

**Cleveland State University
University Library**

Program: Library Instruction and Information Literacy

**Assessment Report
May 2007**

Introduction

This report deals only with the **Library Instruction and Information Literacy** program within the library's services. Access to Information Resources and Collection Development activities are reported separately.

The central mission of the University Library Instruction Program is to promote, teach and support information literacy skills that will prepare Cleveland State University students and faculty for curricular activities and for lifelong learning experiences.

This is the second year that the Instruction Team has also been responsible for assessment. Consequently, assessment is always a part of the decisions we make regarding the Instruction Program.

Goals

Goals were developed in 2002 by the Library Management Team. A fourth goal was added last year. This year, Goal 1 has been modified as a result of the 2006 assessment review. See attached report.

Outcomes

This year's outcomes are the same as last year's. Because they were modified last year, in some cases we are still collecting comparison data.

Research Methods and Findings

For Basic Information Literacy Skills, we work with the Introduction to University Life course and English 102. In the University Life course, students are guided through an assignment. The assumption is that everyone will complete and do well on the assignment. We tried to survey the instructors and got a poor response rate, so we will try something different next year. This is reported in Goal 1. As Director of Composition, Eric Gardner conducts an exercise with English 102 instructors. Ten instructors each read the same papers and grade them using a scoring rubric. One area that needed improvement last year was the selection of credible, appropriate sources. This year's results showed much improvement on these items. This is also reported in Goal 1.

For the spring 2007 semester, students in course-specific instruction sessions completed a Library Instruction Evaluation Form. This form used a Likert 5-point scale to evaluate the kinds of sources presented, whether the presentation was clear and organized, whether the handouts were helpful and so forth. Students were also asked to name a resource that they would use in their assignment, name something new that they learned, name what they liked about the assignment, and whether anything was still unclear. The answers for the resource they would use in the assignment were used to compute the percentages found in Goal 2.

Calendar statistics are also being used in Goal 2 to show how many library instruction sessions are taught each semester.

LibQUAL+ is a national survey developed at Texas A&M and offered to libraries through the Association of Research Libraries. It allows us to compare our levels of service with peer institutions in the state and others on the national level. It is now being used in about 600 colleges and universities. LibQUAL+ is a web-based survey and asks library users to rate their desired, perceived, and minimum rates of service on selected items. This survey is administered at Cleveland State every other year. We have just started to receive the data on CSU for this year's survey. The outcome measure requires the comparison with other universities. That data will not be available until later in the summer, so it will be reported on Goal 3 next year.

Since we have not adopted an assessment tool for information literacy for the university, our information is sometimes anecdotal. But this year, one recipient of an information literacy course development grant did a pre- and post- test in her class. Students in the class made significant gains. This is reported in Goal 4.

Review

The assessment report is reviewed by the Instruction Team and Library Council. A student did not participate this year, but we have plans to include a student on our team next year.

Actions

One action taken this year was to focus instruction in English 102 classes on selecting and citing sources. Based on last year's English 102 Assessment Rubric, we realized that our library instruction sessions needed to stress the type and quality of articles that were needed for academic research. The scores from the English 102 scoring rubric show significant improvement in this area. At the fall meeting of English 102 instructors, we stressed the importance of students coming to their library sessions with their topic selected. This made the instruction more at point-of-need and more relevant to the students.

The use of the Library Instruction Evaluation Form this semester has allowed librarians to think about their instruction and how it is received. Based on this data, several librarians are changing the handouts they use and are planning to use more hands-on activities. Even though these items are not assessed in our outcome measures, they will have some effect on Goal 2.

We have hired two new librarians who are working in the subject areas. More librarians are going out to various department offices to be available to students and faculty. This helps to accomplish Goal 2 and Goal 4.

For the third year, we offered Information Literacy grants to faculty. At the seminar held to inform faculty about the grants, last year's recipients spoke positively about their experiences. This spring, in addition to the three grants from the library and one from the College of Graduate Studies, three additional partial awards were granted. A total of seven faculty members will be working with librarians to promote information literacy in their courses.

