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# 2014 Student Library Survey Report

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Student  
Library  
Survey  
Report

2014

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By Sara Lowe, Assessment Librarian; with major contributions from Char Booth, Director of Research, Teaching, and Learning Services; and review by Maria Savova, Director of Information Resources

Claremont  
Colleges  
Library

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## Introduction

This survey was administered in response to a larger strategic planning process initiated by the Claremont Colleges Library (CCL). Building on the 2012 *Student Library & Technology Survey* and the 2013 *Faculty Library Survey*, the present survey is an attempt to gather longitudinal and comparative data from Claremont Colleges' faculty and students. The present survey is based on a framework established by two prior investigations of local academic communities to inform library operations.<sup>1</sup>

This survey sought to investigate the following research questions:

1. What are the library profiles (defined as library use, skill, and awareness) of Claremont Colleges students?
2. How do students characterize their information literacy (IL) and technology skills, and how well do students perceive that they are being supported in their IL/technology skills development?
3. What are student perceptions and expectations of library collections, including, more specifically, e-books?

The 2014 *CCL Student Library Survey*, containing 20 content questions and 5 demographic questions, was administered between March 10 and April 20, 2014. About 12% of the total student population of the Claremont Colleges completed the survey.

The library plans to administer this survey on a biennial basis, next in spring 2016, including a rotating series of "modules" containing questions from other areas of the library (e.g., Special Collections, User Services and Resource Sharing (USERS), Center for Digital Initiatives (CDI), Interlibrary Loan, etc.). The present report summarizes major findings and issues recommendations that address the above research questions.

## Executive Summary

### 1 - Library Engagement

Similar to 2012, Claremont Colleges students who participated in the 2014 survey expressed high use of and appreciation for Library spaces, materials, staff, and services, and strongly value CCL in terms of their learning and academic development. For example, 33% responded that CCL resources are at the highest level of importance (*very important*) to their learning and development on a 7-item scale, with 49% indicating importance at levels of 5 and 6 (see Figure 26). STEM students rank library resources lower than other disciplines (see Figure 28). In open-ended comments, students value: the library as study space; librarians and staff; and library services such as ILL/Link+. Respondents indicated using online resources more often than the services available in the physical space of the library. From 2012 to

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<sup>1</sup> See Booth, C. (2009). *Informing innovation: Tracking student interest in emerging library technologies at Ohio University*. Chicago: Association of College and Research Libraries; Booth, C., (2011). *California Community College Student Library & Technology Engagement Survey: 2011 Pilot Final Report*, [www.cclccc.org/ccl-lib-tech-surf-finalreport2011.pdf](http://www.cclccc.org/ccl-lib-tech-surf-finalreport2011.pdf).

2014, reported use increased in areas such as *access online articles* but declined in areas such as *use library computers* and *stop by the reference desk to ask a question*. At the same time, reference statistics have also declined (from a high of over 14,000 in 2008-09 to 5,500 in 2013-14). Similar to 2012, a large percentage of students are still unaware of and/or underuse services such as IM/Chat (12% *don't know about it*, 64% *never or very rarely* use it) although they are somewhat more likely to use in-library reference services (52% *never or very rarely* use it). In most areas, STEM majors are much less likely to report using services as frequently as other majors (see Figure 8). *See pages 9-22 for full analysis.*

## **2 - Information Literacy (IL) Perceptions**

Comparisons between faculty and student survey responses in 2013 and 2014 highlight gaps in two areas: student perceptions of their IL skills and faculty emphasis of IL concepts. In all areas, students rank their own IL skills significantly higher than faculty rank student IL skills (see Figure 21). Comparisons between 2012 and 2014 student survey results show that students rank their IL skills much higher in all areas, by 5 to 14%, in 2014 than they did in 2012. STEM and Interdisciplinary students rank their skills as lower than Arts & Humanities and Social Sciences students, while STEM faculty rank their students' skills as higher than A&H and SS faculty (see Figure 22). Faculty report that they emphasize IL concepts in the classroom more than students perceive that they do (see Figure 20). In addition, students who participated in the 2014 survey reported that faculty emphasized all IL areas *less* than did 2012 participants. *See pages 22-30 for full analysis.*

## **3 - E-book Perceptions**

E-books are a growing area of CCL's collection. While the library had information on faculty perceptions and use of e-books, we had less information on student use and perceptions. Comparing faculty and student responses to e-book questions from 2013 and 2014 surveys, there are numerous areas of similarity as well as some differences. Overall, student respondents in all disciplines use e-books more than faculty in similar disciplines (see Figure 32). Students report they are more likely than faculty to use e-books for reading assigned course materials than faculty report they are to assign course readings from e-books, implying that students may be using CCL's e-book collection to access course readings that faculty may not be aware are available online (see Figure 29). Students are also more likely than faculty to use e-books when looking for content for their own studies and research. Students, more so than faculty, engage with electronic content by *printing and reading from paper* or *reading on a computer screen* rather than reading on a dedicated e-reader (see Figure 35). Faculty and students reported equally preferring e-books when reading small sections or for fact-finding, and print books when reading extensively (see Figure 33). They are also in complete agreement that the ability to download an e-book makes it preferable to the print version (65% yes, 35% no) (see Figure 34). *See pages 30-34 for full analysis.*

## **4-Course-Adopted Books**

Important to the development of collections, the library was interested to learn faculty and student use of and impressions about the library purchasing all course-adopted books. Several parts of questions throughout the survey attempted to determine whether or not this service is used, wanted, or needed. Overall, 72% of students would like the library to purchase course-adopted books in either print or

electronic format (see Figure 37). Interdisciplinary students are more likely than other disciplines to want this service (see Figure 38). See pages 35-36 for full analysis.

