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Assessment Triple Play: Intense Evaluation of First Year Students' Information Literacy Skills

Authors	Greco, Nancy;Hillman, Christina
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Assessment Triple Play: Intense Evaluation of First Year Students' Information Literacy Skills



Nancy Greco & Christina Hillman
St. John Fisher College, Lavery Library

Kahoot.it



FYP Assessment: The Library & The College

Library FYP

College FYP

Classroom
Quizzes

Program Assessment,
HEDS Research
Practice
Survey(longitudinal)

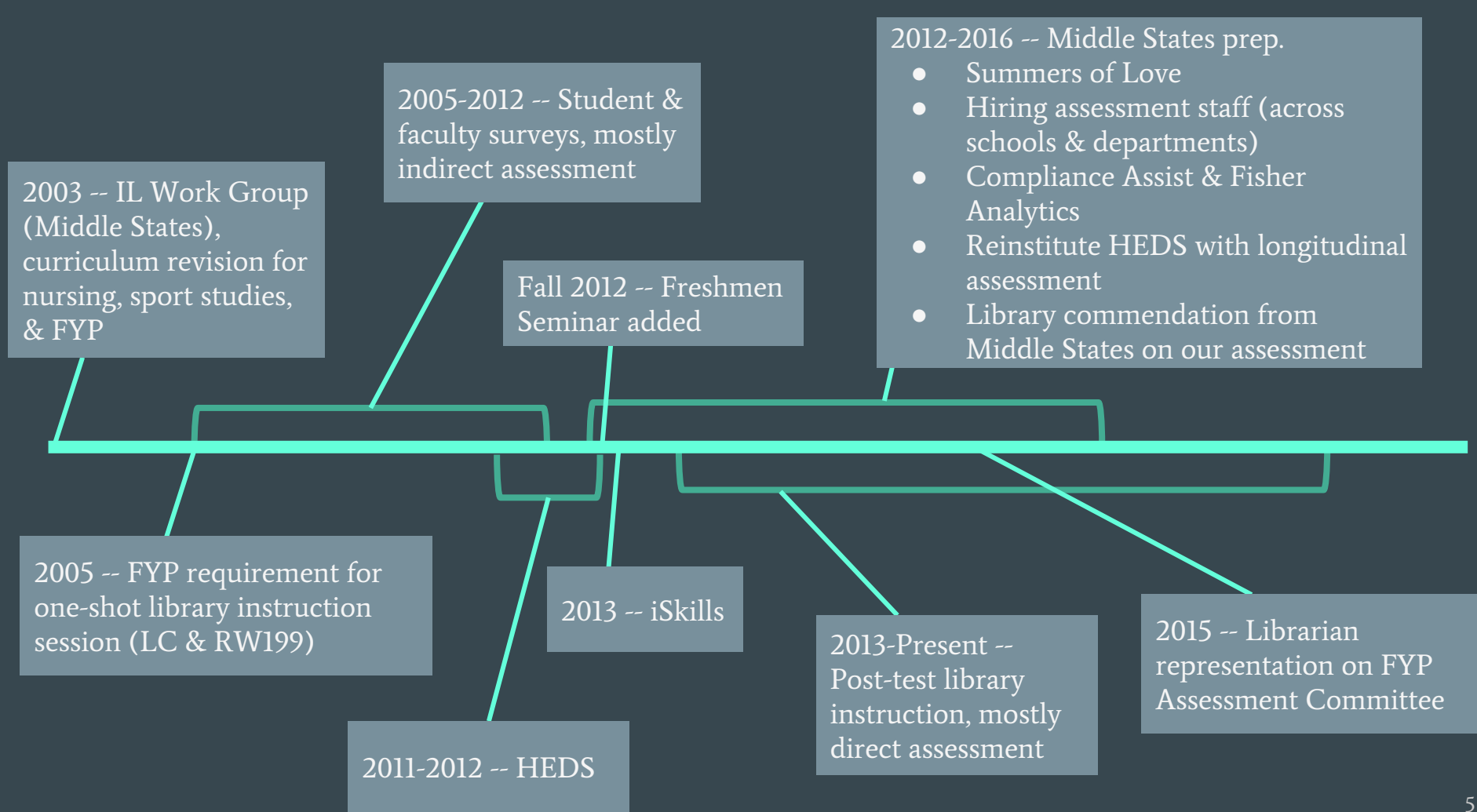
Class Assignments,
Library Follow-up

Programmatic, IL
Rubric, &
Assessment Portfolio

FYP Student Information Literacy Skills Assessment

Timeline....





It takes a long time!



Employ a variety of assessment types

- Classroom
- Programmatic
- Longitudinal

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FYP Student Information Literacy Skills Assessment

Shift from Indirect to Direct Assessment

After today's library session, describe your level of confidence finding the research needed for your class.

- A. I feel very confident in my ability to do the research needed for my class.
- B. I am confident that with a little more practice I can accomplish the research needed for my class.
- C. I'm unsure about my abilities to do the research needed for my class, but I know that I can ask a librarian for help if I need it.
- D. I think I may struggle with the research needed for this class

In today's class you found articles using a library database. What words and search strategies did you use to find articles on your topic? Please include your search terms, AND, OR, truncation, etc. Write out the search you used that was most successful below.

(fill in the blank)

Lavery Information Literacy Program Plan

Lavery Library actively participates in the research and teaching of the St. John Fisher College community by providing a responsive, collegial team committed to connecting people and ideas worldwide. In a welcoming environment, the library innovatively guides discovery for a lifetime of informed decision-making.

