First-Year Seminar Information Literacy Program
Final Report for Fall 2020

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Introduction

The fall of 2020 was unique in many ways for the library staff and our instructional programs. The college's decision to pivot to online-only courses compelled librarians to think quickly and creatively about how to deliver research instruction in FYS courses, resulting in numerous changes and innovations to our resources and services. In addition to general adjustments in living and work habits from the coronavirus crisis, the library suffered from the permanent loss of one liaison librarian due to budget cuts, and an unexpected medical leave for another liaison librarian/manager that started in late September and lasted through the end of the fall semester.

At the conclusion of each fall semester, we examine various elements of the FYS IL program to identify areas that are working well and those we may improve the following year. This report examines data and the perceptions of students and faculty using the following information:

- **Instructional data**: Includes inputs such as instruction statistics and the type of IL work conducted with each FYS. Data comparing prior years is included when possible.
- **Online Learning Data:** Includes inputs such as use of the FYS Scaffold, information literacy tutorials, and customizable research assignments designed by library liaisons.
- **Faculty survey:** This annual survey asks faculty about their impressions of the FYS IL program in general and their students' performance on research assignments in FYS.
- **Project Outcome survey:** The library has begun to make use of a series of surveys created by the Association of College and Research Libraries (ACRL) for institutions like ours in which long-term and large-scale studies of information literacy are not locally feasible. For FYS instruction, we used a survey designed for first-year students only.
- **Academic Integrity:** Few changes to the college's required academic integrity tutorial were made since a new version went online in 2018, but we routinely collect feedback from students about its effectiveness.

Key Points of This Report
- Library services were more difficult to coordinate with faculty who were distracted by the pressures of creating new online courses. Therefore, statistics from FA20 should not be considered representative of the library's usual FYS IL program.
- The pivot to online-only instruction in the fall had a direct and significant impact on the library's FYS IL program. The number of in-person/synchronous sessions decreased, while use of online tools increased.
- The library's online learning tools were well received by faculty and used frequently in many FYS courses. The new FYS Information Literacy Scaffold helped faculty plan their courses and online tutorials helped students learn basic research skills and prepared them for synchronous library instruction.
- While most students are introduced to the research process at Dickinson through the library's FYS program, each year there is a significant subset of students who do not work with librarians, or whose experience with research in the classroom is only cursory. In FA20, 12 out of 36 faculty members did not work with their library liaison to develop research instruction, which is more than the usual one or two faculty members who do not work with their liaison. Students

in classes that had minimal or no information literacy instruction may be disadvantaged in future courses that include a research component.
- Faculty continue to stress the need for students to learn to evaluate research material. Librarians should encourage use of the scaffold and online tutorials for basic skill so that class time can focus on refined use of research tools and source evaluation.
- Students express high levels of knowledge, confidence, awareness of resources, and ability to apply what they have learned following library instruction.
- The library-managed Academic Integrity Tutorial is engaging, informative, and effective.

History of the FYS Information Literacy Component
The First-Year Seminar resolution passed by faculty vote in 2015 states that "All seminars will include at least one assignment that requires students to a) seek and evaluate information on a topic relevant to the seminar, and b) integrate that new knowledge into a project that allows students the opportunity to engage in scholarly conversation appropriate to the first-year level." It adds, "Revision is essential to developing the skills of critical analysis, writing, and information literacy. For this reason, all seminars will teach the research and writing process so as to provide opportunities for revision." Each year, librarians participate in the First Year Seminar (FYS) experience by assisting faculty members with integrating the program's information literacy (IL) goals into their courses.

Note: This report does not include data from six FYS sections scheduled in SP21.

Instructional Data

Session Information
In FA20, 36 First Year Seminars were offered, and 8 librarians were assigned as liaisons to them; however, one librarian took a lengthy unexpected medical leave starting on September 24, leaving the remaining 7 liaisons to cover additional seminars. As illustrated in Figure 1, 12 FYS faculty did not have their liaison conduct IL sessions for their course, which is unusual. In prior years, only one or two FYS courses did not have IL sessions with a liaison. However, one faculty member indicated in the faculty survey (described in the Faculty Survey section below) that they taught IL skills themselves in their class.

Figure 1

# of IL Sessions	# of Seminars
0 sessions	12
1 session	13
2 sessions	6
3 sessions	5

In total, 42 synchronous FYS IL sessions were conducted during FA20. The total usually exceeds 80. The number of IL sessions taught in FYS courses since 2014 is illustrated in Figure 2.[1]