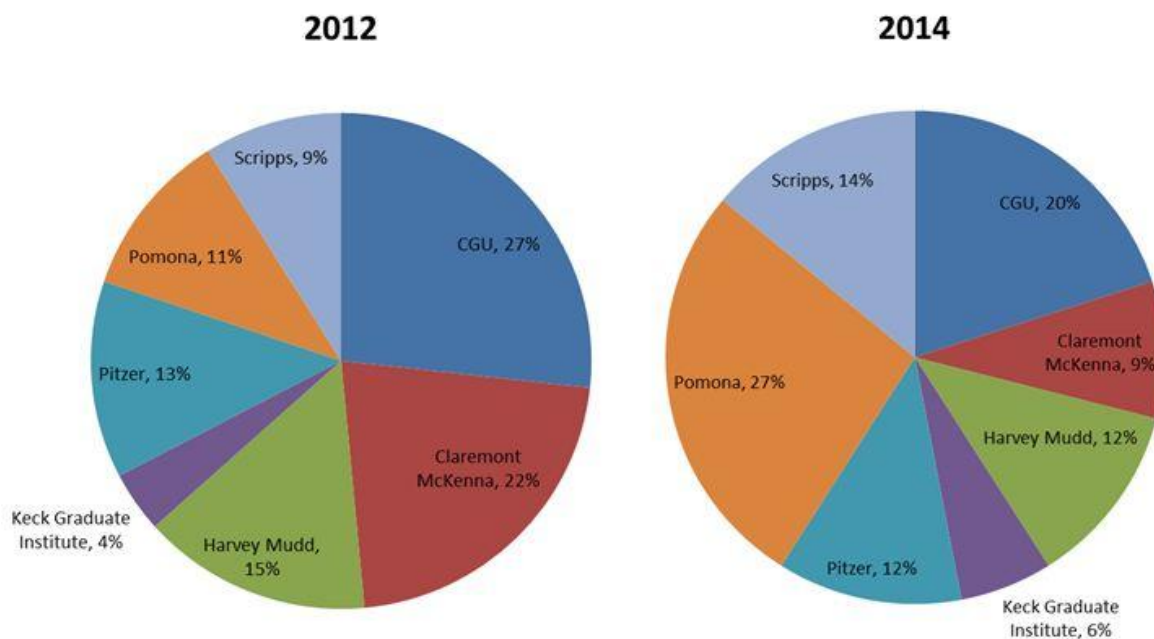
## Methodology

The 2014 CCL Student Library Survey was created, adapted, and revised over the summer and fall of 2013 and administered between March 10 and April 20, 2014 using the web-based survey management platform Qualtrics.<sup>2</sup> The anonymous survey consisted of 20 content questions and 5 demographic questions, and was granted exempt status by the Institutional Review Boards of all seven Claremont Colleges (see Appendix B for the full instrument). An optional drawing for three \$50 Amazon gift cards was offered as an incentive to participants who completed the survey.

About 12% of the total student population of the Claremont Colleges completed the survey, or n=882 (combined 7Cs enrollment in 2013-14 is approximately n=7,000). A total of n=1,125 students began the survey, a 78% rate of completion. That is a slightly smaller number of participants than the 2012 Student Library Survey, where 15% (n=1,039) of the total student population completed the survey. The survey completion rate was the same in 2014 as in 2012, 78%.

Figure 1 shows respondents by college for both the 2012 and 2014 surveys. For 2014, the largest portion of survey respondents were Pomona students at n=237 (27%); participation by other campuses was as follows: CGU at n=179 (20%); Scripps at n=122 (14%); Harvey Mudd at n=108 (12%); Pitzer at n=106 (12%); CMC at n=81 (9%); KGI at n=49 (6%).

Figure 1 - Response Rates by College, 2012 and 2014 student surveys



<sup>2</sup> <http://www.qualtrics.com>

These figures represent a range of participation rates relative to campus enrollment for both the 2012 and 2014 surveys as seen in Figure 2. In 2014, a higher number of KGI, Pomona, Scripps, and Harvey Mudd students responded than CGU and CMC; see Figure 3 for the number of responses per college versus the total student population of that college.

Figure 2 - Survey Responses as Percentage of Student Population, 2012 and 2014 student surveys

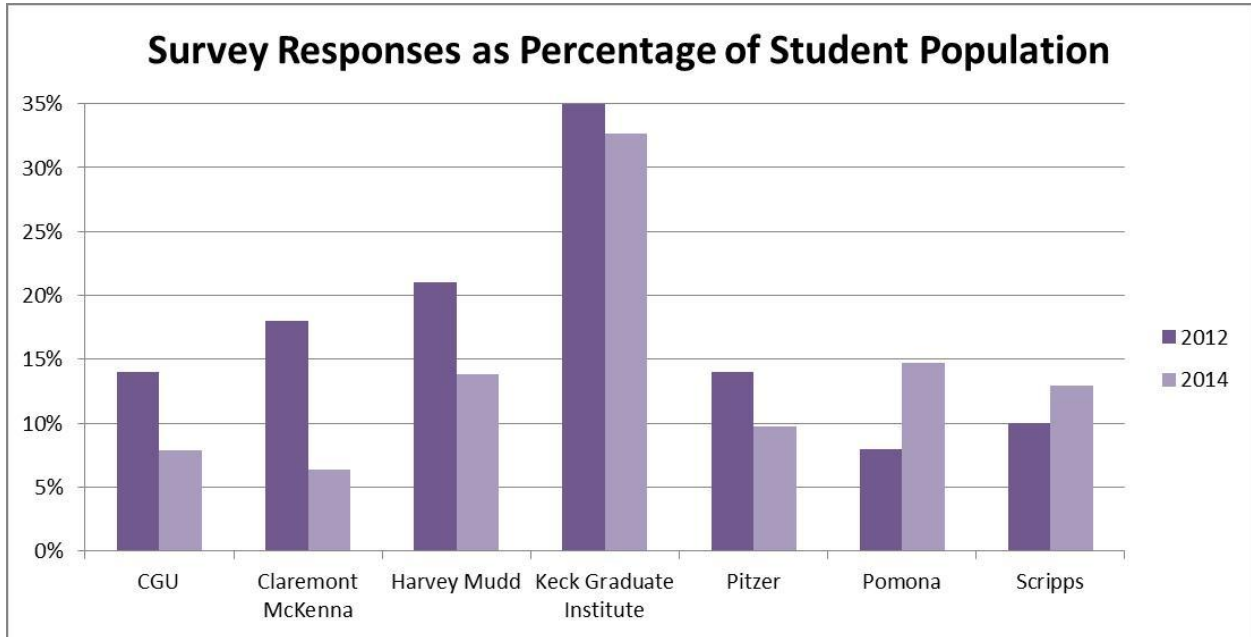
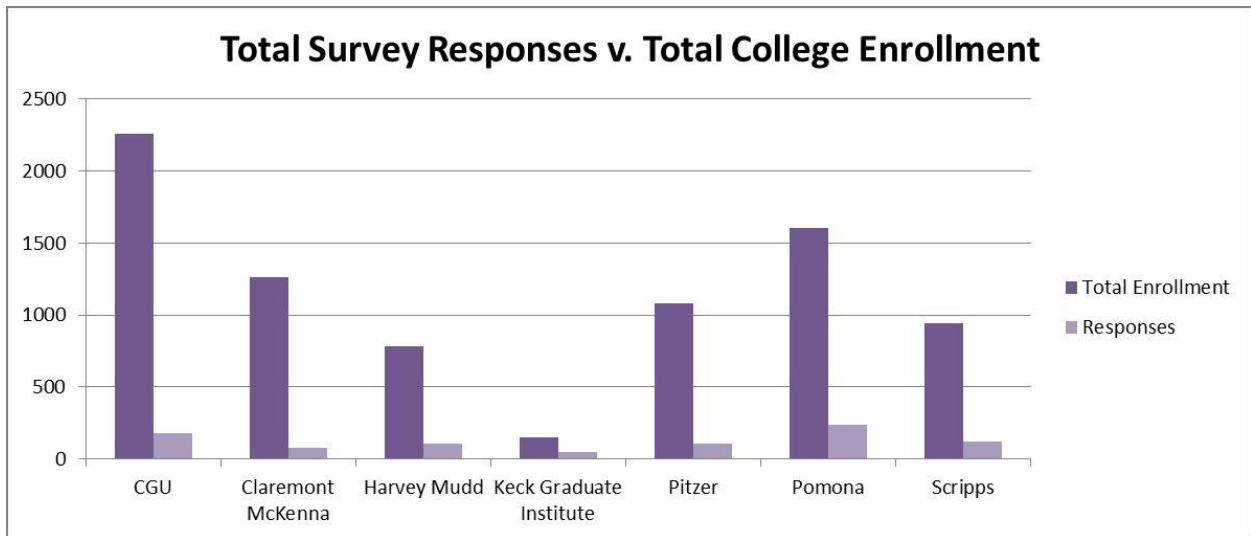


Figure 3 - Total Survey Responses v. Total College Enrollment, 2014



In this action research project intended to inform Library operations and assessment efforts, sampling was not randomized but instead designed to capture the broadest possible sample of 7Cs students.



