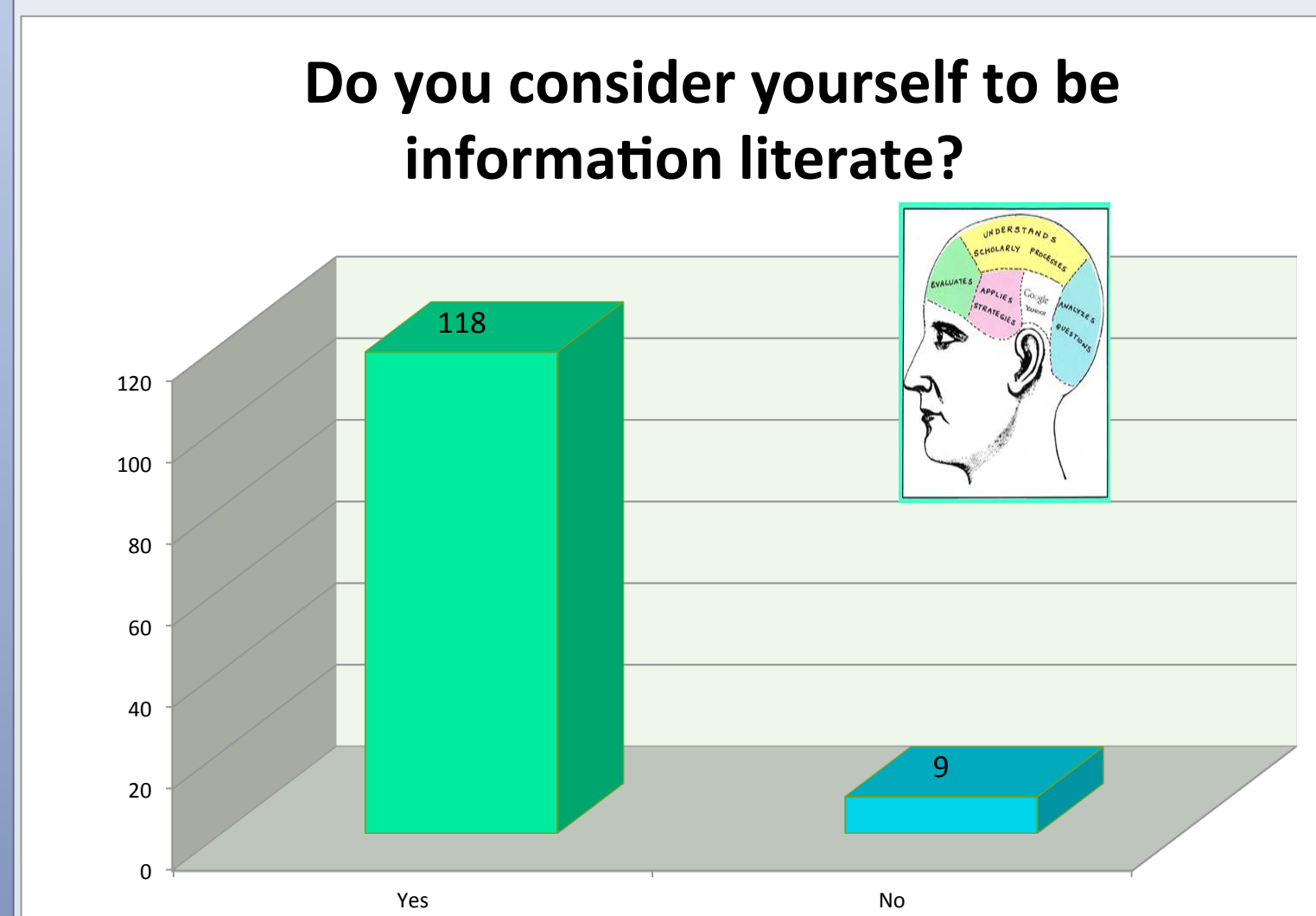
89% of the first year undergraduate students at Notre Dame represent the top 10% of their high school graduated class from the United States and abroad. SAT scores averaged 1350 on math and critical reading; ACT scores average 32-34. Access to college preparation in grades 9 thru 12 is available. Since 2007, the Hesburgh Libraries has employed a first year experience (FYE) librarian specifically to provide embedded library services that primarily involved: one to one research consultations, and many library instruction sessions within the University Writing Program, The First Year of Studies College, and 1000 level courses through the College of Arts & Letters.

The purpose of this research was to identify whether incoming first year—highly talented, highly motivated students entering the University of Notre Dame are Information Literate. Does this experience prepared them to formalize their Information Literacy-Information Fluency skill sets for the rigors of the curriculum for entering students at Notre Dame and as a life-long learning endeavor?