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[1] In 2015 Dickinson admitted an unusually large first year class and in 2019 there was an unusually small first year class.
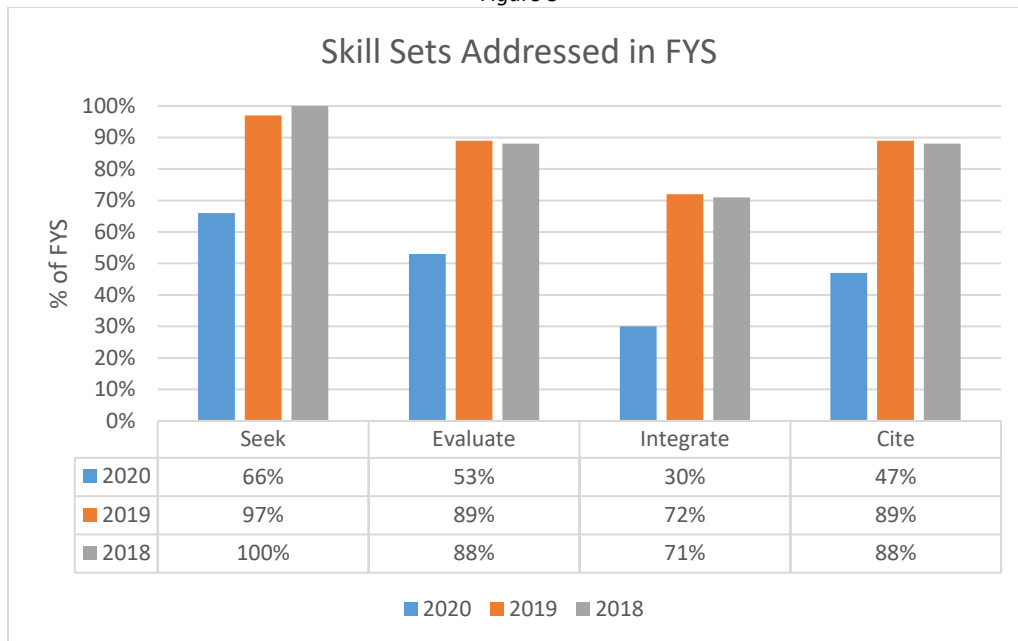
Figure 2

	FA20	FA19	FA18	FA17	FA16	FA15	FA14
FY IL Sessions	42	77	91	93	84	104	88
FYS Courses	36	36	42	45	41	48	41

For more detail about IL classroom activity for FA20, see Appendix A – FYS IL Class Visits.

Content of Sessions
Librarians reported that they addressed the information literacy skills enumerated in the FYS mandate as shown in Figure 3, which includes comparisons to 2018 and 2019. It is clearly evident in Figure 3 that the library instruction was significantly decreased in FA20 FYS classrooms. (Data does not appear on the chart for years prior to 2018 because it was not collected in the same way.)

Figure 3

Skill Sets Addressed in FYS

% of FYS	Seek	Evaluate	Integrate	Cite
2020	66%	53%	30%	47%
2019	97%	89%	72%	89%
2018	100%	88%	71%	88%

Liaisons reported that they taught efficient information seeking behavior by having students work with library-provided research tools such as JumpStart (reported for 22 seminars in FA20), the library catalog (12 seminars in FA20), subject-specific databases (14 seminars in FA20), Google (3 seminars in FA20), and specialized reference works (1 seminar in FA20).

Evaluation of resources is achieved through such methods as teaching students to distinguish among source types (10 seminars in FA20), to annotate sources (4 seminars in FA20), to formulate a research question, topic or thesis by doing exploratory research (4 seminars in FA20), and/or to and analyze questionable sources of information (1 seminar in FA20).

Integration of research material and situating new information within a conversation is a complicated skill that is best practiced through regular writing and discussion in class. However, librarians begin to teach students this skill by having students create multiple drafts of their work (5 seminars in FA20), annotating sources (6 seminars in FA20), and using citation software (1 seminar in FA20).

In regard to citation, librarians most frequently teach APA, one of the Chicago formats, and MLA, depending on the preference of the professor.

Evaluation of Student Work Following an IL Session
While student library work in FA20 was not evaluated to the extent it had been in prior years, some FYS instructors required graded homework immediately following the IL instructional session or graded in-class work during the session, as shown in Figure 4. Note that some seminars used more than one method of evaluation.

Figure 4

FYS IL Evaluation Methods
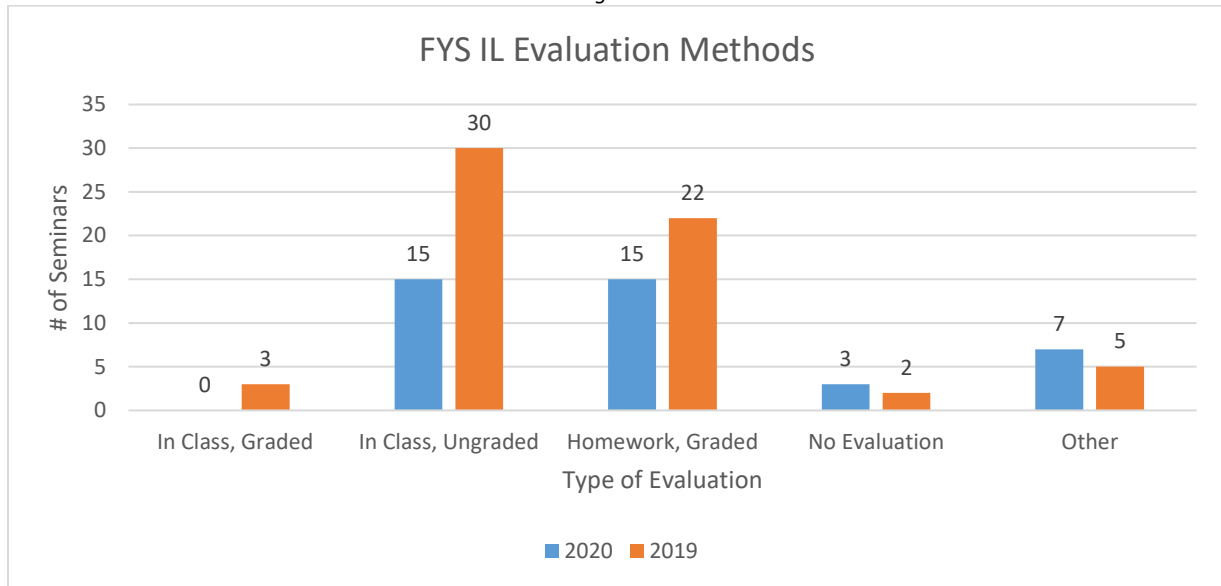
Mid-Term or Final Research Projects
Library surveys show that at least 28 of 36 FYS professors required students to complete at least one mid-semester or final project that included the application of information literacy skills. Specific types of assignments are noted in Figure 5. Some seminars required more than one project, or that a project be completed in steps that included multiple library-based components.