While it is the opinion of the investigators that the overall survey response rate is still well within the bounds of statistical significance and generalizability to the population of each College,<sup>3</sup> it should be noted that summary representation of findings in this document have not been weighted to balance disparate participation by campus, and therefore to some degree reflect differences in participation by Claremont campus. While responses for each campus were not large enough by themselves to be statistically significant, because the overall response rate is statistically significant and because this survey is intended as an assessment tool rather than research<sup>4</sup> the authors feel the results can be used to faithfully characterize Claremont students and inform library planning.

## Demographics

Five demographic questions were included in the survey, in part to help the investigators determine if they had met their goal of capturing a representative cross-section of Claremont Colleges' students through elective convenience sampling. Investigators included a question about GPA in an attempt to determine if there were any trends that could be identified based on this factor. GPAs reported by respondents were (perhaps not surprisingly) high, but this follows a trend of high overall GPAs at the Claremont Colleges.<sup>5</sup>

### *Respondents by Student Status and Age*

Figure 4 shows survey respondents by student status for 2014 and 2012. Compared to 2012, the 2014 survey received more responses from Sophomores and Seniors and fewer responses from Juniors and Graduate Students. Responses from First-year students were the same. For 2014, by student status: first-year undergraduates represented 18% or n=163 of the respondent population; n=173 were sophomores (20%); n=122 were juniors (14%); n=202 were seniors (23%); n=91 were Master's candidates (10%); and n=131 were PhD candidates (15%).

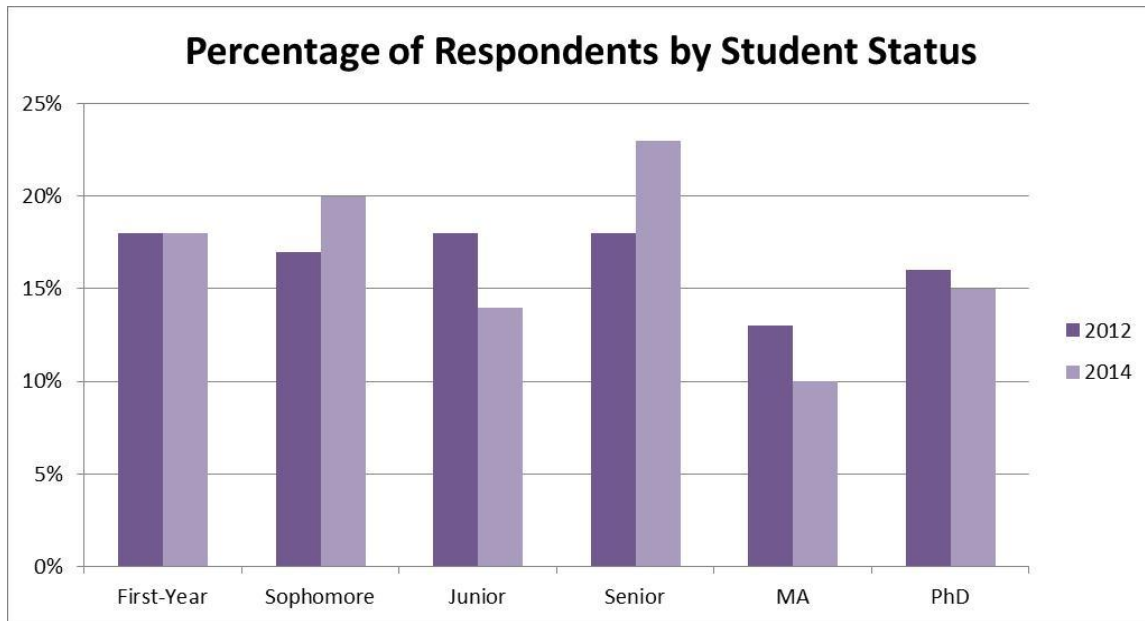
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<sup>3</sup> This survey response rate of 882 for a population size of 7,000 gives this survey a 99% confidence level with approximately a 4% margin of error.

<sup>4</sup> Upcraft, Lee M. and John H. Schuh, "Assessment vs. Research: Why We Should Care About the Difference," *About Campus*, (March-April 2002): 16-20.

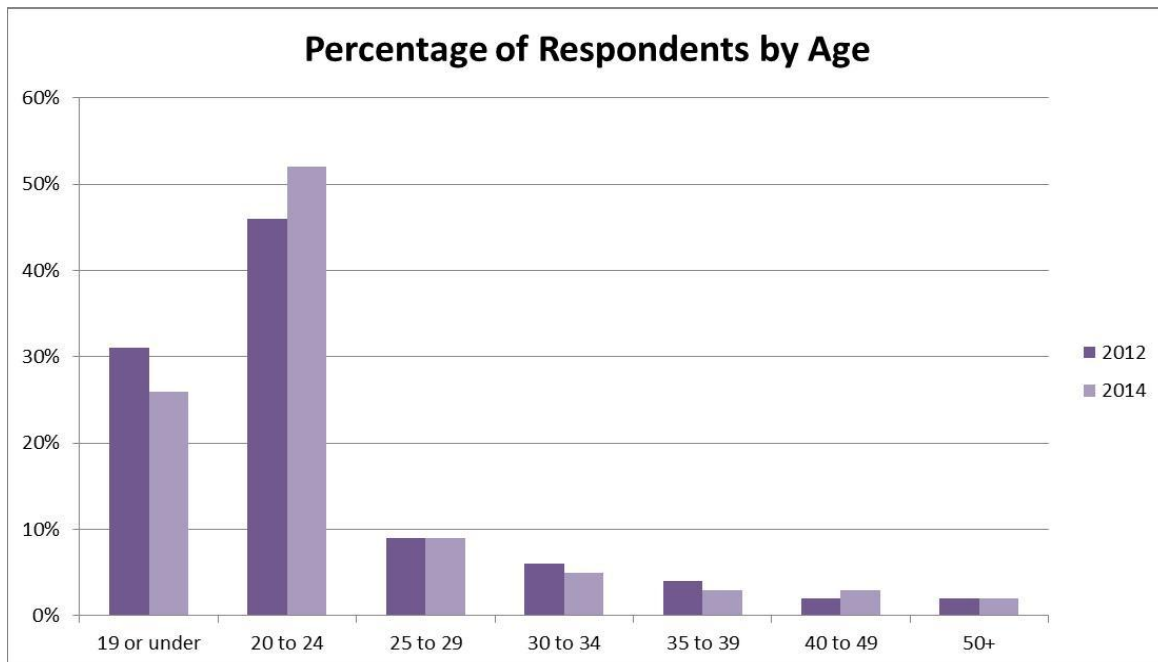
<sup>5</sup> See, for example: [Pomona College's FAQ](#) "Typically, about 90% of admitted students rank in the top 10% of their graduating high school class."; [Parchment's Claremont McKenna page](#) and [Harvey Mudd page](#); About.com's Claremont McKenna "[GPA and Test Scores for Admission](#)."