Program goals for Information Literacy Program, which includes Reference and Instruction efforts regardless of location

	Program Goal #1 (CWG 1, 3, 5, & 6) The information-literate Fisher graduate can determine and identify the information needed.		Program Goal #2 (CWG 3 & 5) The information-literate Fisher graduate can access information effectively and efficiently.		Program Goal #3 (CWG 3 & 5) The information-literate Fisher graduate evaluates information and its sources.		Program Goal #4 (CWG 4) The information-literate Fisher graduate uses information ethically and legally.	
	1.a Gains an understanding of a topic in order to refine a research question	1.b Chooses an appropriate resource for the research question	2.a Uses a variety of methods to efficiently retrieve information	2.b Creates an effective search statement	3.a Assesses the usefulness and/or legitimacy of resources (scholarly, bias, credibility, timely, etc.)	3.b Evaluates sources based on initial information need (suitable for the purpose)	4.a Properly credits sources in order to maintain academic integrity	4.b Identifies and uses citation resources to construct proper citations
FYPLC			F	F	F			F
Freshmen Seminar			F	F	F			
FYPRW199		D		D	D			



Quiz Findings

The Good

Publication type...

Answer	Response	%
Popular	7	2%
Scholarly	334	94%
Trade	15	4%
Total	356	100%

94% of students did well.

Woo hoo!!

The Bad

Limit to ebooks



The screenshot shows a library search interface with a sidebar on the left and search results on the right. The sidebar includes a 'Limit To' section with checkboxes for 'Available at Fisher', 'Peer Reviewed', 'Books & Media at Lavery Library Only', and 'Print Books'. Below this is a 'Publication Date' range from 1921 to 2015. The 'Source Types' section shows a heatmap with categories: 'All Results', 'Books (61)', 'Articles (4)', 'Resources (3)', and 'Materials (2)'. The 'Subject' section is expanded, showing 'Publisher', 'Language', and 'Geography' options.

