



## Background

Development of the Library's instructional program requires systematic assessment of the growth in students' information literacy. Since many instructional sessions are "one shot" sessions, the Library determined that assessment was best measured over time and against peer institutions. The 2004 Information Literacy Assessment results were compared against two other local institutions. The comparisons indicated that the students at the three institutions were not similar enough to make it a useful comparison. The comparison would serve us a benchmark for future assessment of University of Scranton students.

Using the 2002 edition of the *Middle States Commission on Higher Education's (MSCHE) Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* as a guide, the Weinberg Memorial Library InformTD.00litJ59.445 ary I.3

## INFORMATION LITERACY ASSESSMENT SCHEDULE

|             |                 |                                   |
|-------------|-----------------|-----------------------------------|
| <b>2004</b> | <b>Freshmen</b> | <b>Seniors</b>                    |
| <b>2005</b> |                 |                                   |
| <b>2006</b> | <b>Freshmen</b> | <b>ETS pretest of 75 students</b> |

### 1.1 2007 Senior Characteristics

Demographic questions were asked to create profile of the Senior participants. (See Appendix B) The students were given the opportunity to remain anonymous or not to respond at all. Out of 302 participants, 299 volunteered information about themselves and their futures. Table 1 summarizes those characteristics.

**Table 1 Characteristics of 2007 Senior participants**

|                                  |     |    |     |
|----------------------------------|-----|----|-----|
| <b>Gender</b>                    |     |    |     |
| Male                             | 149 |    |     |
| Female                           | 150 |    |     |
|                                  |     |    |     |
| <b>Colleges</b>                  |     |    |     |
| CAS                              | 121 |    |     |
| CPCS                             | 115 |    |     |
| KSOM                             | 63  |    |     |
|                                  |     |    |     |
| <b>Status</b>                    |     |    |     |
| Part-time                        | 3   |    |     |
| Full-time                        | 296 |    |     |
|                                  |     |    |     |
| <b>Future Plans</b>              |     |    |     |
| Work Force                       | 90  |    |     |
| Graduate School                  | 91  |    |     |
| Both                             | 111 |    |     |
| Other                            |     |    |     |
| Armed Service                    | 3   |    |     |
| Volunteering                     | 2   |    |     |
| Internship                       | 1   |    |     |
| Undecided                        | 1   |    |     |
|                                  |     |    |     |
|                                  | YES | NO | *DR |
| Took Test in 2004                | 139 | 45 | 115 |
| *Don't Remember taking this test |     |    |     |

For this assessment, questions about ethnicity and GPA were not asked. These questions could be added in future administrations of the tool.

### 1.2 Assessment Results

Where applicable, the tables will make comparisons between the 2004 Freshmen and the 2007 Seniors. The Information Literacy Assessment Tool is comprised of twenty-five

(25) multiple choice questions. The 2004 assessment was a pencil and paper test that was collected and analyzed by PAIRO. The current online test was given to seniors using a password to obtain entry to the tool; once completed the student submitted it for correction and analysis.

Table 2 gives comparison data between 2004 Freshmen and 2007 Seniors, and percentage changes for each question answered by these students. In 2004, based on the content of the question, librarians determined which academic departments' courses incorporated the teaching content of each question. This is also listed as part of Table 2.

**Table 2 Comparison data between 2004 Freshmen/Seniors and 2007 Seniors**

|     | 275<br>2004<br>Freshmen | 302<br>2007<br>Seniors | Changes<br>between 2004<br>Freshmen and<br>2007 Seniors | Department<br>Responsibility |
|-----|-------------------------|------------------------|---|------------------------------|
|     | Correct                 | Correct                |   | Question                     |
| Q1  | 136 (50%)               | 234 (78%)              | +28%  | Library                      |
| Q2  | 115 (42%)               | 199 (66.1)             | +24.1%  | Library                      |
| Q3  | 190 (69%)               | 206 (68.4%)            | -0.6%   | Library/All                  |
| Q4  | 196 (71%)               | 265 (88%)              | +7%   | Library                      |
| Q5  | 87 (31%)                | 192 (63.8%)            | +32.8%  | Library/All                  |
| Q6  | 32 (12%)                | 51 (17%)               | +5%   | All                          |
| Q7  | 62 (23%)                | 146 (48.7%)            | +25.7%  | Library                      |
| Q8  | 93 (34%)                | 180 (60.2%)            | +26.2%  | Library                      |
| Q9  | 185 (67%)               | 207 (69%)              | +2  | Library                      |
| Q10 | 117 (43%)               | 161 (53.5%)            | +10.5%  | All                          |
| Q11 | 139 (51%)               | 176 (58.5%)            | +7.5%   | KSOM                         |
| Q12 | 93 (34%)                | 173 (47.5%)            | +17.5%  | Library/CTLE/ENG             |
| Q13 | 153 (56%)               | 180 (59.8%)            | +3.8%   | CTLE/ENG                     |
| Q14 | 127 (46%)               | 143 (47.5%)            | +1.5%   | Library                      |
| Q15 | 69 (25%)                | 195 (64.8%)            | +39.8%  | Computer Science             |
| Q16 | 94 (34%)                | 145 (48.2%)            | +14.2%  | CS/Communication             |
| Q17 | 122 (44%)               | 168 (55.8%)            | +11.8%  | Communication                |
| Q18 | 204 (74%)               | 249 (83%)              | +9%   | All                          |
| Q19 | 183 (66%)               | 235 (78.1%)            | +12.1%  | All                          |
| Q20 | 04.64 3 13.e08 04 04    | 04020                  | 00.4 8.08 Tm(Q20 )-.0002 Tw e.4 8.08 Tm(Q20 )-.000      |                              |

**1.3 Library Specific Questions**

Performance Indicator 2:

The information literate student identifies a variety of types and formats of potential sources for information.