Figure 4 - Percentage of Respondents by Student Status, 2012 and 2014 student surveys



By age, 26% (n=232) were age 19 or under; 52% (n=458) between the ages of 20-24; 22% were 25 or older; 25-29, 9% (n=78); 30-34, 5% (n=42); 35-39, 3% (n=29); 40-49, 3% (n=24); over age 50, 2% (n=19). Age of respondents was comparable between the 2012 and 2014 surveys with slightly fewer respondents under age 19 and slightly more age 20-24 (see Figure 5).

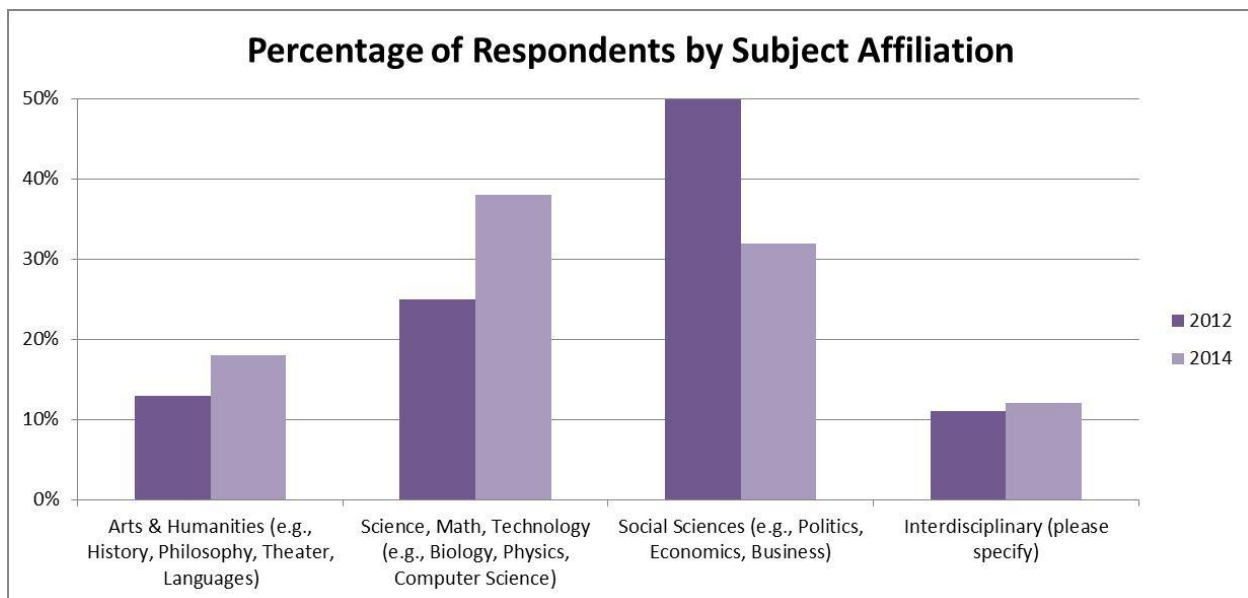
Figure 5 - Percentage of Respondents by Age, 2012 and 2014 student surveys



### Respondents by Subject Affiliation

Unlike the unwieldy list of 43 departments and/or subject areas which students selected from in the 2012 survey, the 2014 survey broke the subjects into major discipline areas: Arts & Humanities; Social Sciences; Science, Math, and Technology; and Interdisciplinary. (See Figure 6 for a comparison of 2012 and 2014 subject responses.) Subject affiliation responses to the 2014 survey were: Arts & Humanities 18% (n=159); Science, Math, Technology 38% (n=331); Social Sciences 32% (n=283); and Interdisciplinary 12% (n=109). Unlike the 2012 survey, the 2014 survey contained a more balanced response rate between STEM and the Social Sciences.

Figure 6 - Percentage of Respondents by Subject Affiliation, 2012 and 2014 student surveys



## Findings

### 1 - Library Engagement

#### Use of Library Resources, Services, and Building

The 2014 Student Library Survey allowed for longitudinal comparison of items from the 2012 Library and Technology Engagement Survey. Two questions from both surveys asked students to indicate how often during the semester they used a range of library services as well as how often they used the Claremont Colleges Library building for different activities.

Responses to “During the semester, about how often do you...?” along a 1-7 scale (1-didn’t know I could, never, very rarely, rarely, occasionally, frequently, 7-very frequently) remained relatively consistent from 2012 to 2014. In 2014, as previously, students were much more likely to use library resources (e.g., databases) than library services (e.g., reference). Frequently or very frequently 56% (n=526) access online articles, 49% (n=468) use library databases, 46% (n=436) visit the library website and 40% (n=375) visit the library. Students were much less likely to engage with librarians. Students never or very rarely,

talk with a librarian in person (52%, n=490), talk with a librarian via IM or chat (64%, n=607), email a librarian (75%, n=707), or talk with a librarian on the phone (81%, n=767).

When examining the changes in means from 2012 to 2014 in each area respondents reported more engagement with Library services in all areas except minimal decreases (below the margin of error) in two areas: *talk with a librarian on the phone* (-4%); and *talk with a librarian in person* (-1%). Positive use increase trends are indicated for the following areas: *access online articles* (+6%); *search for items in Blais* (+7%); *access e-books* (+8%); *use library databases* (+5%); and *visit the library website* (+4%). All but the last is above the margin of error. (See Figure 7 for mean comparison.) Future surveys will be examined to determine if these are trends or anomalies. By subject affiliation, STEM majors are much less likely in many areas to frequently use services. As access to many STEM resources, especially electronic journals, comes from the library, perhaps users are unaware that the library is providing this access. (See Figure 8.)

Figure 7 - During the semester, how often do you (mean comparison), 2012 and 2014 student surveys