Figure 5

FYS Mid-Term & Final Projects
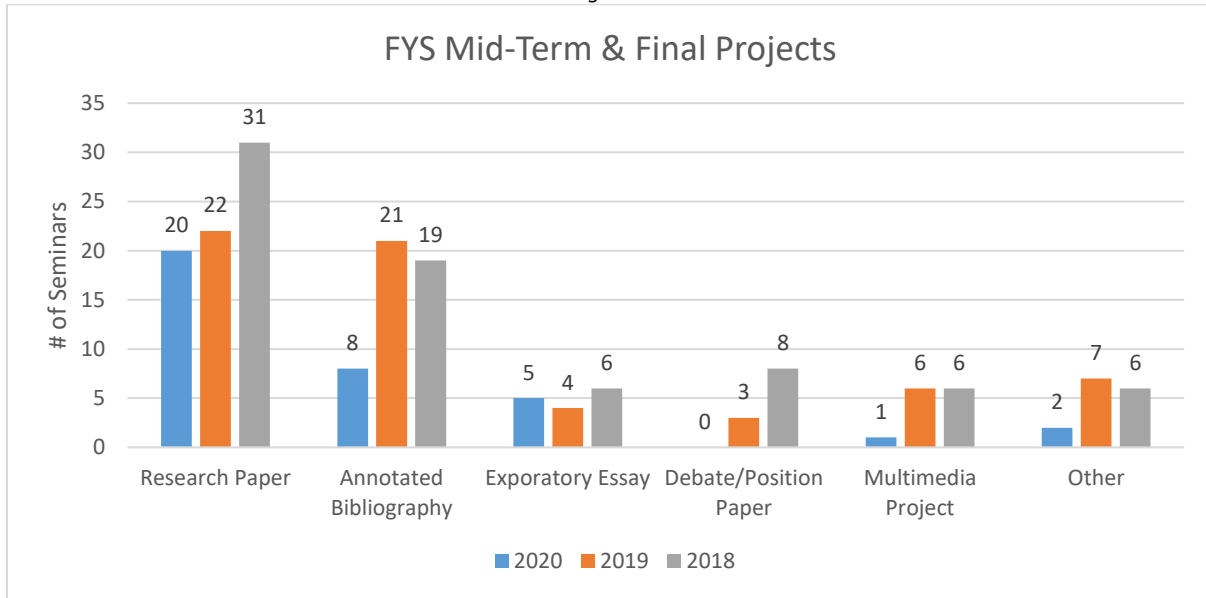
According to library surveys, traditional research papers and annotated bibliographies have long been the most popular type of final projects assigned for FYS.

Projects in the "Other" category included comparative analyses, cause/effect papers, issue papers, marketing campaigns, and literature reviews.

Online Learning Data

FYS Information Literacy Scaffold
In response to the college moving online for FA20, librarians developed a detailed lesson plan called the FYS Information Literacy Scaffold that was designed to infuse information literacy instruction throughout each FYS course with or without librarian participation. The scaffold is divided into 13 modules, each of which includes a goal, a brief online tutorial, a customizable assignment, and an assessment method. Each module was coded as "Highly Recommended," "Recommended," or "Optional" so that faculty could adopt the scaffold wholesale or in parts as appropriate to their course. The scaffold took 4 months to develop and was viewed 473 times from its release date on July 14, 2020 through the end of the FA20 semester. The scaffold is available at: https://libguides.dickinson.edu/fysscaffold.

This year's FYS faculty survey included questions about the effectiveness of the scaffold. Of the 28 respondents, 24 said they used the scaffold and 24 said they would use it again in future semesters. They were also asked which elements of the scaffold they had built into their courses. The results are shown in Figure 6.

