

Cleveland State University  
University Library

**Program: Library Instruction and Information Literacy**

**Assessment Report  
May 2006**

Introduction

The Library reports on assessment activities for three programs: Access to Information Resources, Collection Development, and Library Instruction and Information Literacy. This report covers assessment of the **Library Instruction and Information Literacy** program.

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 not only for immediate curricular activities, but also for a lifetime of experiences with information use.

There have been many improvements in the assessment of library programs during the year. One significant change included the alignment of assessment with the library's strategic planning process. In this way, the data collected and analyzed through the assessment process has become a central component of the planning process. A second change was assigning responsibility for assessment to the staff who work the most closely with students and faculty. The Library Director charged a separate team with the responsibility for assessment in each of the Library's three program areas. While the Instruction Team had been involved with assessment in the past, it now has complete responsibility for assessment of the Library Instruction and Information Literacy Program. The Instruction Team also considered and incorporated feedback from the *2005 Assessment Review* into its assessment plan. With this significant "assessment of assessment," goals and outcome measures were also modified. Because of the changes, the complete cycle of research, findings, review, action, and improvement has not yet been completed for all outcome measures.

Goals

The Library Management Team (now, with an expanded membership, called Library Council) developed the goals in 2002. The format of the goals was modified in 2003 following a review by the Office of Assessment. The Library Instruction Team added a fourth goal in 2006 in support of the increased campus wide interest in information literacy.

Goal 1 Support programs resulting in students' mastery of basic library skills.

Goal 2 Enable students to master research skills in their discipline through the provision of subject integrated instruction in information literacy.

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

Goal4 Integrate information literacy into the university curriculum to promote effective student use of information resources.

### Outcomes

The outcomes were developed by various library units in 2002, then reviewed and agreed upon by the Library Council. Following a review by the Office of Assessment, the Library made slight modification to the format of the outcomes in 2003. As recommended in the University's *2005 Assessment Review*, the Library Instruction Team reworded some outcome measures. New outcome measures were developed based on assessment and also on the maturation of the Library Instruction and Information Literacy Program.

The outcomes for each goal can be found on the accompanying *Program Assessment Report* grid. New and reworded goals are noted.

### Research Methods

The Library staff outlined the research methods in 2002. Some were implemented then, and others phased in since. The major research tool is the LibQUAL+ survey, conducted in 2002, 2003, and 2005. "LibQUAL+(TM) is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality... The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library."

In 2005/2006, implementation of new software allowed new measurements for the number of students reached through the information literacy program. A study completed by the freshman composition instructors provided valuable assessment data on student mastery of information literacy skills and concepts.

More specific information about the research for each goal can be found on the accompanying *Program Assessment Report* grid.

### Findings

In 2005/2006, students continued to demonstrate mastery of basic library skills in both the *Introduction to University Life* course and *English 102*. Results from the 2005 LibQUAL+ survey indicated increased faculty awareness about library services and resources and satisfaction with the Library Instruction and Information Literacy Program. Further work is planned to assess the effectiveness of information literacy instruction to upperclassmen.

### Review

The Library Instruction Team (six staff members) reviewed the assessment report several times during the year, reworded current outcome measures, and discussed new outcome measures. The Library Council reviewed the assessment report once during the year. The

University's *2005 Assessment Review* recommended that faculty and students be involved in the assessment process. While not mentioned in last year's report, instructors and administrators in ASC101 and ENG102 had been and continue to be involved in assessment of the library component of those courses. Specifically in 2005/06, assessment data was discussed with and reviewed by the directors of freshman composition, ASC101, and the writing center. The Instruction Team recently added a student member, providing input on assessment and the program in general from that sector. (A great suggestion!)

### Actions

Library staff continued to make modifications to the ASC101 and ENG102 exercises, based on students' experience with them. More significant modifications will be incorporated over the summer based on the assessment completed by the ENG102 instructors.

The library continued to offer small faculty grants for the integration of information literacy into courses. Once again, five faculty won awards, providing them the incentive and time to modify their courses. Librarians continued to apprise faculty of changes in library resources and services through seminars and regular communication in person and through emails. Starting this year, librarians held "hours" in four colleges/departmental offices to make library resources and services more readily available to faculty and students.

The instruction team reviewed the Library Instruction and Information Literacy assessment plan and made changes based on assessment, the University's *2005 Assessment Review* recommendations, and the maturation of the program.