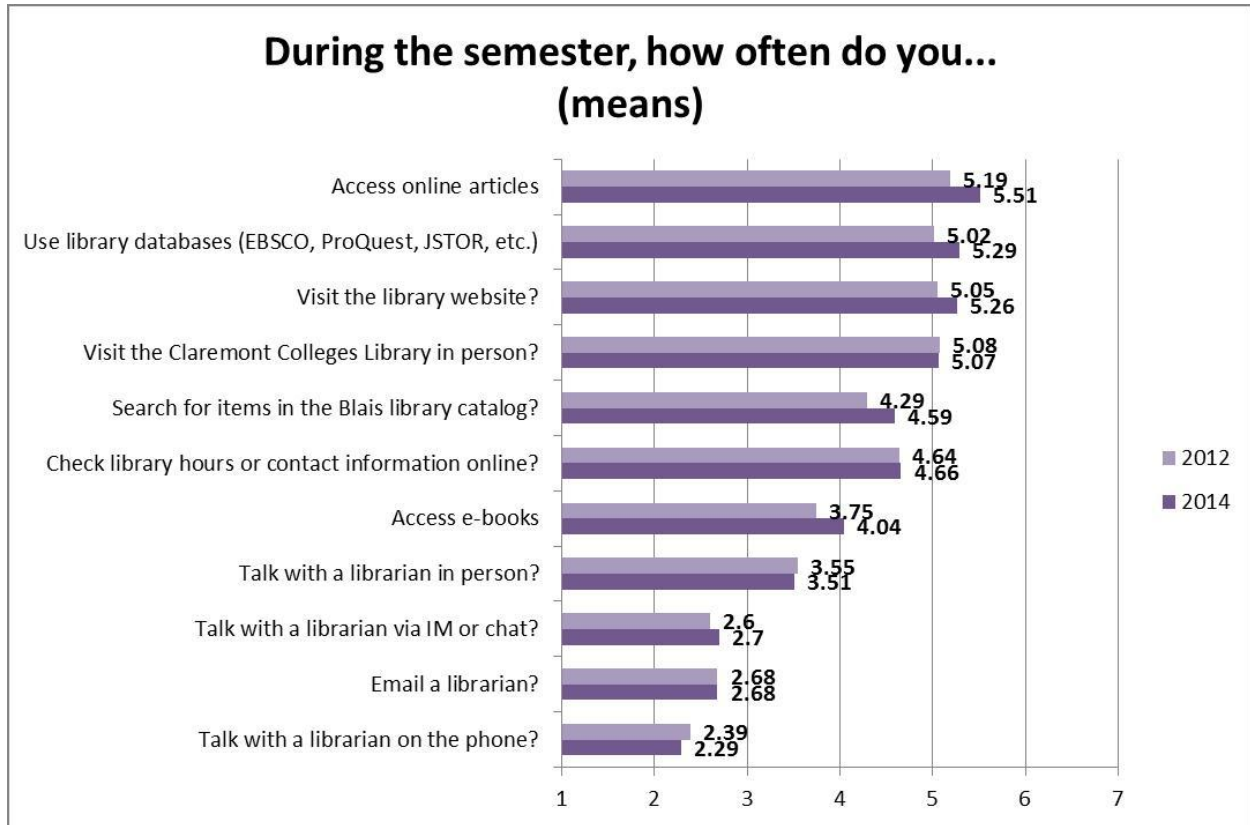
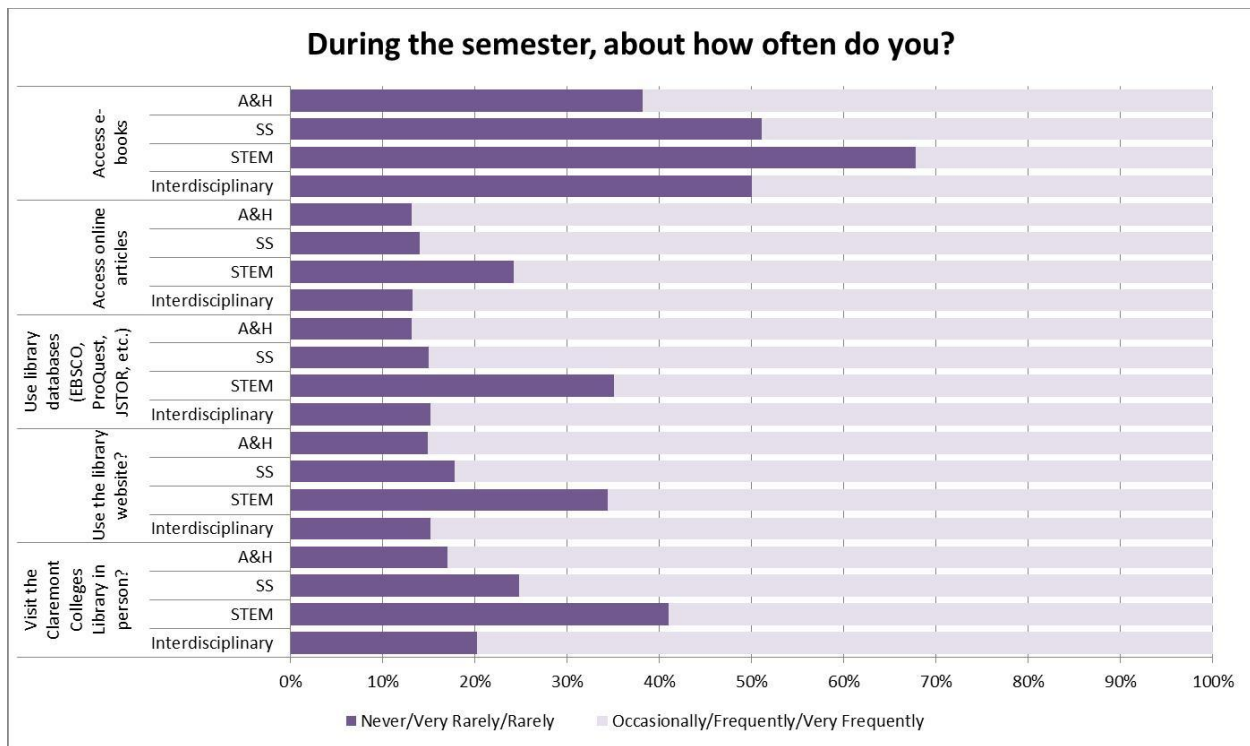
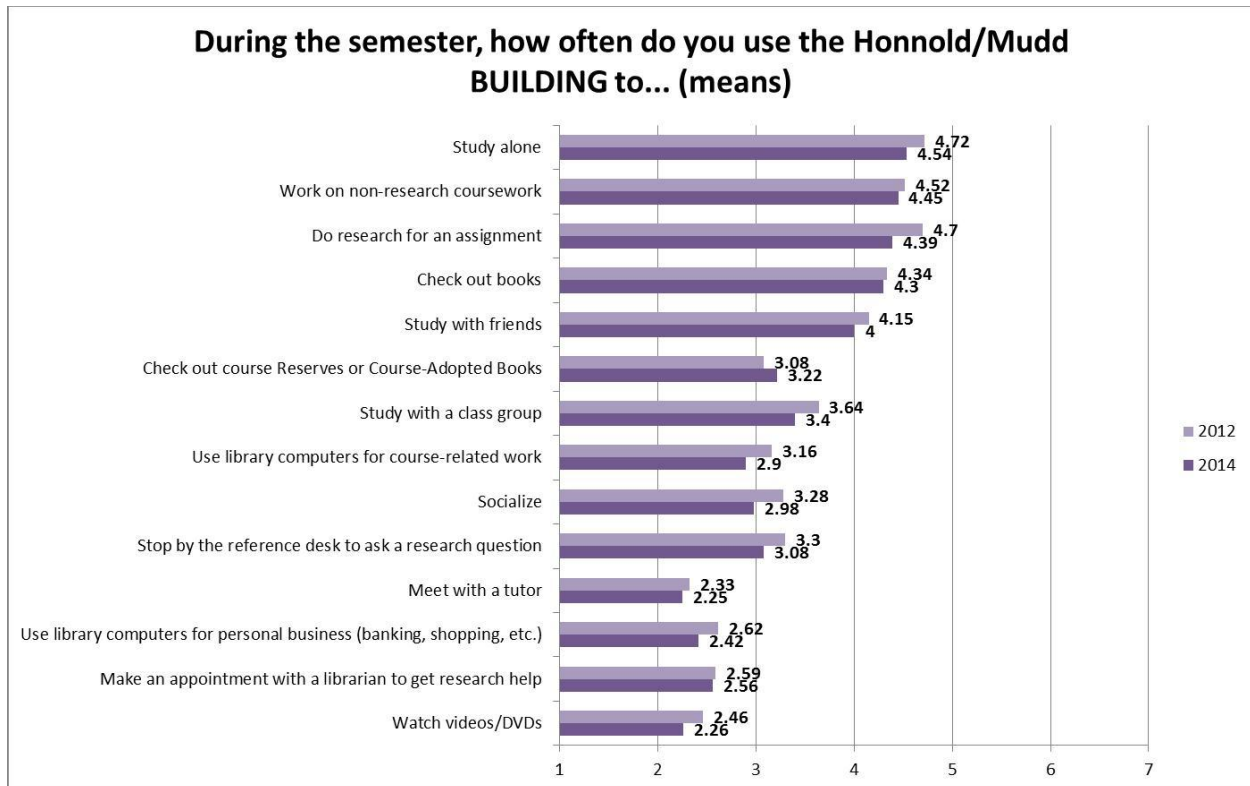