Figure 6

Which Elements of the Scaffold Did You Use?
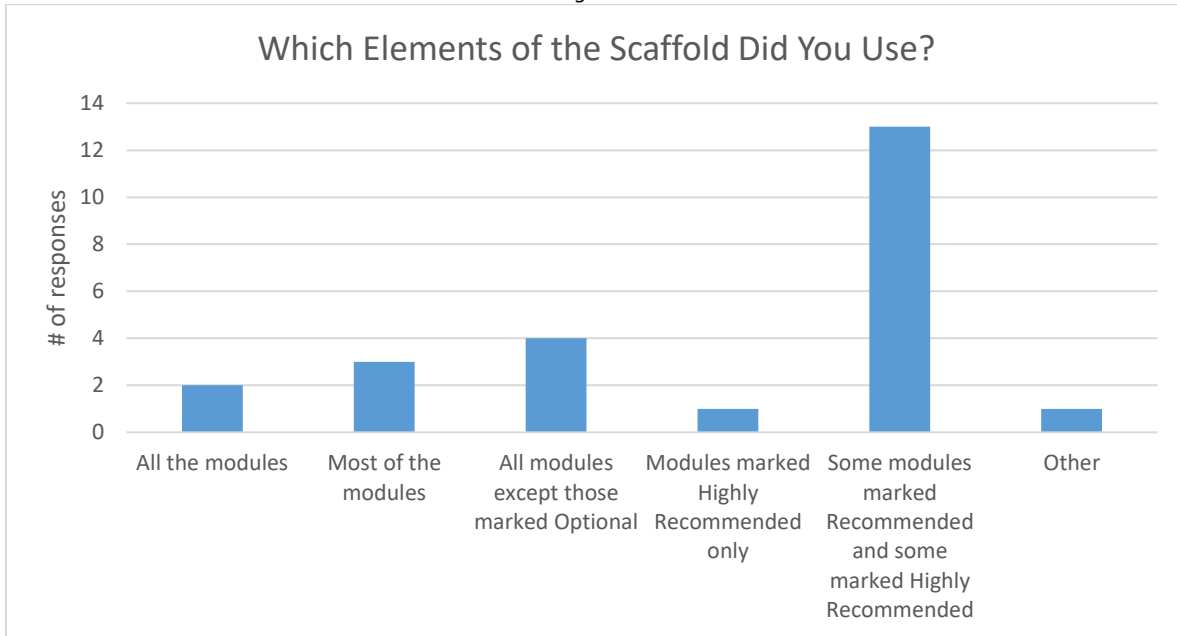
Faculty also were asked if they found the structure of the scaffold easy to use, as shown in Figure 7. The one who found it "Somewhat Difficult" did not offer suggestions for improvement; however, we will ask faculty for suggestions on improvement at the annual FYS faculty workshop in May 2021.

Figure 7

Structure of Scaffold Easy to Use?	Respondents
Very Easy	10
Somewhat Easy	7
Neither Easy nor Difficult	6
Somewhat Difficult	1
Very Difficult	0

Tutorials

In 2015, library staff members began developing a series of information literacy tutorials (https://libguides.dickinson.edu/tutorials) designed to help students learn how to do simpler research tasks. Tutorials were usually assigned before a librarian's class visit so that students could prepare for instruction and librarians could concentrate on higher-order information literacy skills that are easier to convey in conversation during their limited time in the classroom. Each tutorial is designed to teach one discrete concept and is no more than 5 minutes in length. In FA20, at least 17 FYS instructors required students to use the tutorials (compared to at least 20 in FA19 and 21 in FA18). View counts cannot be distinguished by type of user, but the tutorials marked "new" were designed for use in FYS 20, as shown in Figure 8.

Figure 8

Tutorial	Views in FA20
Waidner-Spahr Library Overview (new)	360
EBooks at the Waidner-Spahr Library (new)	251
Finding and Evaluating Newspaper Articles (new)	29
Research Strategies (new)	50
Finding a Journal Article from a Citation	51
Choosing a Database	102
Distinguishing Among Source Types	73
Evaluating Sources	188
Choosing the Best Terms for Your Search	77

Faculty comments regarding the tutorials included the following:
- Mak[e] more of the videos more like tutorials, requiring students to answer questions in addition to the videos.
- More videos! The more character you throw in the videos the more attractive they are to the students.

The FYS Information Literacy Scaffold also includes samples of research assignments that can be customized for any topic. Unfortunately, the sample assignments were not viewed heavily but are good points of reference for librarians to use when suggesting lessons and assignments for FYS courses. Sample assignments were viewed by faculty as follows:

- Locate a Journal Article: 7 faculty views
- Locate an eBook: 6 faculty views
- Source Types: 0 faculty views
- Background Knowledge: 4 faculty views
- Select Tools: 5 faculty views
- Preliminary Research: 0 faculty views
- Evaluating Information: 0 faculty views
- Google vs. Library Databases: 1 faculty views
- Finding and Citing Sources: 4 faculty views
- Analyzing and Revising: 4 faculty views
- Primary Sources: 2 faculty views

Faculty Survey

Each year, faculty members who teach First-Year Seminars are asked to complete a short survey about the effectiveness of library instruction in their classes. In FA20, 28 of 36 (78%) FYS faculty responded to the survey, for a higher rate of response than usual. (By way of comparison, in FA19, 20 of 36 (55%) FYS faculty responded to the survey.) It asked faculty to report on their perceptions of the FYS IL program and the outcomes of specific IL activities in their individual seminars. Because the survey is updated annually, with this year including questions about the FYS scaffold, some questions in this section may not include comparison data from prior years.

Faculty were asked if they felt that their FYS was effectively supported by library staff and services. Results are shown in Figure 9.

Figure 9

My FYS was effectively supported.	Respondents
Agree	20
Somewhat Agree	4
Neither Agree nor Disagree	2
Somewhat Disagree	2
Disagree	0

The faculty members who responded "Somewhat Disagree" did not elaborate in any of the comment sections.

Faculty were then asked about the nature of IL instruction in their courses. While all 28 faculty respondents reported that they assigned a mid-term or final project that included a library research component, not all of them did so in consultation with their liaison. Nineteen of the respondents answered the question "How did your students learn information literacy in your course?" as shown in Figure 10.