2. **J.R.R. Tolkien [videorecording] : Master of the Rings / written and present producer, Gavin Bott ; edited and directed by Chris Gormie ; produced by Crc Eagle Vision.**
[S.1] : Eagle Rock Entertainment, c2001. 1 videodisc (80 min.) : sd., col. with b&w sequences ; 4 : Database: FisherCat
Subjects: Middle Earth (imaginary place). Documentary films; Tolkien, J. R. R. 1892-1973

Location	Call No.
Upper Level	PR6039 .O32 Z77 2001

3. **J.R.R. Tolkien : author of the century / T.A. Shippey.**
By: Shippey, T.A. Boston : Houghton Mifflin, 2001. xxx, 347 p. ; 22 cm. Language: English, Database: FisherCat
Subjects: Fantasy fiction, English -- History and criticism; Middle Earth (Imaginary place), Tolkien, J. R. R. 1892-1973

Location	Call No.
Upper Level	PR6039 .O32 Z8238 2001

4. **Tolkien and the modernists : literary responses to the dark new days of the Freda Nicolay.**
By: Nicolay, Theresa Freda. Jefferson, North Carolina : McFarland & Company, Inc., Publishers, [2014]. Database: FisherCat
Subjects: Lord of the rings (Tolkien, J. R. R.); Modernism (Literature); Criticism, interpretation, etc interpretation; Tolkien, J. R. R. 1892-1973

Location	Call No.
Upper Level	PR6039 .O32 Z6977 2014

399

Not terrible... but not awesome

The Ugly

Truncation...

Answer	Response	%
Computerize*	33	9%
Computer*	91	26%
Comput*	143	40%
Compute*	89	25%
Total	356	100%

26% of students understand
Waa... waa... waa...

Closing the Loop!

Don't hide the ugly.
Do something about it, and
document what you do!

What did we do about the abysmal
truncation results?

- Redoubled our efforts
- Spent more time in class on this strategy and included an in-class activity
- Changed the example

Closing the Loop!

Did your changes make a difference?.

Document results and next steps!

The next year...

Answer	Response	%
Teenager*	22	6%
Teenage*	22	6%
Teens*	28	7%
Teen*	323	82%
Total	395	100%

42% improvement!

Nearing the 85% benchmark



Report it out and up!

Sample report for EALT/FYP

Department 199 Course – Spring 2015 (see Appendix C)				
Goal/Outcome	Method of Assessment	Summary of Data	Use of Results	Timeline/Responsible Person for Follow-up
Goal 2	Quiz question 1	81% of students used 2 or more search strategies	As many students skipped this question, will make the question a required question on the online quiz. Also, will change the wording of the question. Perhaps investigate making the quiz a graded exercise.	Spring 2016/Greco
Goal 3	Quiz question 2	94% of students answered correctly	Although the results are good, will need to modify this question to reflect changes in the research environment.	Spring 2016/Greco
Goal 3	Quiz question 3	90% of students answered correctly	This concept is important for students to grasp and they are doing well with the strategies we are currently using. Leave question as is.	N/A

HEDS* Research Practices Survey

What do we know about student IL skills by the end of the first year? Programmatically!

Why we chose HEDS!

- Examine Persistence of IL Skills
 - Nationally Recognized
 - ◆ Over 80 colleges & universities administer survey
 - ◆ Compare with other schools
 - Standard Reports & Locally Created Reports
 - Direct & Indirect Assessment
-



Sample Questions & Findings

INDICATE WHETHER THE ITEM IS AN ENTIRE BOOK, A JOURNAL ARTICLE, OR A PORTION OF A BOOK.

Jorgenson, Lars W. "Reinterpreting Navajo Rites." Navajo Culture 6.1 (1946): 469-78.

- A. Entire book
- B. Journal article
- C. Portion of a book
- D. Don't know

	Incoming FYS	Spring FYS
Entire book	5.2%	5.0%
Journal article*	17.1%	26.1%
Portion of a book	68.6%	62.2%
Don't know	9.0%	6.7%

How challenging is the following activity for you?

Knowing when to cite a source in text and in a bibliography.