Figure 8 - During the semester, how often do you (by discipline), 2014



Survey respondents reported using the Honnold/Mudd library building less frequently than they use online resources. With an identical range as the previous question, the highest mean is 4.54 (half way between *rarely* and *occasionally*) for *study alone*. In comparison, the highest mean for the previous question is 5.51 (half way between *occasionally* and *frequently*) for *access online articles*. The top activities students use the building for *frequently* or *very frequently* are: *study alone* (35%, n=330); *work on non-research coursework* (31%, n=293); and *do research for an assignment* (26%, n=244). They *never* or *very rarely*: *check out course Reserves or course-adopted books* (56%, n=535); *study with a class group* (58%, n=547); *stop by the reference desk to ask a question* (65%, n=612); *socialize* (68%, n=644); *use library computers for course-related work* (72%, n=679); *make an appointment with a librarian to get research help* (77%, n=725); *watch videos/DVDs* (81%, n=769); *meet with a tutor* (84%, n=793); or *use library computers for personal business* (84%, n=796). Emphasizing the fact that students use the physical building less than online resources, only one area experienced a mean increase from 2012 to 2014: *check out course reserves or course adopted books* (+5%). All other means decreased, the majority by more than 4%. The highest decreases were seen in: *socialize* (-9%); *use library computers for course related work and personal business* (both -8%, respectively); *watch videos/DVDs* (-8%); *do research for an assignment* (-7%); *study with a class group* (-7%); and *stop by the reference desk to ask a research question* (-7%). (See Figure 9 for mean changes from 2012 to 2014.) This is an area that should be explored in more depth as library gate counts continue to rise (just below 200,000 in 2006-07 and reaching 600,000 in 2012-13). What are students doing in the library?

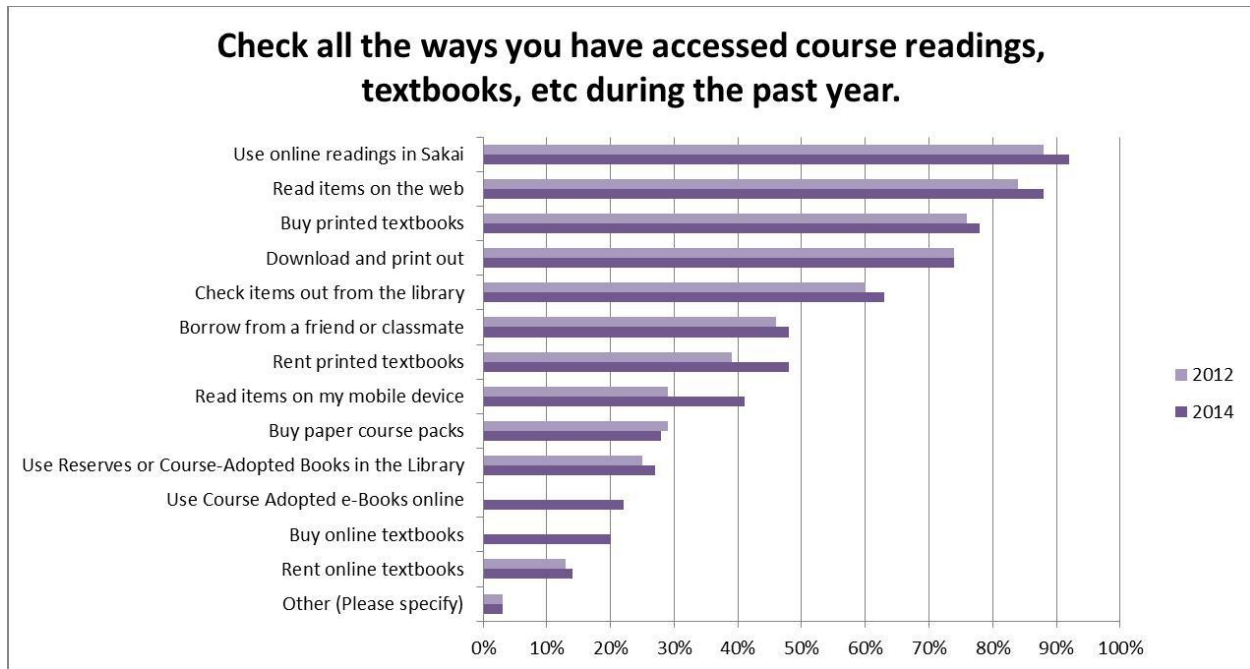
Figure 9 - Use of Honnold/Mudd Building (mean comparison), 2012 and 2014 student surveys



### Course Readings

Comparison was also available between the 2012 and 2014 surveys on the question: “Check all the ways you have accessed course readings, textbooks, or other school-related materials during the past year.” Based on 2012 survey design feedback, two new options were added for 2014: *buy online textbooks* and *use course adopted e-books online*. Trends from 2012 held for 2014. Students overwhelmingly use *online readings in Sakai* (92%, n=855); *read items on the web* (88%, n=819); *buy printed textbooks* (78%, n=725); and *download and print out* (74%, n=74). Students less frequently: *rent online textbooks* (14%, n=128); *buy online textbooks* (20%, n=187); *use course adopted e-books online* (22%, n=208); *use reserves or course-adopted books in the library* (27%, n=252); and *buy paper course packs* (28%, n=262). Trend differences from 2012 to 2014 are seen in the areas with the highest increases: *read items on my mobile device* (+12%); and *rent printed textbooks* (+9%). Overall, all areas grew except: *download and print out* (no difference); and *buy paper course packs* (-1%). (See Figure 10 for complete results.)