Figure 10

How did students learn IL?	Respondents
Taught myself	1
Asynchronous lessons only	1
Asynchronous lessons + individual meetings with liaison	1
Synchronous meetings with a librarian only	1
Taught myself + synchronous meetings with liaison	3
Synchronous meetings with liaison + individual consultations with liaison	1
Synchronous meetings with liaison + asynchronous lessons	1
More than 2 methods	10

The next question on the faculty survey asked: "How well did your students apply the information literacy (IL) skills (e.g. finding information, evaluating information, citing information) to their research-based assignments?" The 28 responses are shown in Figure 11.

Figure 11

How well did your students apply IL skills to their research-based assigments?
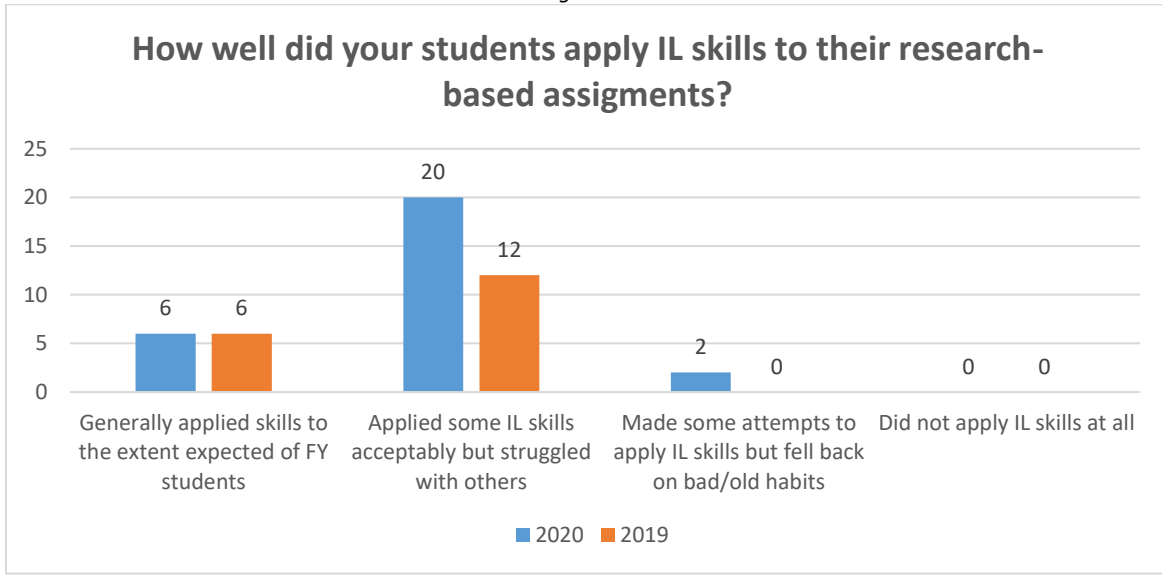
These responses are typical of most years. Faculty members who responded that students struggled with some aspects of information literacy were asked to elaborate by responding to an additional question: "With what aspects of information literacy did your students struggle?" Eighteen faculty members responded as shown in Figure 12.

Figure 12

Students struggled with…	
Citing	4
Evaluating sources	8
Finding relevant sources	4
Using appropriate databases	2

As reported repeatedly by faculty over the years, evaluation of sources is the most common source of difficulty for first-year students in terms of research.

Faculty members were then asked: "What is working well about the library's information literacy program for first-year students?" Representative comments include:

- The scaffold was amazing. I can't imagine not having it. And our liaison (as always) was a huge support.
- The short video tutorials in the scaffold worked well and I think the students liked them. It was easy to incorporate those into a synchronous class meeting or to assign as homework.
- Willingness of the librarian to meet individually with those that struggled.
- The scaffold with its associated information (*Writing Analytically* pages and sample assignments were especially helpful).
- I appreciated the ready-made elements and librarian availability for students, was good to point them to (whether or not they used it is different matter!)
- Interactive activities with librarian.
- The online lessons were particularly useful.
- The synchronous meetings with the librarian.

- I was really impressed by the whole package of the IL program, and really appreciated the clear layout of the scaffold. The online tutorials are helpful to give them practice before they show up to class, so class time can be used more effectively. My students also really benefited from small group meetings with our Library Associate as they worked on final projects.
- I think you did a great job adapting to remote learning.

In addition, a number of liaison librarians were personally commended for their helpfulness and approachability.

Faculty members were also asked what they thought could be improved about information literacy instruction in FYS. Seventeen responded to the question. Some comments that will be discussed with the next group of FYS faculty members include the following:

- As is always the case, I think the more important consideration is how I can better integrate the resources you provide from the jump.
- Next time, I would incorporate IL much earlier in the course. With the pandemic and my own fractured time managing multiple platforms, I feel that I didn't insert the library piece in early enough in the semester. While the students seem comfortable using the library, I do think they haven't had enough training in how to evaluate sources. They seem to stick with the first hits they get in a search rather than dig deeper.
- Being able to critique sources and incorporate relevant parts of arguments into their own papers -- this is a more advanced skill that should really be kept for later classes, in my view.
- Without the ability to handle books in person, they failed to use sources to find other sources (via bibliographies, etc.); still failed to find sources that were appropriate (disciplinarily, too difficult, and at times not online access).
- The synchronous lesson was not as effective as I hoped. It just didn't work well over zoom. Also, I hoped for more focus on finding information and less on citation style.
- More difficult to do in synchronous zoom than in person, but have it more interactive where students are each getting into JumpStart and following along...or a type of treasure hunt. I know this is easier done in person in a computer lab, but the application of some of the skills is where some students fell short.
- Evaluating sources online is tricky. Many of the markers of source type are less obvious in the online environment (e.g., journal article formatting is less clear). So, perhaps some additional guidance on this skill would be helpful. Also, a tutorial on citation practices would be much appreciated (both in-text and full citations for bibliography), though I know this varies by field.