- A. No experience
- B. Very difficult
- C. Somewhat difficult
- D. Somewhat easy
- E. Very easy

	Incoming FYS	Spring FYS
No experience	0%	0.8%
Very difficult	8.5%	5.9%
Somewhat difficult	26.5%	28.8%
Somewhat easy	39.8%	39%
Very easy	25.1%	25.4%

HEDS Findings with First Year Students

Are Fisher students being exposed to research skills fall to spring?

FY Students' Experience with Research Skills from Fall to Spring

	% of students who reported NO experience	
	Fall	Spring
Using ILL	35%	26%
Using databases	17%	0%
Locating physical sources in the library	1%	7%

HEDS Findings with First Year Students

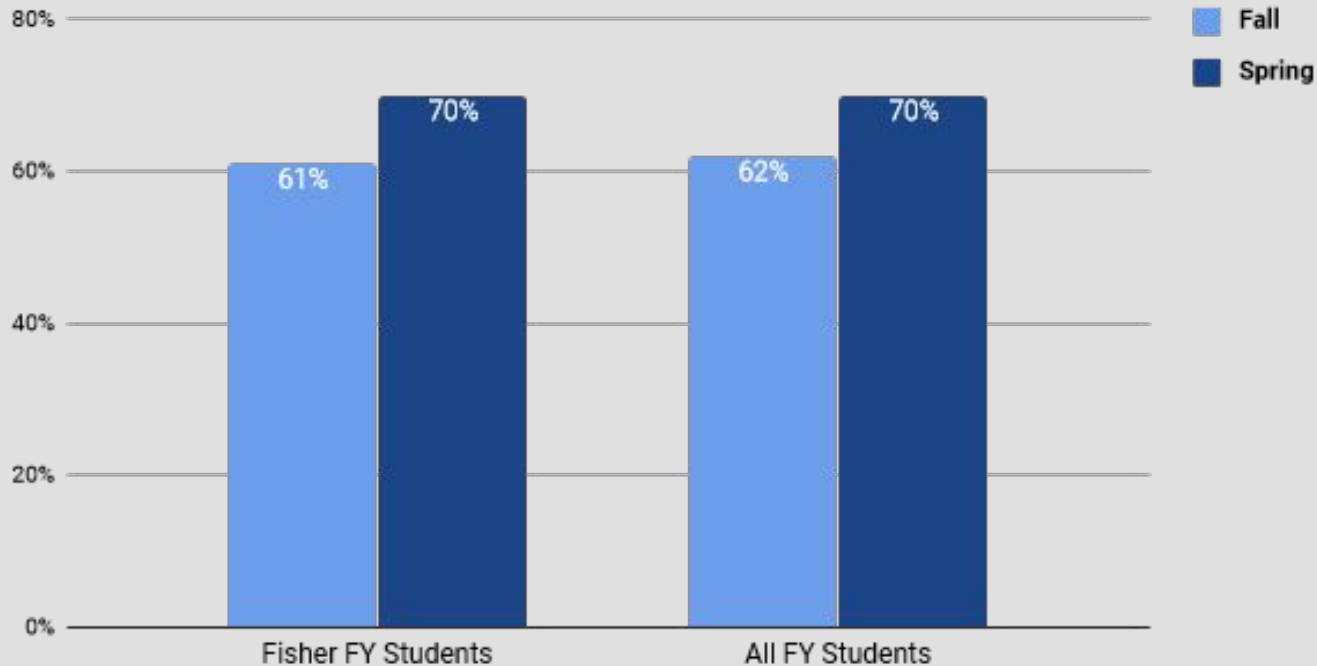
How are Fisher students' information literacy skills compared with other FY students?

Improvement in Students' Skill Using Research Terms and Strategies from Fall to Spring

	SJFC FY Students	All FY Students
<i>Overall</i>	↑ ↑ ↑	↑ ↑ ↑
Finding Sources	↑ ↑ ↑	↑ ↑ ↑
Evaluating Research and Sources	↑ ↑	↑
Citing Sources	↑ ↑	↑ ↑

FALL TO SPRING RESULTS FOR FIRST YEAR STUDENTS

Average percentage of correct responses to research terms and strategies questions.



