Assessment Project Posters! Presented by the third year participants in ACRL’s “Assessment in Action: Academic Libraries and Student Success” program, made possible by IMLS. Librarian-led teams carried out assessment projects at their colleges and universities examining the impact of the library (instruction, reference, collections, space, and more) on student learning/success. In each session, part of the 48 teams will present posters. This poster guide is also available online at http://www.acrl.ala.org/value/

Additionally, teams are submitting online posters and final project reports, which will be analyzed and synthesized in a report released by ACRL later this year. The individual reports and posters will also be available later this summer in a searchable online collection at https://apply.ala.org/aia/public.
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Assessment in Action: Third Year Project Posters

Session I: Friday, June 24, 2016, 2:00 p.m. - 4:00 p.m.

1. Arcadia University
   Reflective Writing and the Research Process
   Can reflective writing help students think about research as an iterative process & improve their ability to integrate sources into their papers? To test these questions, we modified existing reflective assignments in a first year writing course to allow students to engage in reflection about their research process. After using a rubric to assess work samples, we determined that students need greater support to learn how to reflect in depth about research.

2. Augusta University (formerly Georgia Regents University)
   Integrating and Assessing Information Literacy Skills in a Core Curriculum Class
   Student learning outcomes derived from one of the six frames in the ACRL Framework for Information Literacy for Higher Education were incorporated into basic library instruction for a core curriculum class, COMS 1100. Results from an exercise to assess knowledge learned indicated that such instruction reinforces critical thinking and problem-solving behaviors and improves students’ ability to evaluate sources of information.

3. Bentley University
   The impact of library research consultations on business students
   This project focused on understanding the value research consultations have on students investigating real world business problems. Results of a survey give a fuller picture of the growth of confidence students have using business sources after meeting one-on-one with a librarian. Opportunities for expanding the library’s research consultation service to other business courses and academic disciplines have emerged as a result.

4. Boston University
   Telling students to “Get lost!” Research as Inquiry and Searching as Strategic Exploration The ACRL Framework in a University Writing Program
   This project, a collaboration between librarians and writing faculty, assessed the impact an enhanced library program based on the ACRL Framework could have on students’ information literacy in a university writing program. Control groups had an instruction session and optional meetings with a librarian while experimental groups had an instruction session, flipped classroom videos, required meetings with a librarian, and a librarian presence in Blackboard.

5. California State University East Bay
   Impact of IL Instruction on Transfer Student GPA & Use of Library Resources
   The AiA team at California State University East Bay studied the relationship between course-integrated information literacy instruction and GPA/Library Resource for the new transfer student population in AY 2014-2015. Using Library EZProxy, Circulation, and Institutional GPA data, the study found that new transfer students who received information
literacy instruction were significantly more likely to use library resources and have a higher GPA.

6. **Catawba College**

   **And the Survey Says . . . Games as a Strategy for Teaching First-Year Students**

   Will students taught with a non-traditional method cite better sources? This study answers this question. Six sections of a required composition course participated in the project. We provided traditional instruction to three sections and incorporated games into the other three. We used a rubric to evaluate the works cited for each final paper. We also examined students' responses to a questionnaire. Survey says...results are 100% interesting.

7. **College of the Holy Cross**

   **First year students & source selection: Assessing personal research sessions in Montserrat**

   In first year (Montserrat) research papers, are cited sources higher quality when the student engaged in a personal research session (PRS) with a librarian? Application of a rubric will determine the quality of cited sources in papers with and without PRS. The difference between the two groups will show a correlation, or no correlation, between PRS and effective selection of research.

8. **CUNY Hunter College**

   **Linking information literacy with the first year writing curriculum through learning communities**

   Learning communities at Hunter College are scheduling arrangements in which cohorts of students all enroll in the same roster of classes. These scheduling arrangements are intended to create opportunities for students to find networks of academic and social support. Ideally, learning communities should require students to apply knowledge and skills acquired in one course to another course in their community; however, due to the practical difficulties of collaborating with faculty in other departments, there is often little collaboration among faculty to support the development of the learning community beyond the scheduling arrangement that established the class roster. The Assessment in Action project at Hunter College improved collaboration within the learning communities by partnering faculty librarians who teach a one credit information literacy course with instructors in the first year writing program. In Fall of 2015 four cohorts of first year students at Hunter College enrolled in learning communities that featured both a section of a one credit information literacy course taught by faculty librarians and a section of the first year writing course. The Hunter College Assessment in Action team is assessing the impact this arrangement had on student selection and integration of sources in final writing assignments, student experience of the first year curriculum, and collaborations among faculty in the library and the first year writing program.