ACRL Project Outcome Survey

In 2018, the Association of College and Research Libraries (ACRL) released a series of surveys to help libraries assess their programs and services, and to help libraries compare performance against their peers.[2] The library piloted the ACRL Project Outcome Survey for Instruction with FYS courses in fall 2018, and after examining those results, decided to use it each year as a replacement for the self-developed end-of-semester evaluation we had used for four years.

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[2] ACRL Project Outcome for Academic Libraries, http://www.ala.org/acrl/sites/ala.org.acrl/files/content/Field-testing-surveys.pdf

The survey was administered in some FYS courses. The class size for first-year students in the fall was reported at 464 and we received 75 responses, for a 16% response rate, down from 218 responses with a 47% response rate in 2019. Each question used a Likert scale from 1 to 5 with 1 indicating "Strongly Disagree" and 5 indicating "Strongly Agree." Overall results of the survey are shown in Figure 13.

Figure 13

Results

A total of 75 survey responses were collected. Of the patrons surveyed, the following percentages either agreed or strongly agreed that they benefited from the program or service:

- **91%** learned something new to help succeed in classes
- **95%** intend to apply what they learned
- **84%** felt more confident about completing assignment(s)
- **91%** were more aware of resources and services provided by the library

The full results of the survey(s) are shown below. *(Note that due to rounding, percentages may not add up to 100%)*

	Strongly Disagree / Disagree	Neither	Agree	Strongly Agree
Knowledge		7%	44%	47%
Confidence		15%	51%	33%
Application / New Skills			42%	53%
Awareness of Resources		7%	41%	50%

SCORING: ■ Strongly Disagree ■ Disagree ■ Neither ■ Agree ■ Strongly Agree

	Selected Criteria Average	Instruction Topic Averages			
	Library	Library	Carnegie	National	Total
Knowledge	4.3	4.4	4.6	4.4	4.4
Confidence	4.2	4.1	4.3	4.2	4.2
Application / New Skills	4.5	4.4	4.5	4.4	4.4
Awareness of Resources	4.3	4.4	4.6	4.4	4.4

AVERAGES: Ranges from 1.0 (Strongly Disagree) to 5.0 (Strongly Agree)

Average scores dropped slightly from last year when 96% of students reported "learned something new," 95% reported "intend to apply," 85% reported "felt more confident," and 95% reported "were more aware of resources and services." However, this year's sample size was considerably smaller as library liaisons had fewer opportunities to encourage students to take the survey. Regardless, Dickinson's overall scores are quite high and compare favorably to colleges in our peer group who used the survey.

As part of the Project Outcome survey, students were asked, "What did you like most about this session?" Their most common responses are recorded in Figure 14.

Figure 14

What did you like most about this session?	% of Responses FA20	% of Responses FA19
Selecting the Best Databases for the Topic	11%	18%
Refining a Search	8%	4%
Evaluating Sources	5%	0%
Citing Sources	7%	16%
Using the Library's Website	0%	15%
Tutorials	4%	0%
Interactivity of the Session	5%	10%

Representative and inspiring comments include:
- I liked how in the session we were able to run through each step of the process especially because I am a visual learner I need to be able to see it so that I can remember it, and being able to have that visual aid as we walk through each step of the research process or other aspects of finding sources was really helpful to me.
- I enjoyed the variety of information I was able to learn. Especially since this course topic was something new for me, it was interesting to apply myself in this field. It was also interesting to see the vast connections between this class and the world around us.
- It was really tailored to what students need and what they may use.
- I enjoyed being able to practice determining source types. It helped me not only find cues to determine what information I'm expected to receive but also understand what needs to be expanded on (i.e.: finding a piece of grey literature and needing to establish context as a next step).
- I liked that it corresponded with our assignments so I could apply what I learned.
- I liked how informative it was. I not only learned about the materials and resources available to me for use on my own which was important, but I learned what to do if I need extra assistance.
- Seeing Zotero was very helpful, I already downloaded it and plan to use it.
- I liked the information session on the library's Archive; it was very informative. The artifacts they showed us were especially cool, as well as the questions she asked about how different life was back in the early 20th century compared to now.

When asked what more the library could do to help them do to succeed, 5 students said that they might have benefitted from additional communication with a librarian. Otherwise, they provided no actionable feedback.

Academic Integrity
Fall 2020 was the fifteenth year in which all new students—first-years, transfers, and internationals— were required to complete the library-developed Academic Integrity (AI) instruction, which is currently in the form of an asynchronous online tutorial delivered through Moodle. Non-compliance results in a hold being placed on the student's account, thus preventing registration for spring classes during the mid-fall course registration period. The tutorial takes most students about 30 minutes to complete. In FA20, 105 students had not completed the tutorial by the deadline, compared with 32 in FA19 and 11 in

FA18. In addition, more students than usual waited until the course request period (when they could not register for courses) to complete the tutorial.

