Abstract and Description
As universities seek to improve retention and graduation rates, more attention is being paid to populations that are statistically less likely to persist, such as first-generation students. Engaging with a campus-wide initiative targeting first-generation college students, librarians at a research university were awarded a grant to study the information literacy skills of this special population and to develop intervention strategies to help retain students.

Partnering with the English department and a campus provisional admission program, librarians developed and taught special sections of the first year composition course, ENGL 104. These sections were designed to seamlessly embed information literacy concepts into the traditional ENGL 104 curriculum and to thoroughly assess the impact of this approach. This study was designed using a mixed-methods approach to better understand the information literacy knowledge and skills of first-generation students and to evaluate the impact of embedding information literacy into a course required for their degree plans.

Rubrics: Assessing Student Learning Artifacts
1. Collected signed consent forms and student work over Fall 2017 and Spring 2018 semesters from 6 instructors
2. Received 187 research papers
3. Brainstormed categories of questions about composition and information literacy
4. Drafted 5-level rubric
5. Normed rubric over 4 rounds and 30+ agreement using Krippendorff’s alpha
6. Divided rubric into sections: Information literacy (maroon) & Composition (gold)
7. Working towards interrater reliability; 80% agreement using Krippendorff’s alpha
8. Next steps: Score all assignments post-norming, compare scores between 1st gen and control group

Rubrics: Challenges
- Coordinating testing information and student participation with multiple composition instructors. (We had to contact each instructor and request class time to make presentations about the study to students.)

SAILS: Challenges
- Reconciling disciplinary differences about which aspects of researched-writing are important. (How important are minor formatting errors in a citation? To what extent do we need to assess how a source is used in relation to what kind of source it is, and whose definitions matter most here?)

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- Coming to a common agreement about the definitions of different types of errors. (What counts as a dropped quote?)
- Accurately assessing categories outside of one’s discipline in an efficient and timely manner. (Can we all see the same levels of detail in assessing student synthesis?)

- Ultimately, we decided to team up based on disciplinary training and divided the rubric to play to our disciplinary strengths. This aided norming.