9. **Davidson College**

   **Co-Curricular Students as Stakeholders: Gauging Perceptions of an Academic Library**

   Co-curricular student groups, such as those centered on civic-engagement and entrepreneurship, are important stakeholders for academic libraries because they foster learning opportunities outside of the classroom. The current study investigates what impact
the Davidson College Library has on these groups, particularly in the context of co-curricular learning. A mixed-method approach, involving surveys and focus groups, was used to identify which aspects of library space and services co-curricular students value in their academic and social lives.

10. DeSales University

**TV or not TV: Assessing Student Learning of Searching as Strategic Exploration, Video Tutorials vs. Traditional Instruction**

We assessed post-traditional student achievement after instruction by video tutorials and traditional lessons. Twenty-five students were introduced to searching as a process of strategic exploration, and qualitative data was collected on their persistence when searching as well as the number of strategies used. The data collected suggests that these students are equally successful across instruction methods.

11. Drexel University

**Putting the Library to Work: Information Literacy Skills in Co-op Job Search**

Do students who used library resources searching for co-op job rate themselves higher in information literacy self-efficacy? National studies of employers have found recent graduates lacking information literacy skills. Most Drexel University undergraduates complete a “co-op” as part of their degree program. We partnered with the campus career center to understand the affect library resources in job search have on information literacy self-efficacy.

12. Elmhurst College

**Are They Really Using What I’m Teaching? Assessing the Information Literacy Skills of First-Year Writers Using Dynamic Criteria Mapping**

A project in which a librarian partnered with a writing program administrator and an assessment scholar to assess information literacy in a first-year writing course. We applied Dynamic Criteria Mapping in a process during which librarians and writing faculty defined information literacy in the context of a liberal arts institution and delineated what characteristics of student artifacts exemplify effective applications of information literacy.

13. Emerson College

**Game On!: Cultivating Information Literacy in First-Year Writing Classes**

Does librarian involvement in first-year writing classes impact student learning? Teaching librarians at Emerson College partnered with First-Year Writing faculty to assess the impact of one-shot library workshops. Survey data Evidence from over 350 respondents shows measurable change among those students who had a library workshop. Librarians and writing faculty also applied an information literacy rubric to a select sample of student work.

14. Georgetown University

**An Informed Public Relations Campaign: Developing Workplace Information Fluency among Student-Practitioners**

Employing a two-pronged research methodology, this exploratory study examines the intersection between seemingly traditional library services and agile, industry-centered graduate education. The study examined course deliverables and survey data to gain insight.
into graduate students’ information seeking behavior, confidence with research skills, and ultimately the impact of the research library. Results suggest that students who participate in research services have increased research confidence and believe these skills are applicable to their current or future workplace.

15. Hawaii Pacific University

**Assessing Library Instruction for Military Students**

Hawaii Pacific University Libraries’ Assessment in Action project focused on writing courses offered for the Military Campus Program (MCP). The study assessed the impact of library instruction delivered in both face-to-face and hybrid classes. Results suggest that regardless of the model used, military students benefit from library interventions in their writing courses as library instruction encourages students to utilize a variety of reputable resources.

16. John Carroll University

**Evaluating Information Literacy in First-Year Writing: What We’re Learning**

The Assessment Office collected 240 research papers from 17 sections of EN 125. The Writing Assessment Team normed the Rubric for IL, provided by the library, and evaluated the paper samples. Later, an evaluation team of librarians examined a sample of 30 of these papers using the rubric. Although there were similarities in scoring between the assessment teams, inter-rater scores were poor. We suggest ways to improve our evaluation process.

17. University of California, Santa Cruz

**Using Research Assignment Products to Measure Information Literacy Outcomes for Lower-Division Writing Students**

Over 100 Writing 2 students completed a research project along with a process coversheet and bibliography. We applied our own rubric—aligned with seven ACRL IL outcomes—to the coversheet and bibliography. A majority of students were proficient at articulating an information need and finding relevant sources, but were less than proficient at all other measures. We will revise the W2 online tutorial to improve students’ abilities to meet IL outcomes.

18. University of Illinois at Urbana-Champaign

**Transforming the ESL Experience: Assessing First-year International Students in the Instruction Classroom**

How can the library engage with first-year international students as they begin initial research assignments? Collaborating with the ESL department, librarians in the Undergraduate Library assessed two assignments: a concept map that maps the research process and an examination of sources included in annotated bibliographies. Study results demonstrate the difficulties of ESL students and provide opportunities for the library to focus its support.