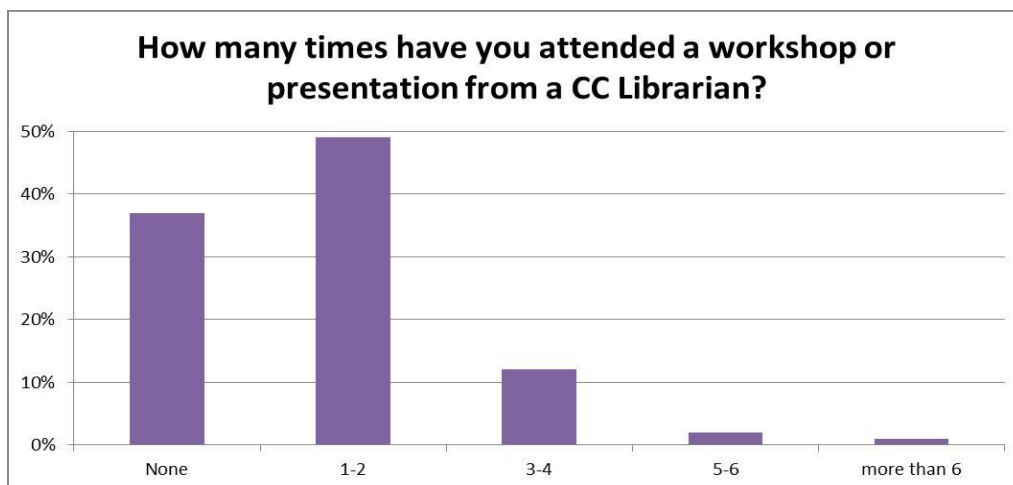
Figure 10 - Accessed course readings, 2012 and 2014 student surveys



### Library Instruction

Asked in both surveys but revised in 2014 was the following question: “How many times have you attended a workshop or presentation from a Claremont Colleges Librarian?” The 2012 survey asked the same question but split the answers into two areas: *in their classroom*, and *in the library*. This split made overall analysis of student workshop attendance difficult to quantify. Therefore, the 2014 survey did not break out workshop attendance by location. In 2014, 64% (n=596) responded they have attended one or more library sessions while only 37% (n=343) responded that they had attended none. Broken down by number of sessions attended: 49% (n=458) responded 1-2 times; 12% (n=116) 3-4 times; 2% (n=17) 5-6 times; and 1% (n=5) responded more than 6 times. (See Figure 11.)

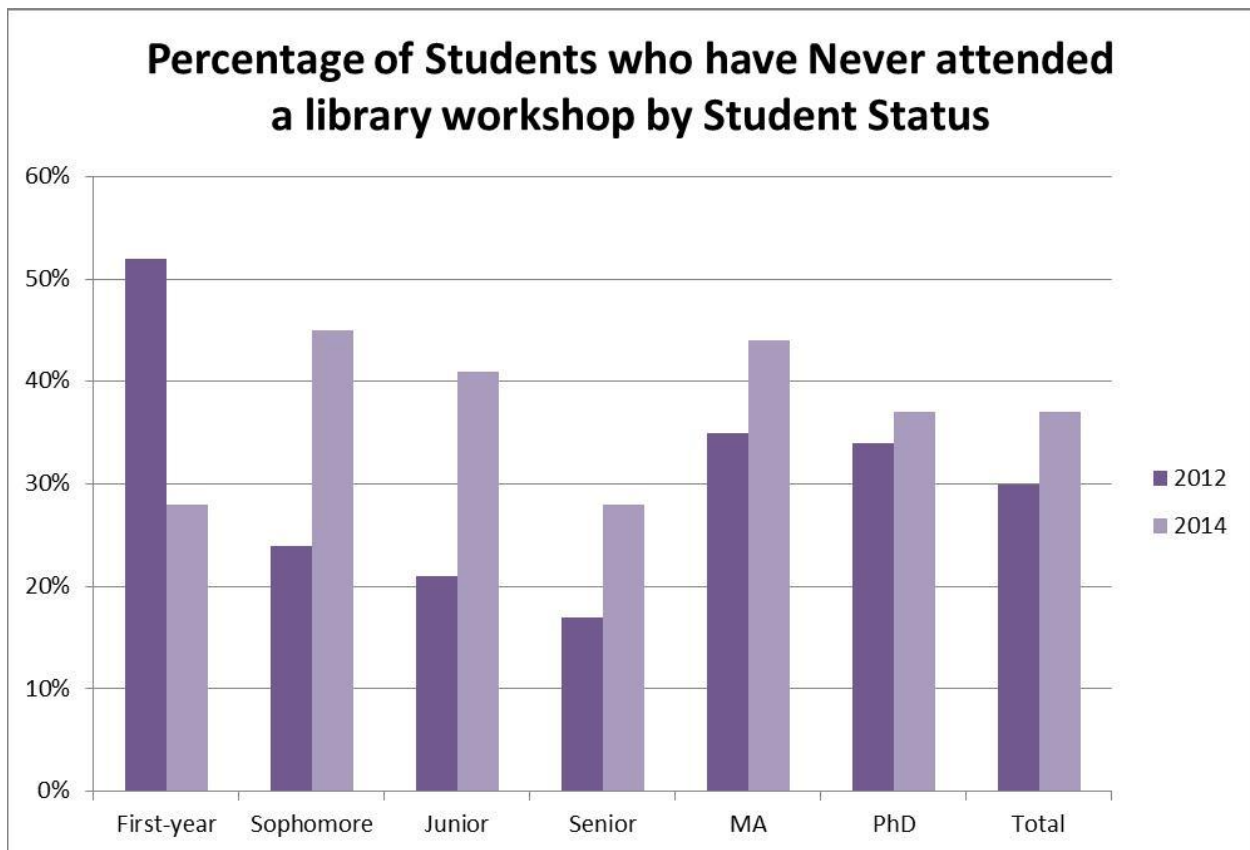
Figure 11 - Library workshop attendance, 2014



When analyzed by grade, interesting results appear. The 2012 student survey was administered in early fall, thus leading to a majority percentage of first-year responses indicating that they had never attended a library-led workshop. It was hoped that moving the survey to the spring would prevent that skew, which it seems to have corrected. While in 2012, 52% of first-year respondents reported they have never attended a library session, in 2014, only 28% of first-year students responded never.

However, while the 2012 results showed a steady decline by grade of those responding they had never attended a library session, 2014 results are different. The same percentage (28%) of first-years and seniors report never attending a library session while that percentage jumps into the 40s for sophomores (45%) and juniors (41%). All grades except first-years showed increases in this area from 2012 to 2014. This is something that needs to be followed up on during a future survey. It is not clear whether this change is due to the editing or wording of the survey question, changes in the respondent population, or trends in library instruction at Claremont. Overall CCL instruction statistics are increasing but perhaps not in respondent population areas. (See Figure 12 for results from 2012 v. 2014 by grade of those who reported never attending a library session.)