CONFIDENCE LEVEL OF FIRST YEAR STUDENTS

Overconfident Students

	Fisher FY Students	All FY Students	Top 25%
Percentage of students who thought that research skills were easy, but used them poorly	42%	27%	14%

HEDS with Programmatic Assessment

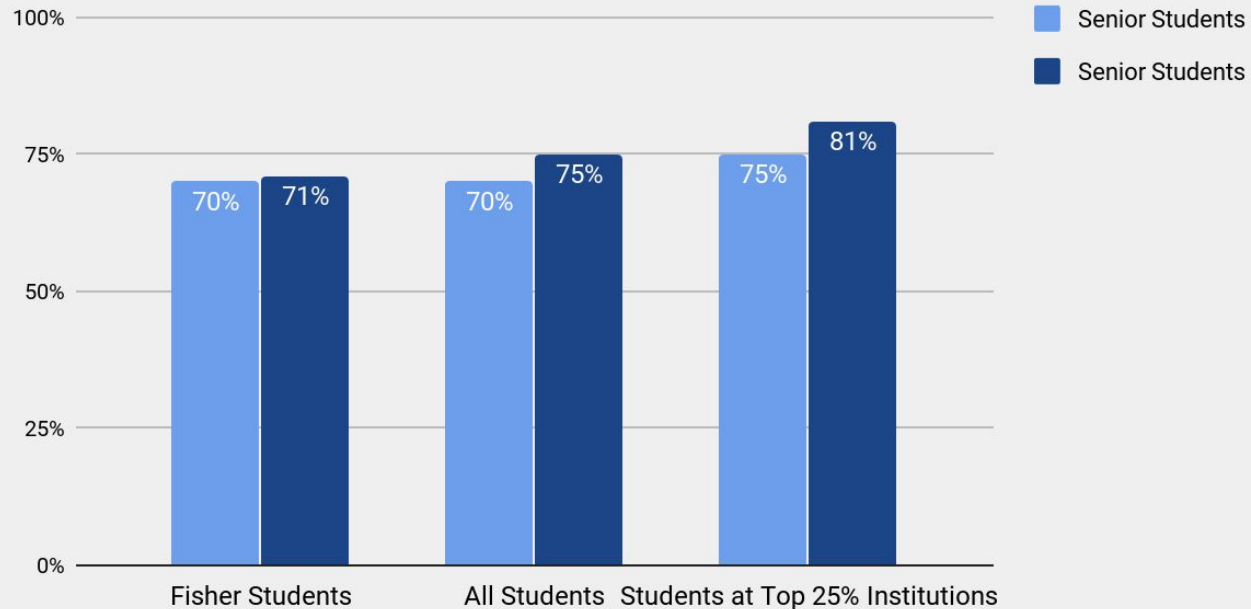
How is the program doing? Are students graduating with great IL skills? Longitudinal assessment required!

Longitudinal Evidence

- 10 years of data
- Incoming Freshmen → Outgoing Seniors
- Collaboration with Institutional Research
 - ◆ Funding support
 - ◆ Student level data

CHANGES IN RESULTS FROM FY TO SENIOR

Average percentage of correct responses to research terms and strategies questions



Preliminary Impressions

We would like to see improvement in students' information literacy skills throughout their time at Fisher.

- Fisher FY students are *more* overconfident than peers at other institutions
 - Fisher FY students' skill improved fall to spring; slightly more proficient than peers by spring
 - Fisher seniors performed worse than all seniors
 - No statistically significant difference between spring Freshmen and spring Seniors
-

Librarians Join the Conversation!

Librarian Representation on FYP Assessment Committee

Programmatic assessment on a
different level!!

Fall 2015, we see ...