19. University of Kansas

**Exploring Student Use of Learning Studio Space**

The University of Kansas Libraries and its partners, the Office of First Year Experience and Information Technology, surveyed over 1200 students to better understand how they use the
Learning Studio. The Learning Studio is an open, undergraduate-centered, collaborative workspace focused on student success and engagement. This poster highlights findings from the survey results and future areas for exploration.

20. University of Massachusetts Boston

**Collaborative Assessment of Student Learning: A Tale of Two Departments**

In Spring 2016, Healey Library and the English department at UMass Boston assessed the impact of library research instruction (LRI) on student learning in ENGL 102. 320 students in 24 sections received LRI. To measure this, booklets the students completed in class were evaluated with a rubric and a post-test was administered at the end of the semester. LRI has a measurable impact on student learning, and students retained and transferred what they learned.

21. University of Pittsburgh at Greensburg

**Assessing Students’ Information Literacy Skills Using MAP-Works**

Our project investigates the use MAP-Works transition and check-up surveys as vehicles for information literacy assessment. The use of these surveys will allow us to track students’ progress longitudinally and hopefully increase the data we are able to collect from upperclassmen.

22. University of St. Thomas

**Bringing the RAC to WAC: An Assessment of Librarians/Faculty Collaboration**

Subject librarians collaborated with WAC faculty teaching upper-level classes to students in their majors. Because the classes are focused on writing in the discipline (WID) where research is a requirement, I hoped to glean whether such collaboration benefits students’ disciplinary research and writing practices.

22. University of Texas at San Antonio

**In Our Own Words: demonstrating the first year information literacy development**

Learning outcomes for a newly developed FYE core class require first semester freshmen to identify and describe scholarly sources. The UTSA Libraries partnered with the course faculty to assess skills related to this specific outcome. Students participated in mixed method pre/post tests, as well as submitted final bibliographies. Quantitative data shows students improved in their ability to identify scholarly sources, while qualitative data reveals a struggle to correctly apply evaluation criteria.
Assessment in Action: Third Year Project Posters

Session II: Saturday, June 25, 2016, 8:30 a.m. - 10:30 a.m.

1. **Brandeis University**  
   **Library Usage and First-Year Students: Investigating the Influence of Instruction**  
   First-year students at Brandeis University receive library instruction during a required University Writing Seminar (UWS) during the fall or the spring semester. To assess the impact of the library instruction on usage of library resources, we analyzed library usage by first-year students during the 2015-2016 academic year, comparing the library usage of students who took UWS in the fall to those who took UWS in the spring.

2. **Brigham Young University**  
   **Lost Library Links: Student’s Ignore LMS Library Integration**  
   This study looks at how well the library engages with students through the university’s learning management system (LMS) by tracking hits on the Advanced Writing Course Guide generated via the LMS and via the library website. The results show that only 0.7% of hits on the course guide during one semester were generated through the university’s LMS. As a result of these findings, the authors recommend the library advocate for a stronger presence in the LMS.

3. **California State University Fullerton**  
   **Embedding the library into an online course: A quest for scalable solutions**  
   Both an embedded librarian and library resources were integrated into an online section of a 300-level Human Services course. Results indicated that students in the intervention course that completed an online tutorial were likely to retain what they learned and received higher grades on the course research assignment. Evidence suggests that scaffolded online mini-tutorials and embedded library resources may be a scalable means to serve online students, with minimal librarian time required. Next steps include further use of this data for benchmarking or development of a control group to discern nuances in the learning.

4. **California State University San Marcos**  
   **How Does it Measure Up? Assessing Student Learning in Online Versus Face-to-Face Instruction**  
   This project sought to uncover whether student learning from synchronous online instruction through web conferencing is equivalent to in-person instruction. A comparison between two sections of a course showed that significant student learning and a positive learning experience occurs in both settings. This is an important finding for librarians who want to provide online instruction to distance students that is on par with traditional instruction.

5. **College of DuPage**  
   **Program Level Assessment in the Library: Impact of Information Literacy Instruction on English Composition and Speech Communication Courses at College of DuPage**  
   What effect (if any) does library instruction have on student learning? The first phase of College of DuPage Library's information literacy instruction program assessment project
looks at Speech Communication and English Composition faculty - how do they define, assess, and help students meet information literacy outcomes in the classroom? This poster presents survey findings, questions raised by faculty responses, and next steps in the assessment process.

