

**To:** College-Wide Assessment Committee  
**Cc:** Eric Daffron, Vice-Provost of Curriculum and Assessment  
 Liz Siecke, Library Dean  
**From:** Christina Connor  
**Date:** 8/13/14  
**Re:** Information Literacy Assessment Report AY2013-2014

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# AY 2013-2014 Library Information Literacy Assessment Report

The library has 3 information literacy outcomes. For AY2013-2014, librarians assessed all outcomes at all four course levels. Approximately students 2,288 (total) were assessed.

<b>Total No. of Sessions Taught (Fall and Spring)</b>	181
<b>Total No. of Students Assessed (Fall and Spring)</b>	2,288
Total No. of Students Assessed in 100 Level Courses	1,458
Total No. of Students Assessed in 200 Level Courses	390
Total No. of Students Assessed in 300 Level Courses	401
Total No. of Students Assessed in 400 Level Courses	39

Librarians have assessed **1,325 First Year students, 333 Sophomores, 350 Juniors, and 280 Seniors.**

## RESULTS

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**Goal 1:** Determines the information needed

**Outcome 1:** Determines a manageable idea/paper topic (not too broad or narrow)

Findings: Students in 300 and 400 Level Courses met (and exceeded) achievement targets. Students in 100 and 200 Level Courses did not meet achievement targets.

<b>Outcome 1: Identify an appropriate paper topic</b>	<b>Students Correctly Identifying</b>	<b>Students Incorrectly Identifying</b>	<b>Totals</b>
100 Level Courses	865	593	1,458
Target: 75%	59%	41%	100%
200 Level Courses	200	190	390
Target: 85%	51%	49%	100%

300 Level Courses	<b>345</b>	56	401
Target: 75%	<b>86%</b>	14%	100%
400 Level Courses	<b>34</b>	5	39
Target: 85%	<b>87%</b>	13%	100%

**Goal 2:** Finds and obtains the information needed.

**Outcome 2:** Constructs and implements a search strategy and uses various information resources to obtain information in the library and beyond.

Findings: Students in 100, 200, 300 and 400 Level Courses did not meet achievement targets.

<b>Outcome 2: Identify an appropriate search strategy</b>	<b>Students Correctly Identifying</b>	<b>Students Incorrectly Identifying</b>	<b>Totals</b>
100 Level Courses Target: 75%	971 67%	487 33%	1,458 100%
200 Level Courses Target: 85%	291 75%	99 25%	390 100%
300 Level Courses Target: 75%	192 48%	209 52%	401 100%
400 Level Courses Target: 85%	16 41%	23 59%	39 100%

**Goal 3:** Evaluates and incorporates the appropriate information

**Outcome 3:** Understands the difference between types of sources (Popular/scholarly, etc.)

Findings: Students in 300 and 400 Level Courses met (and exceeded) achievement targets. Students in 100 and 200 Level Courses did not meet achievement targets.

<b>Outcome 3: Identify scholarly sources</b>	<b>Students Correctly Identifying</b>	<b>Students Incorrectly Identifying</b>	<b>Totals</b>
100 Level Courses Target: 75%	1,010 69%	448 31%	1,458 100%
200 Level Courses Target: 85%	296 76%	94 24%	390 100%
300 Level Courses Target: 75%	<b>354</b> <b>88%</b>	47 12%	401 100%
400 Level Courses Target: 85%	<b>34</b> <b>87%</b>	5 13%	39 100%

## ACTIONS

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1. 75% and 85% may be too high an achievement target for first and second year students, respectively. With achievement targets being met (and exceeded) in the upper level classes, librarians are led to believe the skill is understood; it just takes time for it to solidify.
  - a. Achievement targets will be adjusted to reflect the expected developmental level of the students corresponding with difficulty of the question. (Suggested targets: 65% 100 level; 70% 200 level; 75% 300 level; 80% 400 level).
2. Additional assessment measure – surveying faculty who request information literacy sessions. The reasoning behind this decision is to see if faculty are satisfied with the work generated by their students and what steps we can take in the library to help better meet student needs.
  - a. This is easier than collecting and reviewing a representative sample of papers from courses. Faculty will be chosen at random for a representative sample.
3. Questions may be altered and adjusted to better capture the data needed.
4. 100 level questions will include a question to have a student identify if they are in a CRWT class, FYS class, Social Issues Class or Other. This is to help data collection for GECCo.
5. Student may now pick if they are a First Year, Sophomore, Junior, Senior or Transfer student.