- Faculty assignments and suggest changes to better assess IL skills
- Student portfolios, reflections on IL, and finished products
- FYP Information Literacy Rubric and consults on changes

Most importantly, we are seen as an asset in assessment (Commendation from Middle States)

LC Core Submission Template
Fall 2016 – Goal #4 (Information Literacy)

Learning Community Name: _____

Learning Community Courses: _____

LC Instructors: _____

LC Core Goal #4

Students will practice basic information literacy skills. *(Full Rubric on next page.)*

- 1) Please submit all **relevant completed student work** to assess this goal (electronic or hard copy) from three randomly chosen students (students #3, #8, and #13 on your LC class roster). If possible, please remove from the submitted work all identifying information connected with the student or faculty teaching the course. **NOTE ON "RELEVANT WORK"**: In order for the assessment committee to assess your students' work for this goal, all students need to write a self-evaluation of their collaborative work, as defined by the faculty in each LC. This self-evaluation must include some reference to specific work that the students did, as individuals, toward the project; some evidence of specific work done in collaboration toward the project; and some evidence of interaction (whether positive or negative, fruitful or not) through the process.
- 2) Include your students' **reflective memo** with each of your students' submissions. (Instructions for the reflective memo are included on the portfolio and ePortfolio guidelines.) Faculty using ePortfolios may simply share the link to the relevant student ePortfolios in the space provided below as all ePortfolios include reflection on each goal in addition to a slightly modified reflective memo.

NOTE: Submission of the portfolio (paper or electronic) is not required this year unless you find doing so easier. Submission of relevant work FOR THIS GOAL is, however, required (see #1 above).

ePortfolio link (full address) for Student #3 _____

ePortfolio link (full address) for Student #8 _____

ePortfolio link (full address) for Student #13 _____

- 3) Please attach **assignment(s)/assignment guidelines and any activities and activity guidelines** designed to meet this goal. That is, please submit the actual assignment or activity (e.g. paper guidelines, in-class activity description/guidelines, Peer Review instructions, etc.) that students received in connection with the work submitted.
- 4) Please offer a one paragraph reflection below that explains how you believe the assignment(s) helped students meet this goal.

- 5) Please offer a one paragraph reflection below on how that assignment actually worked or, if it didn't work well, what you might do differently next time.
- 6) Using the rubric for this goal provided below, please offer a final reflection on how students #3, 8, and 13 did in terms of meeting each outcome of this goal. (The last column on the rubric below offers a place for you to offer an assessment, based on the rubric provided, of each student's work. "Exemplary" = "3"; "Acceptable" = "2"; and "Not Acceptable" = "1".)

LC Core Goal #4 Students will practice basic information literacy skills.				
Outcomes	Exemplary (3)	Acceptable(2)	Not Acceptable (1)	Assessment Results
Students will become familiar with a number of resources	Student will explain how resources are different from each other.	Student is familiar with some different resources	Student is not familiar with different resources	Student #3: ____ Student #8: ____ Student #13: ____
Students will be able to locate information for their research	Student locates information from a variety of resources	Student locates information from some different resources	Student does not locate information from different resources	Student #3: ____ Student #8: ____ Student #13: ____
Students will be able to assess the credibility of resources and the appropriateness of the resources to their paper topic.	Student assesses the credibility of sources and the appropriateness of the resources to paper topic.	Student engages in some assessment of the credibility and the appropriateness of resources	Student does not engage in assessment of the credibility and/or does not engage in assessment of the appropriateness of resources.	Student #3: ____ Student #8: ____ Student #13: ____
Students will be able to document sources correctly using appropriate citation format.	Student documents sources correctly using appropriate citation format.	Student documents sources using appropriate citation format most of the time	Student fails to document sources using appropriate citation format	Student #3: ____ Student #8: ____ Student #13: ____

Include for Assessment: Follow-up assignment to the Library Orientation session, writer's memo (or similar) on one paper, and a brief Annotated Bibliography for one paper. **At least one assignment should include instructions that specifically ask students to evaluate the credibility and appropriateness of the sources used or not used. Model assignments** for this goal tend to specifically require students to include different types of sources and to evaluate the sources credibility and appropriateness in connection with the goals of the assignment.