# Program Assessment Report

Department or Unit Name: University Library

Kathy Dobda

Program Name: Library instruction and information literacy

Date: October 15, 2002, rev June 2003, rev December 2003, rev Apr 2005, rev Apr 2006

Goal # 1 Support programs resulting in students' mastery of basic library skills

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
Integrate information literacy into the curriculum	This outcome measure has been reworded and has become Goal #4 for the Program.				
All students will demonstrate information seeking skills by successfully completing the Introduction to University Life (ASC101) assignment (Reworded outcome measure)	A survey on the value of the assignment was completed by students in the sessions.	Survey results show that students thought the assignment objectives were clearly stated and achieved. They thought they would use the library more and that classes should 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, Library Council, and the director ASC101 reviewed the data.	Minor revisions have been made on the assignment each year. The library assignment and the library visit became course requirements in fall 2005. A major revision is planned for summer 2006 because of the new library webpage and the student comments that the assignment is "boring".	We have better data based on the survey. We have complete buy-in from the instructors.
90% of University Life (ASC101) instructors will assess the library component as valuable. (Reworded outcome measure)	Not surveyed this year as this is not intended to be an annual measurement. Will be done in Fall 2006.	Anecdotal evidence shows high level of faculty satisfaction.		New survey will be developed for Fall 2006.	

<p>The number of students who perform satisfactory or better on the English 102 grading rubric section dealing with information sources will steadily improve. (New outcome measure)</p>	<p>Study completed by English 102 instructors assessing a sampling of writing assignments.</p>	<p>In the review of a sampling , instructors found that nearly 75% of students found credible and appropriate sources, however, only 50% could cite sources appropriately.</p>	<p>Instruction Team, ENG102 instructors</p>	<p>Library Instruction for English 102 in Fall 2006 will be modified based on these findings. Citation style will be stressed and the need for a variety of sources will be stressed.</p>	
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# Program Assessment Report

Department or Unit Name: University Library Individual Completing Form: Kathy Dobda

Program Name: Library instruction and information literacy

Date: October 15, 2002; rev April 2003, rev December 2003; rev Apr 2005, rev April 2006

Goal # 2	Enable students to master research skills in their discipline through the provision of subject integrated instruction in information literacy
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Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
90% of the students will know which sources to consult for their research/assignments (Reworded measure)	Pre-test/post-tests were not done this year as changes are planned for the future.		Review in 2004 found that this process needs modifications.	New measurement tool will be developed for fall 2006.	
Increase the number of course-integrated library instruction sessions by 2% annually. (New outcome measure).	New software was implemented to record the number of instruction sessions.	Statistics show that the number of instruction sessions has been constant for the last 3 semesters.	Instruction Team	Librarians began working more closely with faculty. Continuation of the information literacy small grants program.	

# Program Assessment Report

Department or Unit Name: University Library Individual Completing Form: Kathy Dobda

Program Name: Library instruction and information literacy  
 ev April 2003; Dec 2003 (review-no change); rev Apr 2005; rev April 2006

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

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>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</p>	<p>The LibQUAL survey was conducted in spring 2005.</p>	<p>CSU respondents' perception of service quality was greater in 2005 than in previous years; However, the perceived service at CSU was still slightly less than the perception of the comparison group.</p>	<p>Instruction Team, Associate Director.</p>	<p>Librarians attended Customer Services workshops. Instruction Team will continue to conduct at least two seminars for faculty each semester. Librarians will continue to use the ListBuilder software package to communicate with faculty on a regular basis.</p>	

# Program Assessment Report

Department or Unit Name: University Library Individual Completing Form: George Lupone

Program Name: Library instruction and information literacy

Date: April 2006

Goal # 4 Integrate information literacy into the university curriculum to promote effective student use of information resources

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
More students will receive information literacy instruction. (New measure)	A new statistics package was implemented to track the number of class sessions taught by librarians and the number of classes meeting in the library.	In Fall 2005, 138 classes were taught by library staff. In Spring 2006, 134 classes were taught. Additionally, faculty used library facilities for teaching information literacy to 214 classes in Fall 2005 and 299 classes in Spring 2006.	Instruction Team		This is a new outcome measure and will be used as a baseline for determining improvement.
Faculty will become more engaged with the library as a result of increased contact with the librarians. (New measure)	The LibQUAL+ survey was conducted in spring 2005	Results for Information Literacy questions show that faculty think that the library helps them stay abreast of developments in their field and enables them to be more efficient in their academic pursuits. (Mean scores of 6.29 and 7.03 are higher in the 2005 survey than the 2003 survey.)	Instruction Team	4 librarians are now holding hours in their department or college offices to meet with students and faculty	Improved faculty satisfaction comparing 2005 to 2003 results.

<p>Student mastery of information literacy concepts will increase as a result of faculty integration of the information literacy skills in an entire course. (New outcome measure)</p>	<p>The 5 faculty who received the information literacy grants wrote reports on their projects.</p>	<p>Five classes have better use of information literacy skills as a result of the small grants awarded in 2005.</p>	<p>Reviewed by Instruction Team. Also, the faculty awarded grants in 2005 related their experience to faculty interested in applying for 2006 grants at a seminar.</p>	<p>5 grants were awarded in 2005. An additional 5 grants were awarded in 2006. 2005 recipients reported increased student learning in the area of information literacy. Next year, assessment plans will be included as a requirement in the grant proposals.</p>	<p>From the grant reports: The students "seemed to appreciate the 'responsibility' that comes with information literacy".-- B. Mikelbank. "Because of the emphasis on information literacy in our workshops and lectures, the overall quality of student projects from this past semester has clearly improved."--G. Jian.</p>
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