

## Chapman University Chapman University Digital Commons

---

Library Presentations, Posters, and Videos

Leatherby Libraries

---

2014

# Purposeful and Repeated Use of Standardized Assessment of Information Literacy: A Case Study at a U.S. Private Liberal-Arts University

Carolyn J. Radcliff

*Chapman University*, [cradclif@chapman.edu](mailto:cradclif@chapman.edu)

Kevin Ross

*Chapman University*, [kross@chapman.edu](mailto:kross@chapman.edu)

Follow this and additional works at: [http://digitalcommons.chapman.edu/library\\_presentations](http://digitalcommons.chapman.edu/library_presentations)

 Part of the [Information Literacy Commons](#)

---

### Recommended Citation

Radcliff, Carolyn J. and Ross, Kevin, "Purposeful and Repeated Use of Standardized Assessment of Information Literacy: A Case Study at a U.S. Private Liberal-Arts University" (2014). *Library Presentations, Posters, and Videos*. Paper 6.  
[http://digitalcommons.chapman.edu/library\\_presentations/6](http://digitalcommons.chapman.edu/library_presentations/6)

This Article is brought to you for free and open access by the Leatherby Libraries at Chapman University Digital Commons. It has been accepted for inclusion in Library Presentations, Posters, and Videos by an authorized administrator of Chapman University Digital Commons. For more information, please contact [laughtin@chapman.edu](mailto:laughtin@chapman.edu).

---

# Purposeful and Repeated Use of Standardized Assessment of Information Literacy: A Case Study at a U.S. Private Liberal-Arts University

## Comments

This presentation was given at the Qualitative and Quantitative Methods in Libraries conference, which attracts a large multi-national audience of librarians and researchers. The 2014 conference was held in Istanbul, Turkey.

## Creative Commons License



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 License](https://creativecommons.org/licenses/by-nc/4.0/)



Purposeful and Repeated Use  
of Standardized Assessment  
of Information Literacy:

A Case Study at a U.S.  
Private Liberal-Arts  
University



Carolyn Radcliff, Chair of Public Services  
Kevin Ross, Associate Dean

---

Leatherby Libraries  
Chapman University  
Orange, California, U.S.A.



# The University

- Medium-sized, private, liberal arts university in Orange, California
- Offers undergraduate, graduate, doctoral, and professional degrees in a wide array of disciplines
- Student FTE: 5,446 (undergrad); 1,365 (graduate)
- Faculty FTE: 392



# Information Literacy at Chapman

- Student learning outcomes at all levels (curriculum map)
- Based on national standards
- Freshman Foundations Course instruction
- Course-integrated instruction

# Information Literacy Curriculum Map

	Freshmen	Undergraduate	Graduate
Differentiate between popular and scholarly periodicals	I	R, M	R, M
Differentiate among potential sources for information (e.g., primary and secondary, peer-reviewed, conference proceedings)		I, R	R, M
Construct basic search strategies (e.g., author, title, keyword, subject) using a multidisciplinary database.	I	R, M	R, M
Construct advanced search strategies (e.g., truncation, nesting, Boolean operators) using subject specific databases.		I, R	R, M
Retrieve print and online information from Leatherby Libraries resources (e.g., catalog, journal finder, subscription databases).	I	R, M	R, M
Retrieve print and online information from other resources.		I, R	R, M
Evaluate the information using criteria such as authority and timeliness.	I	R, M	R, M
Evaluate the source using criteria such as bias and accuracy.		I, R	R, M
Recognize when to cite sources to avoid plagiarism.		I, R	R, M
Recognize the elements of citations in order to retrieve or cite sources using an appropriate style (e.g., APA).	I	R, M	R, M



# Assessing Information Literacy

- Formative
  - Needs assessment
  - Faculty evaluations
  - Student evaluations of content and librarian
- Summative
  - Pre-test, post-test
  - SAALS





# Research Questions

- 1.** Do students in different majors have the same information literacy levels?
- 2.** Do information literacy levels vary significantly from freshman to seniors?



# SAILS: Standardized Assessment of Information Literacy Skills

- Based on national standards (ACRL)
- Cohort assessment
- Individual scores assessment
- Custom questions
- Reporting
  - ACRL standards
  - IL skill sets
  - Benchmarking

# Data Gathering

Admin	Assessment Type	Year	n	Population
1	Cohort	2007	130	Freshmen
2	Cohort	2008	165	Freshmen
3	Cohort	2009	655	Freshmen
4	Cohort	2010	965	Freshmen
5	Cohort	2011	1,017	Freshmen
6	Cohort	2012	991	Freshmen
7	Individual Scores	2012	30	Seniors
8	Individual Scores	2013	742	Freshmen
9	Individual Scores	2013	165	Transfer students
10	Individual Scores	2014	89	Seniors

# Admin #8: Results

Freshmen	n	Percent Correct	
		<i>M</i>	<i>SD</i>
Overall	742	57.9%	12.2%
Selected Majors:			
Business / Accounting / Economics *	162	55.9%	12.5%
Communication Studies	42	54.9%	13.1%
Health Sciences / Athletic Training	53	56.6%	10.0%
Art / Dance / Film / Music / Theatre *	213	60.2%	11.5%
Science / Mathematics	49	58.2%	14.5%

## Admin #8: Results, continued

Compared to the average person your age, please rate your information literacy skills.

	n	Percent	Percent Correct	
			<i>M</i>	<i>SD</i>
Top 10% *	101	13.6%	59.3%	12.5%
Above Average**	422	56.9%	59.6%	11.6%
Average *, **	215	29.0%	54.2%	12.3%
Below Average	4	.5%	46.8%	5.8%
Lowest 10%	0	0		

# Admins #7 and 10: Results

Seniors	n	Percent Correct	
		<i>M</i>	<i>SD</i>
Overall	119	63.6%	10.3%
Selected Majors:			
Education	36	62.0%	10.7%
Performing & Fine Arts/Film	24	63.7%	11.3%
Social Sciences/Psychology	40	64.1%	8.8%

# Comparing Freshmen and Seniors

Class	n	Percent Correct	
		M	SD
Freshmen	742	57.9%	12.2%
Seniors	119	63.6%	10.3%

## Independent Samples Test

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-5.398	176.104	.000	-5.6%	1.04%	-7.7%	-3.6%



# Limitations


- Results:
  - Not all majors studied
  - Incoming freshmen not yet knowledgeable about the discipline
  - Need more data from seniors
- Recruitment
- Low stakes





# Future Considerations

- Longitudinal data gathering to track IL growth over time
  - The student as a freshman compared to the student as a senior
- How do students become information literate? What are the variables?
- What is the role of the library in student development of information literacy skills?



Thank you!