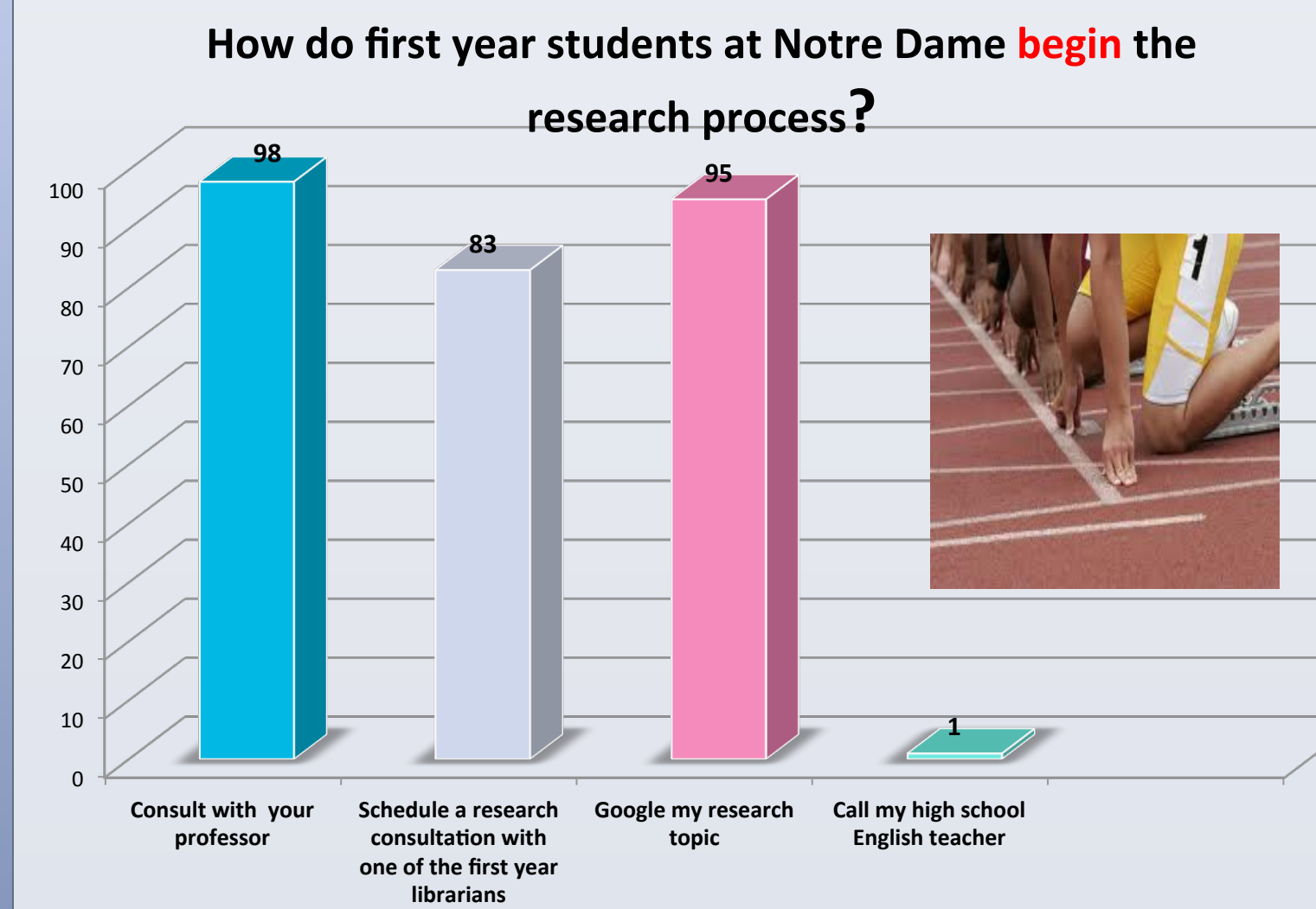
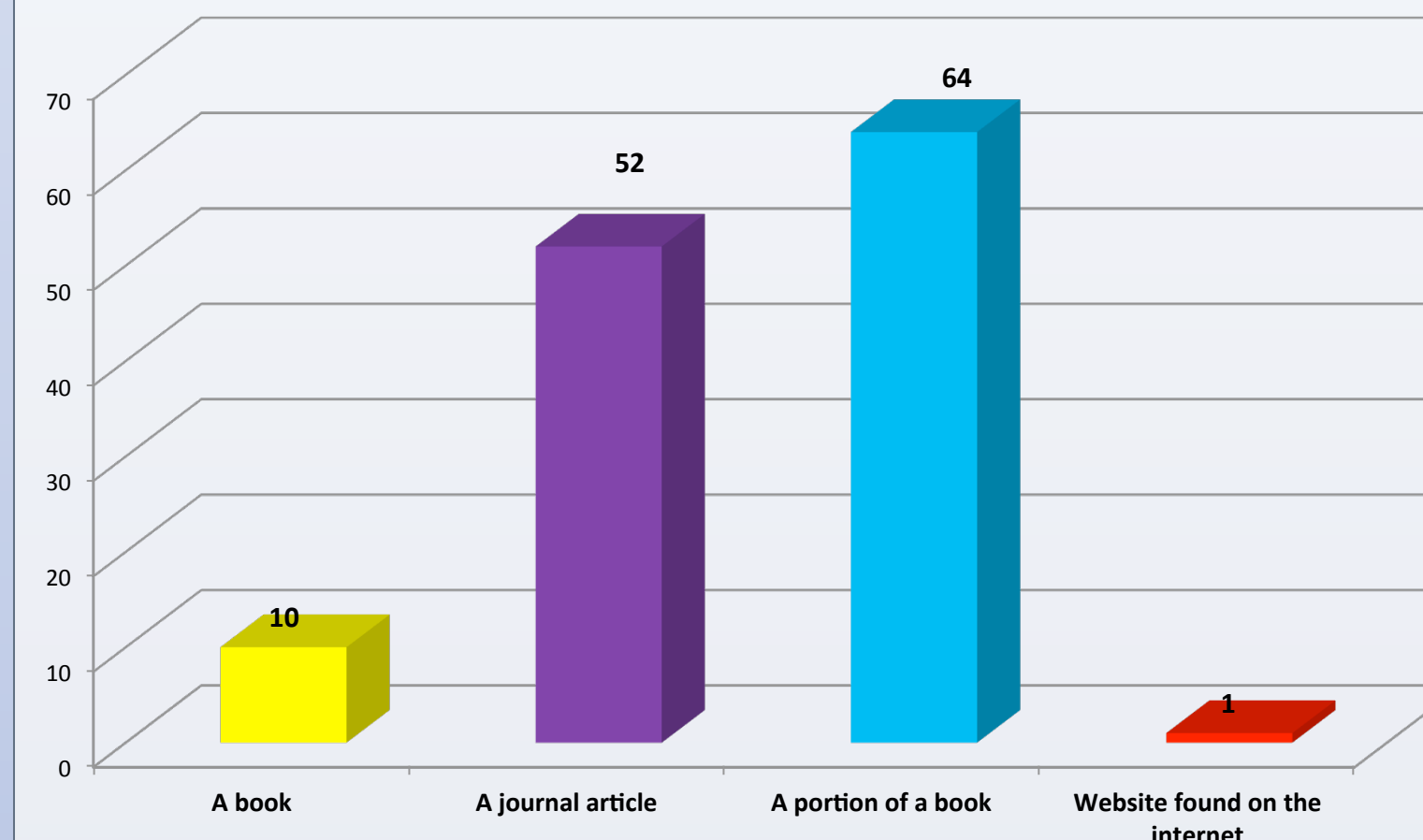
This was a pilot survey project. A 21 question survey was created in collaboration with many Academic Librarian Colleagues. Eight UWP courses (Writing & Rhetoric) were randomly selected to participate in this surveyed as well as 28 students from the First Year of Studies- Intro. to Research course. A total of 128 surveys were completed by the class of 2015.