Outcome 5:

Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.

In working with students, Librarians chose the following methods to assess this question:

- Tracked questions that were asked at the Reference Desk about scholarly journals.
- Designed a Peer Assessment of Information Literacy Instruction form that included a question related to Outcome 5.
- Matched the ACRL Standards, Performance Indicators and Outcomes to the C/IL 102 and 104 Blackboard Exercise questions and assessed each semester to see if there was a significant increase/decrease in the correct answer.
- Added a new slide to the C/IL power point presentation on **How do I Identify Sources?**

Results for these methods are reported in the 2005/2006 Information Literacy/Information Fluency Assessment Plans for 2005/2006.

[http://academic.scranton.edu/department/wml/Information\\_Literacy\\_Annual-Report-2005-06.pdf](http://academic.scranton.edu/department/wml/Information_Literacy_Annual-Report-2005-06.pdf)

During the summer of 2006 librarians revisited the results of the 2004 Assessment and chose Question 8 (Question 8 became question 7 in the 2007 assessment) to focus on in Information Literacy sessions, especially during the C/IL 102 and 104 classes.

Question 7 is:

Choose the example of Boolean Logic that would likely yield the greatest number of results in a database search.

In 2004 sixty-two (62) Freshmen (23%) answered this question correctly. Librarians were concerned about the low percentage of correct answers from the Freshmen because Boolean Logic is the backbone for developing a search strategy. It was therefore encouraging to see that in 2007, Seniors who took the assessment raised their score to 48.7% an increase of 25.7% over the 2004 Freshmen score.

This increased knowledge of Boolean Logic is supported by data from the C/IL 102 Question Analysis. Four (4) questions on the C/IL 102 exercise deal with Boolean Logic. The percentage of students who have answered the questions correctly has been logged for the last five (5) semesters. In the fall 2007 C/IL exercises, all four questions were answered correctly 70% or more. Boolean Logic will continue to be emphasized in all C/IL and Information Literacy classes with the goal of raising this score in future Senior assessment.

The scores for all questions, with one exception, were raised from that of the 2004 Freshmen Assessment. Many of these scores had significant increases; however, one question did not increase in percentage.

Question 3 is:

Which of the following is Not a secondary source?

In 2004, one hundred ninety (190) Freshmen (69%) answered this question correctly. In 2007, two hundred six (206) Seniors (68.4%) answered this question correctly. While -0.6% is not a significant decrease, an increase was anticipated since primary, secondary and tertiary sources were an emphasis in Information Literacy sessions in 2005/2006. There could be a couple of reasons for this. It might be due to the emphasis being on identification of primary sources rather than on secondary sources or because wording questions in the negative might decrease identification of the correct responses. Primary/Secondary sources need to be addressed again in Information Literacy classes as well as in students' regular classes. Revision of the Information Assessment Tool should look at rewording this question.

#### **1.4 Assessment Calendar**

Information Literacy Assessment activity follows a twelve month cycle. First an ACRL Standard and one or two Outcomes is selected with the intent to cover all library only related questions (See **Table 2** for Department Responsibility). Date results and plans for improvement are reflected in the Library's Annual Report.

Following is the twelve month assessment calendar.

- August-November: Identify Standard, selected Outcomes, means of assessment, and the criteria for success in the selected year.
- September-May: Implement improvement strategies based on previous year's assessment results.
- September-May: Conduct current year assessment activities.
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### **1.5 Recommendations for Future Steps**

- Present the results of the 2007 Assessment to the Library Advisory Committee
- Revise the Information Literacy Assessment Tool to reflect changes developed by Dr. Terry Mech from King's College.
- Select questions to focus on during Information Literacy sessions and at the Reference Desk.
- Continue to inform Faculty how they can incorporate Information Literacy into their lectures.
- Continue to make comparisons between the C/IL 102 and 104 Exercise results, the Information Literacy results and the ACRL Standards.
- Prepare an article for the Library's Fall 2008 Newsletter regarding the assessment results.
- Give the Information Literacy Assessment Tool Fall semester of 2008 to the 2008 Freshmen, preferably in Freshman Seminar Classes.
- Explore the possibility of giving a

## Appendix A

**Contact Katie Duke, Information Literacy Coordinator for information about the questions.**

## Appendix B

### Characteristics of the Participants

Date: \_\_\_\_\_ Class \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Gender (Circle one) M F

Did you take this Information Literacy Exercise during the Fall Semester 2004 (Circle one)

Yes                      No                      Don't Remember

Student Information (Circle one)

Full time              Part time

Major \_\_\_\_\_ College (Circle one) CAS      CPCS      KSOM

Future Plans: (Check all that apply)

Upon graduate I plan to go to:

- Work force
- Graduate school
- Both
- Other \_\_\_\_\_

## Appendix C

|   |
|---|
| <b>Information Literacy 2007 (Final Results) – Frequency Tables</b> |
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**Contact Katie Duke, Information Literacy Coordinator, for information the questions results.**