Effectiveness
Assessment results suggest that the tutorial continues to be informative and helpful for many students. In 2020, the question asked near the beginning and end of the tutorial, "Have you ever committed an act of plagiarism?" resulted in a 47% change following instruction about academic integrity. This data compares consistently with prior years as noted in Figure 15.

Figure 15

"Have you ever committed an act of plagiarism?"	2020	2019	2018	2017	2016	2015	2014
"No" at beginning of tutorial	83%	82%	80%	77%	78%	73%	73%
"No" at end of tutorial	44%	47%	47%	48%	51%	50%	48%

Students are also asked to indicate how much of the material is new to them. Their responses had remained fairly consistent until our 2018 redesign, as noted in Figure 16, when more students than usual indicated that at least some of the information was new to them.

Figure 16

"How much of this material was new to you?"	2020	2019	2018	2017	2016	2015	2014
All of the information was new to me	0%	1%	2%	1%	1%	1.5%	1%
Most of the information was new to me	9%	8%	12%	9%	7%	4%	5%
Some of the information was new to me	50%	48%	46%	38%	43%	45%	40%
Very little of the information was new to me	30%	34%	30%	40%	36%	36%	42%
None of the information was new to me	7%	8%	9%	10%	11%	12.5%	12%
No response	3%	1%	1%	2%	2%	0%	0%

Additionally, students are asked if they found the tutorial to be effective. Those responses along with prior year comparisons are noted in Figure 17. It is notable that over the years students increasingly find the tutorial to be very or extremely effective.

Figure 17

Did you find this tutorial to be effective?	2020	2019	2018	2017	2016	2015	2014
Extremely Effective	12%	11%	11%	8%	10%	8%	6%
Very Effective	47%	38%	40%	47%	49%	46%	43%
Somewhat Effective	30%	39%	37%	31%	29%	33%	35%
Only a Little Effective	5%	8%	8%	9%	7%	11%	12%
Not At All Effective	2%	4%	4%	3%	3%	2%	4%
No Response	2%	0%	0%	2%	2%	0%	0%

Comments
As is typical, comments collected from fall 2020 were generally positive. Some students complained, as they always do, about the length of the tutorial. Student comments this year did not produce any ideas for actionable changes, so the tutorial will not undergo any significant revision for 2021. Some notable comments include the following:

- I found this very useful and I think it is a good idea to make it required for students to take, especially since not everyone may know all of the guidelines toward citations and what constitutes as plagiarism. I think going over several types of citations is helpful as well, especially since many students only use MLA style in high school.
- While skeptical in the beginning, I found this tutorial to actually be very helpful. It was well organized and not overbearing.
- I thought it was well put together and provided us with general knowledge about Dickinson's academic integrity guidelines.
- This presentation was successful in showing the ways that Dickinson College handles plagiarism, and it is useful to know what professors look for when it comes to citations and how to cite the resources in a paper. Otherwise, most of the other information regarding academic integrity has been previously taught to me.
- Very informative. My high school runs by a honor code based off the honor code at Davidson College in NC. For this reason, I already knew the information listed in the tutorial.
- I found the information to be presented in an effective manner and although none of the information was new to me it did not feel like a hassle to complete this short tutorial. Very well done and extremely informative.
- At my high school we were taken at least once a school year to the library, where one of the librarians would go over scholarly sources and academic dishonesty, as well as how to avoid it. It proved very useful as we would often work on projects and papers that required external and extensive research. Although I knew everything from previous experience, this was a great review. It is always good for me and possibly others to see materials once again to make sure we understand then clearly. It was also good to be able to understand what Dickinson expects, and what consequences can happen whether it is accidental or purposeful. It will make sure I pay close attention to my writing.
- I think it was a good presentation. I've had all of this information drilled into my head for the last eight years (except the Dickinson-specific parts), but reminders are nice and I know a lot of people that seem to have a hard time remembering it. I appreciate the fact that I was able to check what exactly was wrong with the given texts for plagiarized sources. In addition, I like the fact that the information presented was both review and new information.
- I thought it was very helpful even though I was aware of the majority of the information I did not know what the different parts of the citation meant so it was helpful to go through what each part stood for.
- I found this presentation to be very helpful for I found out that google translate was plagiarism and other small details that are very useful as a college student.

Conclusion

Like all other aspects of functioning in a Covid-19 society, library services were more difficult to deliver and statistics from FA20 should not be considered representative of the library's usual IL program with FYS courses. Many faculty members were distracted by the pressures of having to develop new courses online, and having to use new technology effectively throughout an entire course. Some FYS faculty did not respond to the librarians' requests to plan for IL in their FYS courses. In addition, the unexpected long-term medical leave of one librarian/manager occurred too late for some pre-arranged plans to be taken over by a colleague.

Nonetheless, our students who did experience IL instruction self-reported high levels of ability and confidence as they gained IL skill sets through the FYS program, and also reported that they used what they learned. Faculty input further points to the success of the program as they report that students are generally performing to expected levels of research ability at this stage in their education. This year it is notable that only a few of our 28 faculty respondents indicated that students had trouble retaining the IL skills they had learned, or that they had fallen back on bad habits later in the semester.