6. Gettysburg College
Becoming a Colleague: The Impact of Undergraduate Library Internships on Student Success
This poster reports on an assessment completed of former undergraduate library interns to explore the impact their internship had on the development of career goals, acceptance to and preparation for graduate education, and their early career. Through an online survey (n= 45) and six semi-structured telephone interviews, respondents reported a positive impact on the above areas.

7. Lincoln University Missouri
Creating A Research Writing Environment With Personalized Library Instruction
The premise behind the concept for this assessment, to invent a space in our university academic library that houses an environment for scholarly collaboration, student research, and writing for applied learning (both in-person and virtually). The Inman E. Page Library Research Writing Academy was created as a result of participating in this AiA program to assess student progress in writing-intensive courses.

8. Nevada State College
Using Big Data to Connect Library Use with Student Success
This study examined the correlation between the use of library resources and student success. Exploratory variables include student demographics, student success data, and library use measured by EZProxy sessions. Student demographics included gender, first-generation status, Pell recipient status, and high school GPA. Utilizing one of the most comprehensive data sets available, our findings indicate a statistically significant positive correlation between library use and average semester GPA, good academic standing rates, and one-term retention rates.

9. Northeastern State University
Assessing Information Literacy Skills of First Semester Freshmen at Northeastern State University
The purpose of this study was to assess the information literacy assignment within the first year transition course at Northeastern State University. Utilizing a pre and post survey that required them to select a searching tool and to evaluate two websites, our results show that students improved their ability to select the most appropriate database for a stated information need, however their ability to correctly evaluate websites did not improve.

10. Northern Michigan University
Library Instruction in College Composition I at Northern Michigan University
In 2009, library instruction was discontinued for NMU’s first-year composition course. Recent research indicated that we might want to reconsider this strategy. In the Fall Semester of 2015, library instruction was once again offered to EN 111: College Composition I.
Bibliographies from these sections were also analyzed. Student data was also analyzed to see if there was a relationship between instruction and retention and student success.

11. Queensland University of Technology (QUT)  
**Measuring engagement of students who are experiencing significant academic challenges**  
Student engagement and retention is a key strategic priority for QUT. The Library’s Academic Skills Adviser consultation service provides support for students experiencing significant academic challenges. Our project aimed to bring together data to investigate engagement by students referred from the Student Success Program. A dashboard was created with referral and attendance data, Grade Point Average and Blackboard (Learning Management System) hits.

12. Seattle University  
**Transfer Partners Program: Analyzing Impact of Outreach to New Transfer Students**  
Since 2013, Seattle University’s Library and Learning Commons has been running an email outreach (aka, Personal Librarian) program for new Transfer Students. Utilizing previous student feedback, we further personalized our program and assessed student reception to those changes. We also connected our data to Institutional Research data to look for evidence of our potential impact on factors related to student success and retention.

13. Southern Illinois University Carbondale  
**An Assessment of Library Research Consultations**  
A survey tool was developed to assess learning outcomes for students who participate in research consultations with liaison librarians. Data collection is ongoing and results have not yet been analyzed. Once data collection is complete, data from the campus Office of Institutional Research will be tabulated with survey results to determine the relationship between research consultations and measures of student success.

14. St. Catherine University  
**Scaffolded vs. Traditional One-Shot Information Literacy Instruction in a First Term Common Experience Course**  
The St. Catherine University Library explored whether the timing, frequency, and teaching methods of library instruction impacted the information literacy skills of first term students in a shared experience course. Pilot classes received three library instructions sessions, while control classes received a traditional one-shot session. Information literacy skills were assessed with a pre-test/post-test and rubric evaluation of student papers.

15. Swarthmore College  
**Finding the Zones: Understanding Communication of Evidence in Undergraduate Research**  
By exploring how undergraduates communicate evidence in written work, this project aims to identify zones of intervention in which librarians and faculty might focus teaching efforts. In partnership with the Sociology/Anthropology and Educational Studies departments, we conducted rubric-based evaluations of senior theses and group projects. Possible zones of
intervention include focus on the contextualization of evidence and maintaining student voice.

16. The State University of New York at Fredonia
**Asynchronous Learning and The First-Year Classroom**
Over the course of the 2015-2016 academic year, Daniel A. Reed Library investigated the impact of integrating information literacy learning outcomes in a first-year, general education course as part of the institution’s Assessment in Action project. This poster focuses on the benefits and challenges of utilizing a blended approach to information literacy instruction in first-year English Composition courses.

