

Weinberg Memorial Library
INFORMATION LITERACY/INFORMATION FLUENCY ASSESSMENT PLANS
2005/2006

Assessment Plan for: Information Literacy/Information Fluency

Plan was developed: July 13, 2005

Intended Outcome Selected for Assessment in 2005-2006

Using the data collected from the 2004 Information Literacy Assessment that was given to 275 Freshmen and 215 Seniors, the University of Scranton Librarians selected Question 3 and the following ACRL Standard, Performance Indicator, and Outcome to focus on during the Information Literacy sessions scheduled during the 2005/2006 academic year.

Question 3 is:

Which of the following is NOT a secondary source?

- ◆ A Literary text such as *The Catcher in the Rye* by J.D. Salinger
- ◆ Books about *The Catcher in the Rye*
- ◆ Journal articles written by J.D. Salinger about *The Catcher in the Rye*
- ◆ Dissertations about *The Catcher in the Rye*

42% of the Freshmen who answered this question scored it correctly.

67% of the Seniors who answered this question scored it correctly.

The Librarians who met to discuss this assessment plan felt that the 25% difference the Freshmen and Seniors was not significant enough and that the following ACRL Standard, Performance Indicators, and Outcomes should be focused on during the 2005/2006 academic year:

Standard One:

The Information literate student determines the nature and extent of the information needed.

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.

Means of Assessment

1. Keep track of questions that are asked at the Reference Desk about Primary/Secondary Sources using a monthly list. Since this is the initial year the listing will be used as a bench mark for following years.
2. Design a *Peer Assessment of Information Literacy Instruction* form that will include a question relating to Outcome 5 and target at least 5% of those who schedule Information Literacy sessions to fill out the survey.
3. Match the chosen ACRL Standard, Performance Indicator, and Outcome to one of the C/IL 102 and 104 BlackBoard Exercise questions and check each semester to see if there is a significant increase/decrease in that correct answer.
4. A new slide will be included in the C/IL power point presentation on **How do I Identify Sources?**

Criteria for Success

1. The Reference Librarians will track this question when asked by students and post it in the folder available at the Reference Desk. The Postings will be a part of a report given to the WML Librarians. This is an anecdotal measure and one for which it is difficult to set a numeric criterion for success.
2. A *Peer Assessment of Information Literacy Instruction* form will be given to faculty in advanced classes to rate how well Outcome 5 was presented by a Librarian during their Information Literacy session. 75% of the Faculty filling out the form will select AGREE or STRONGLY AGREE that “different types of primary, secondary, and tertiary resources” were presented by the Librarian in way that their students could clearly understand. The results of these evaluations will be compiled and presented to WMU Librarians.
3. All C/IL 102 and 104 classes will be checked each semester to see if there is a significant increase/decrease in the correct answer to the question that has the ACRL Standard One, Performance Indicator 2 and Outcome 5 as its match. Success will be measured by an increase of 5% over the previous semester. A report will be given to the WML Librarians and to the C/IL 104 and 102 Faculty.
4. The *Computer Literacy in an Information-Rich Environment* PowerPoint presentation used in the Computer Information Literacy library sessions will include one slide dedicated to Outcome 5.

Results or Progress

1. Fifty-four (54) questions dealing with “What is a primary or secondary source?” were asked and posted in the monthly folder at the Reference Desk. Prominent months were September with twenty-one (21) and March with nine (9) questions. Classes of those who asked the question were not tracked but in informal conversations most of the Librarians felt Biology students were the ones requesting the information. This also coincided with the first Biology lab report due for those semesters.
2. Sixteen (16) *Peer Assessment of Information Literacy Instruction* forms out of 18 distributed to Faculty who brought their classes to an Information Literacy session were returned. 87.5% of those filing out the *Peer Assessment of Information Literacy Instruction* form AGREED or STRONGLY AGREED that the “different types of primary, secondary, and tertiary resources” that were presented by the Librarian in such a way that their students could clearly understand. The 12.5% who were NEUTRAL on the subject did make some comments concerning the question. The question on primary, secondary and tertiary resources was one of seven (7) questions listed as we did not want the Faculty member to know which question was our primary focus. The rating scale went from for each question went from Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. No question asked received a Disagree or Strongly Disagree score. Ultimately this means that a 12.5% higher score was received on the forms than was expected.

Use of Results for Improvement

1. Freshmen students need to identify primary/secondary sources information before they receive instructions in C/IL 102 or 104 which is generally conducted in the middle of the semester. The Librarians need to identify which Freshman Seminar classes will find this information most useful and add it to their lecture earlier in the year.
2. Handouts or Websites identifying Primary, Secondary, and Tertiary resources should be developed to use in classes that need help in understanding the difference between them.