In addition, there was a notably positive student response to the Academic Integrity tutorial this year. Most students found it to be at least somewhat effective and only 12% reported that none of the information was new to them, a number which is questionable considering that the tutorial contains information that is Dickinson-specific. The AI tutorial will not be significantly changed for FA21.

The college should recognize that while the library's FYS program flourishes and is remarkable for its endurance and consistent positive outcomes even in the face of a world-wide pandemic, each year there is a subset of students who become immediately disadvantaged because the FYS curriculum is not consistent. The depth of IL instruction including practice and revision for each seminar is wholly dependent on how individual faculty members structure their FYS syllabi, how they choose to engage with their librarian partners, and what expectations they communicate to the librarian. It appears that this year more students than usual were provided only a cursory introduction to IL and some received no IL instruction at all. This inconsistency obviously has repercussions in later semesters as the students declare majors and are expected by faculty members to have basic grounding in research before they learn the more nuanced methods of their disciplines. Hopefully, this lapse was largely the result of the Covid-19 pandemic and the pace of IL instruction in the FYS program will return to normal levels in FA21.

At the May 2021 FYS workshops and other opportunities, liaisons will share this report and encourage faulty to incorporate IL early and often in their FYS courses using the library's online tools, particularly if they choose not to have a liaison visit class. Librarian involvement is of course optimal both because librarians are experts in research pedagogy and also because the personal contact gets students comfortable with asking for help from library staff, which is important far beyond the FYS. It is clear that librarians' instructional efforts should stay focused on helping students learn to find quality material, evaluate it, and acknowledge it appropriately. Due to the positive response, we will continue to encourage use of the FYS IL Scaffold and tutorials outside of class time so that librarians can focus on more complex skills during synchronous or in-person classroom visits. Because this cannot be achieved entirely through limited exposure at the FYS level, liaisons will continue to reach out to departments and develop programs for upper-level courses, particularly WID courses or research methods courses required by each major.

Appendix A – FYS IL Class Visits

Librarian	FYS Faculty	Title of Seminar	# of IL sessions
Lonergan	Ambwani	Retweeting #healthy: Science, Pseudoscience, and Social Media	3
Boucher	Anderson	Making College Strange: Rethinking Dorm Life, Majors, Parties, Romance, and More Through Ethnography	3
Bombaro*	Anria	Making Race and Nation in Argentina: Politics, Society, & Culture	0
Vandale	Bates	Youth, Love, and Revolution: Growing up in Modern Japan	0
Don Sailer	Bilodeau	Ideas That Have Shaped the World	0
Lonergan	Boback	The Evolution of a Cheeseburger	1
Vandale	Chilson	Drama and the American Dream	0
Lonergan	Connor	Fabric of Life: How Textiles Have Shaped our Modern World	0
Triller-Doran	Copeland	Love, Sex, and Deception: Don Juan Past and Present	1
Arndt	Diaz	Sticks and Stones: The (Hidden?) Power of Language	1
Howard	Douglas	How Much is Enough? Experiments in Living with Less	3
Sailer	Francese	Ideas That Have Shaped the World	1
Boucher	Fratantuono	Dickinson College: A Liberal Arts Foundation for Engaged Citizenship and Effective Leadership in the 21st Century	2
Triller-Doran	Guardino	It's Not Easy Being Green: Psychology of Sustainable Behavior	1
Boucher	Hoefler	Speaking Out about Sustainability	0
Boucher	Katunich	2020 Election: The (Im)possibility of Dialogue and Civil Discourse?	0
Triller-Doran	Kersh	The Art of the Detective in Fiction and Film	0
Lonergan	Key	Natural Disasters and You	1
Lonergan	Kingston	Does the Place Make the Person? The effects of the physical environment on human psychology	0
Boucher	Kongar	Political Economy of Gender, Race, and Class	2
Bombaro*	Lape	Speaking Truth to Power	2
Bombaro*	Loeffler	Discerning Fact from Fiction in Nature and Medicine	1
Boucher	Martin	Black Magic: Contributions and Influence of Artists of the Harlem Renaissance	3
Arndt	McPhail	The Ordinary Business of Life–Worldly Philosophy and the Secret History of the 'Dismal Science'–A Thematic History of Economic Thought	2
Lonergan	Niblock	Man's Best Friend: History and Science of Our Unbreakable Bond with Dogs.	0
Arndt	Rebeiz	Between Magic and Reality: Stories of Ghosts, Strange Appearances, and Other Uncanny Creatures	1
Don Sailer	Schlitt	Ideas that Have Shaped the World	0
Howard	Schweighofer	Anger, Loss, Joy: Three Moments in Queer History Shaping LGBTQ Lives Today	1
Bombaro*	Seiler	More Human than Human: Arts and Sciences Confront Evolution	1
Vandale	Skaggs	The Fitness Industry and the Battle for Your Soul	3
Don Sailer	Skalak	Aliens and Other Reasonable Things: An Examination of Peculiar Arguments	1
Howard	Steinbugler	Queers in Space (and Place)	2

Arndt	Suver	Reality and Other Lies	0
Boucher	Vann	How to Be Human: Lessons from Science-Fiction Literature and Film	3
Lonergan	Weinstein	Sweetness and Sorrow: The Impact of Sugar on Health and Society	1
Lonergan	Witter	The Poisoning of America	2

Unexpected long-term medical leave beginning September 24. Lape and Loeffler were taken over by another librarian. Anria and Seiler were not.