17. Tulsa Community College
**Is it CRAAP?: Evaluating Online Sources to Fulfill Information Needs**
Tulsa Community College examined the website evaluation skills of students using the CRAAP test in a college skills course. Students participated in a one-shot session with lecture and website evaluation activities. A ten question quiz was administered to students after the session. While student proficiency results were mixed, the process provided valuable insight on building and strengthening library assessment skills.

18. University of Iowa
**Is it better to be passive? Critical perspectives on assessing library engagement**
This project explores the impact of library engagement projects on undergraduate students and library practitioners. Data collected using ethnographic and autoethnographic methods during a pop-up library and a finals week event was analyzed from student- and practitioner-centered perspectives. Exploring findings from multiple levels of analysis provides a chance to ask timely and critical questions about the labor and impact of library engagement.

19. University of Miami
**Bridging the divide: pilot programming to support students in Intensive English courses**
The University of Miami Libraries and the Writing Center paired up during the spring semester of 2016 to provide intensive lab sessions to specific class sessions for students in the Intensive English Program (IEP). As a result, students felt supported and used more library resources. In language learning scholarship, bridge programming has been a main focus to help students transition from a language-learning program into university programming. By collaborating with the IEP program, UM Libraries and the Writing Center were able to pilot bridge programming to support student learning and encourage further transition into university programming. While the sample size is small, results of bibliographic analysis and student interviews reveal students feel a high sense of self-efficacy as well as a sense of inclusiveness from the pilot bridge programming sessions.

20. University of Minnesota Duluth
**A Collaboration Toward Persistence: The Impact of Library Instruction on First-Year Writers**
This project explores library instruction’s impact on students’ persistence when conducting research. In two sections of a first-year writing course, librarians collaborated with
instructors to deliver integrated information literacy content. Students in these sections, and in two sections with typical library involvement, completed research journals. Analysis of these journals reveals differences in students’ attitudes and research strategies.

21. University of Nevada-Las Vegas

Getting the Cycle Started: Beginning the Assessment Cycle in a New STEM Class

Integrating assessment into a class in which a librarian is embedded can be challenging, especially the first time when benchmarking or other comparisons are not available. This poster presents a project undertaken to determine a preliminary baseline to launch continuing assessment efforts. STEM undergrad students in the First Year Seminar, SCI 101, produce research posters that present an ethical examination of a science topic. 97 of these posters were examined for topic and relevance of chosen scholarly sources. Results overwhelmingly indicated that students selected scholarly sources that related to their topic. Additional analysis of topics showed that students were getting slightly better grades with medical topics than with environmental or technology topics. Another success was the strengthening of the embedded relationship between the librarian and the program, as librarian efforts will utilized for the internal campus assessment of future classes, and the relationship important to the success of the collaboration.

22. University of New Mexico

Student perceptions of format

This poster presents a preliminary analysis of early undergraduate perceptions of information formats, specifically books and journal articles, and how those perceptions change after students watch a brief instructional video about information formats. The video is part of a larger flipped curriculum developed to support ENGL 120, a core English composition course at UNM.

23. University of North Carolina at Greensboro

Information Literacy Needs and Traits of Transfer Students

In 2014, UNCG Libraries surveyed incoming transfer students to determine information literacy skills. A follow-up project was submitted to ACRL’s Assessment in Action program. Two studies were undertaken: a pre-test, intervention, post-test study in an transfer student orientation class, and a follow-up survey instrument with the previous cohort of incoming transfer students after one year of instruction. Results of both AiA studies will be presented.

24. University of Southern California

Meeting in the Middle: The Relationship Between Sophomores’ and Juniors’ Library Engagement and GPA

This project investigates the correlation between University of Southern California sophomores’ and juniors’ GPAs and their engagement with the libraries, as defined by checkouts, enrollment in a course that received library instruction, or enrollment in a course whose instructor placed items on reserve at the libraries.
25. University of Wyoming
   Measuring Impact in Communication Classes
   Librarians and faculty collected assignments from newly required upper-division communication classes. They scored assignments to determine whether students who received library instruction were better able to evaluate, use, and attribute information. Results varied with the level of the course and revealed a need for instruction on finding methodology information in a literature search.

26. Virginia Tech
   Assessing graduate student use and skill with the Summon discovery service
   Is Summon a viable tool for graduate student research? Twenty-three graduate and undergraduate students participated in a usability study to measure skill factors that impact research. The study indicates that undergraduate students used the tool more effectively. Future research would be necessary to know if this correlates to frequency and type of library instruction.