LC Assessment Results

First Year Program Learning Community Program – Assessment Fall 2015					
LC Core Goal #4 Students will increase their information literacy skills.					
Outcomes	Exemplary (3)	Acceptable(2)	Not Acceptable (1)	Assessment Results	
Students will become familiar with a number of resources.	Student is familiar with a variety of resources	Student is familiar with some different resources	Student is not familiar with different resources	Average (1-3) 2015 – 2.4 (New since last assessment)	% Acceptable or Above 2015 – 97% (New since last assessment)
Locating Information: Students will be able to locate information for their research	Student locates information from a variety of resources	Student locates information from some different resources	Student does not locate information from different resources	2015 – 2.3 (1.79 – F'06)	2015 – 97% (60% - F'06)
Assessing Sources: Students will be able to assess the usefulness and/or legitimacy of resources	Student assesses the usefulness and/or legitimacy of resources	Student engages in some assessment of resources	Student does not engage in assessment of resources	2015 – 2.2 (1.69 – F'06)	2015 – 88% (53% - F'06)
Incorporating Sources: Students will be able to document sources correctly using appropriate citation format.	Student documents sources correctly using appropriate citation format	Student documents sources using appropriate citation format most of the time	Student fails to document sources using appropriate citation format	2015 – 2.2 (1.84 – F'06)	2015 – 88% (67% - F'06)

Student Work to Include for Assessment of this Goal: Follow-Up Assignment to Library Orientation, Writer's Memo on one paper, and a brief Annotated Bibliography for one paper.



Librarians Suggest Changes

CHANGES ADOPTED – GOAL 4 (INFORMATION LITERACY)

Post Assessment 2015

Adopted by FYP Advisory Team on 4/28/16

LC Core Goal #4			
Students will increase their information literacy skills. Students will practice basic information literacy skills.			
Outcomes	Exemplary (3)	Acceptable(2)	Not Acceptable (1)
Students will become familiar with a number of resources	Student is familiar with a variety of resources. Students will explain how resources are different from each other.	Student is familiar with some different resources	Student is not familiar with different resources
Students will be able to locate information for their research	Student locates information from a variety of resources	Student locates information from some different resources	Student does not locate information from different resources
Students will be able to assess the usefulness and/or legitimacy of resources Students will be able to assess the credibility of resources and the appropriateness of the resources to their paper topic.	Student assesses the usefulness and/or legitimacy of resources Student assesses the credibility of sources and the appropriateness of the resources to paper topic.	Student engages in some assessment of the credibility and the appropriateness of resources	Student does not engage in assessment of resources Student does not engage in assessment of the credibility and/or does not engage in assessment of the appropriateness of resources.
Students will be able to document sources correctly using appropriate citation format.	Student documents sources correctly using appropriate citation format	Student documents sources using appropriate citation format most of the time	Student fails to document sources using appropriate citation format

Include for Assessment: Follow-up assignment to the Library Orientation session, writer's memo (or similar) on one paper, and a brief Annotated Bibliography for one paper. At least one assignment should include **instructions that specifically ask students to evaluate the credibility and appropriateness of the sources used or not used.** Model assignments for this goal tend to specifically require students to include different types of sources and to evaluate the sources credibility and appropriateness in connection with the goals of the assignment.

Next Steps

So much more ... Assessment is never finished, we just move into the next cycle ...

- Goals and Outcomes for *The Framework for Information Literacy*
 - ◆ More summers of love
 - Librarian on Core Revision
 - Negotiating roles & responsibilities
 - ◆ New FYP Librarian, Instruction Coordinator, & Assessment Librarian
 - Completing full longitudinal HEDS with class of 2019
-



Recap & Key Points

- ★ It takes time
- ★ Work with partners
- ★ Don't recreate the wheel
- ★ Variety is the spice of life...
 - Use multiple assessment strategies, both teaching and program
- ★ Don't collect data you won't use





Questions