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Goal 1: Students will master basic library skills. (Reworded as per suggestion on last year's review)				
Outcomes	Research Methods	Findings	Review	Actions
All students will demonstrate information seeking skills by successfully completing the Introduction to University Life assignment.	Library staff guide students through the assignment. A survey of the value of the assignment was completed by students in the library sessions.	All students completed the assignment correctly. Survey results show that students thought the assignment objectives were clearly stated and achieved. They thought they would use the library more, and that the library plays an important role in their education. They preferred the assignment over a classroom lecture.	Instruction Team and Library Council	Minor revisions are made on the assignment each year. The library assignment and the library visit became course requirements in 2005. A major revision of the assignment was done in fall 2006 because the library redesigned its web page. Significant focus has been placed on this program for several years. We are consistently meeting this outcome.
90% of University Life instructors will assess the library component as valuable.	A survey was sent to all University Life instructors.	Response rate was very poor, so the sample was too small to get valid results.	Instruction Team and Library Council	We will change the method of delivering the survey for 2007.



The number of students who perform satisfactory or better on the English 102 grading rubric section dealing with information sources will steadily improve.	Eric Gardner shared his English 102 Assessment Rubric. This year, 10 instructors each graded the same 21 papers and scored them on the rubric.	In the 2005 review of a sampling of English 102 papers, instructors found that nearly 75% of students found credible and appropriate sources. On the 2006 review, significant improvement was shown by 95-97% of students using credible and appropriate sources.	Instruction Team and Library Council	As a result of last year's Assessment Rubric, changes were made in how the English 102 instruction takes place. The timing of sessions was changed to be sure students had already selected a topic when they came for the library session. Selection and citing of appropriate sources were emphasized in the instruction.
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Goal 2: Students will master information-seeking skills in their disciplines through the provision of subject-integrated instruction in information literacy.

Outcomes	Research Methods	Findings	Review	Actions
90% of the students will know which sources to consult for their research/assignments.	An instruction evaluation form was used in discipline-specific instruction sessions. One question asks students to name a source that they learned about to use in the assignment.	Graduate students understand the right source to use about 80% of the time; undergraduate students know the right source almost 70% of the time. Some students did not answer the question.	Instruction Team and Library Council	A more specific assessment needs to be used. We did not reach our outcome measure goal, but the measurement tool may be flawed. Individual librarians are using the data to modify their instruction.
Increase the number of course-integrated library instruction sessions by 2%.	Calendar statistics are now kept and tabulated.	The number of sessions for fall 2006 was outstanding. Spring 2007—74 sessions Spring 2006—98 sessions Fall 2006—104 sessions Fall 2005—72 sessions	Instruction Team and Library Council	Librarians are working with faculty to collaborate on more sessions. The Information Literacy Small Grants have been initiated to help with this outcome measure. The outcome was met for Fall 2006, but not for Spring 2007.



Goal 3: In support of research and teaching, apprise faculty of changes in information resources.

Outcomes	Research Methods	Findings	Review	Actions
CSU faculty's perceived level of service will be equal to or greater than the level of service reported in aggregate by all 4 year universities in Ohio under selected questions from the "Personal Control" section of the LibQUAL+ Survey.	The LibQUAL survey was just completed for 2007, and only initial results are available. The results for other Ohio schools are not yet complete.	These findings will be included in next year's assessment report.	Instruction Team and Library Council	Librarians continuously work to collaborate more with faculty and to keep them up-to-date with changes in the library. The Director sends out a newsletter each semester. Faculty seminars are held at least twice each semester on topics of interest. New faculty attend an orientation session about the library early in the fall semester. Seventeen Information Literacy Course Development Grants have been awarded. Four librarians hold office hours in department areas.



Goal 4: Integrate information literacy into the university curriculum to promote effective student use of information resources.				
Outcomes	Research Methods	Findings	Review	Actions
More students will receive information literacy instruction.	Calendar statistics have been used to count the number of sessions and attendance of information literacy sessions taught by library staff.	For FY 06-07, 262 sessions with attendance of 6377. For FY 05-06, 284 sessions with attendance of 6696.	Instruction Team and Library Council	Information Literacy has been included as one of the six basic knowledge sets of the new General Education Curriculum.
Faculty will become more engaged with the library as a result of increased contact with the librarians.	The LibQUAL survey was conducted this spring. Initial results are very positive.		Instruction Team and Library Council	More librarians (now 5) hold office hours in departmental areas where they are available to both faculty and students.
Student mastery of information literacy concepts will increase as a result of faculty integration of the information literacy skills in an entire course.	As part of one of the information literacy grants, pre- and post tests were administered to 61 students in MLR465.	Students in MLR 465 showed a 13% improvement from the pre-test to the post-test. One student even improved by 41 percentage points. 11 students improved by over 20 percentage points.	Instruction Team and Library Council	Assessment data is encouraged on the Information Literacy Course Development grants. The Instruction Team has started to evaluate national assessment tools such as Project SAILS and the ETS Information and Computer Skills test.