SURVEY OBJECTIVES

- Discover which information literacy skills incoming First Year Students at the University of Notre Dame already possess.
- Which Information Literacy skills the Hesburgh Libraries should primarily focus on and incorporate in the first year instructional sessions.
- Determine the best approaches to Information Literacy instruction in the first year with the class of 2016 and beyond.



Morgan, L. 2011. Providing Library Instruction for First Year Students at the University of Notre Dame. *Library & Information Science*, 8(3), 323-350
This is a citation for:



How would you describe your First Year Experience at the University of Notre Dame?

“My experience as a First Year Experience student has been hectic, uncomfortable, at times disheartening but overall truly rewarding. I have never been pushed so far or hard in my life but at the same time I have never been so rewarded both individually and collectively for that same work.”

CONCLUSION

Information Literacy-Information Fluency (Critical Thinking) is a needed/valued skill-set in American society today. Notre Dame’s “highly talented, highly motivated” first year undergraduate students are in as much transition as the typical 18 year old attending college for the first time. The exception is that they are motivated for academic success as future influential alumni which makes my “embedded librarian experience” as the FYE librarian an invaluable opportunity. The pilot survey has resulted in a library faculty research grant from the Hesburgh Libraries. More in-depth analysis in partnership with Notre Dame’s Institutional Research department will be completed in 2012-2013.

REFERENCES

- Booth, Char. Reflective teaching-Effective learning. Chicago - American Library Association, 2011.
- Association of College & Research Libraries: Information Literacy Standards for Higher Education: Web:
<http://www.ala.org/acrl/standards/informationliteracycompetency>

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