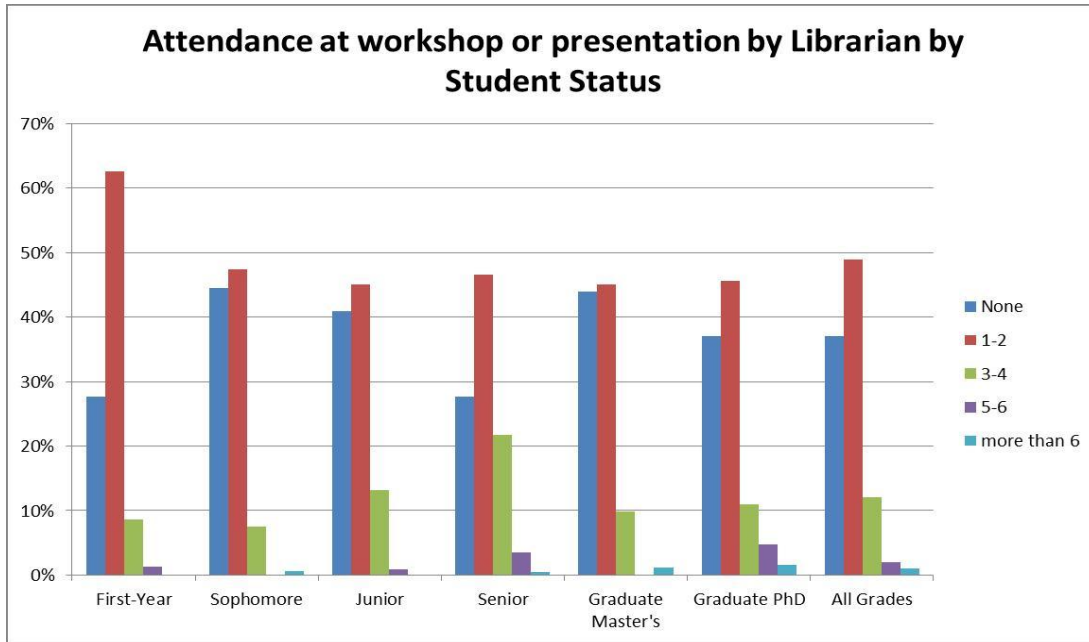
Figure 12 – Never attended library workshop (by student status), 2012 and 2014 student surveys



For 2014, despite the changes from 2012, a majority of respondents from each grade report attending library sessions more often than never attending a session. (See Figure 13 for 2014 results by number of sessions attended by grade.)

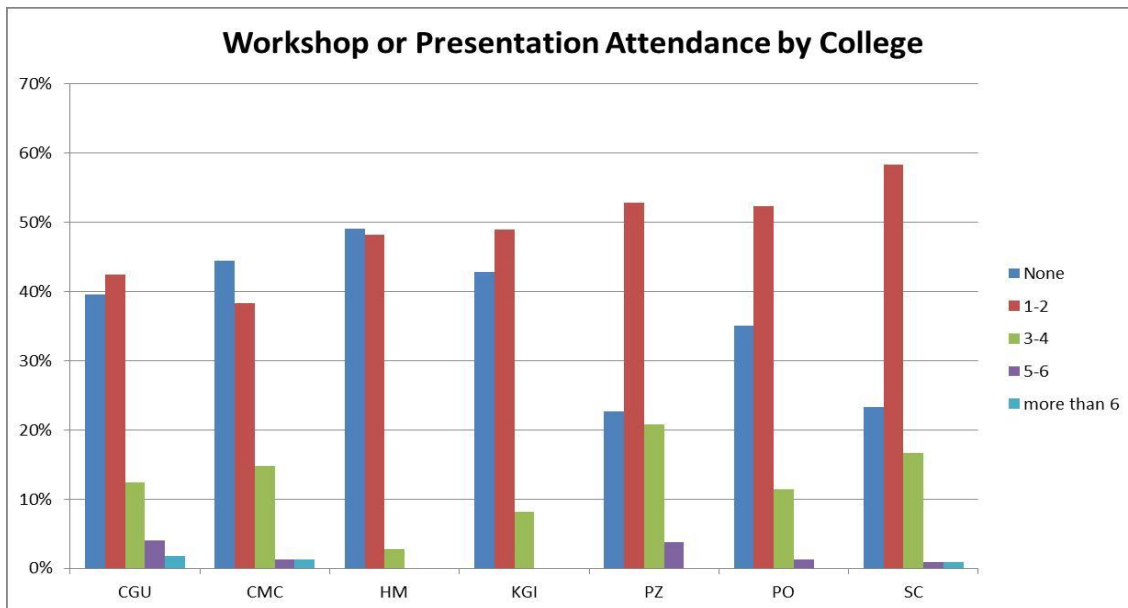


Figure 13 - Library workshop attendance (by student status), 2014



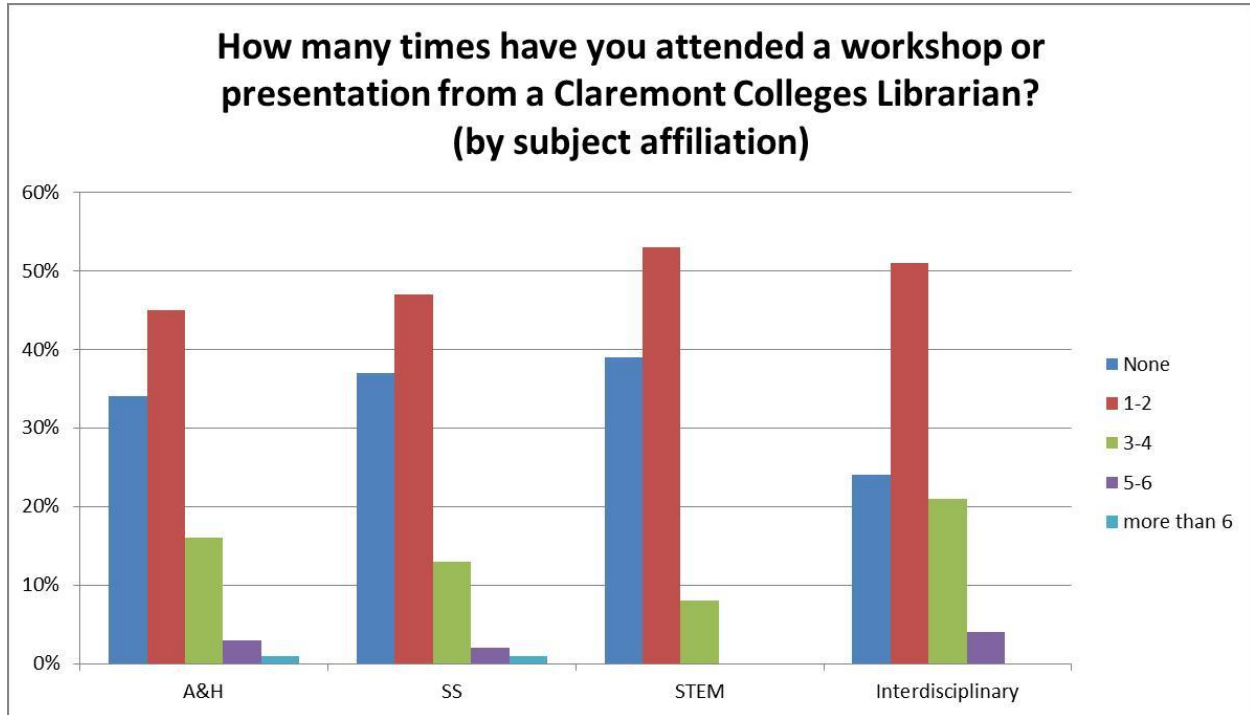
When analyzed by institution, responses support prevailing trends in library instruction at the Colleges. At colleges where the library is more embedded in classes such as first-year and capstone (e.g., Scripps, Pitzer, and Pomona) students report attending more library sessions than colleges where there is less systematic integration (e.g., CMC, Harvey Mudd, and CGU). Only CMC and Harvey Mudd students reported none more often than attending librarian-led workshops. (See Figure 14 for results by college.)

Figure 14 - Library workshop attendance (by College), 2014



Finally, by subject affiliation, perhaps due to the nature of the majors, Interdisciplinary students are much less likely to have never attended a library workshop and much more likely to have attended 3-4 workshops than other majors. STEM students are more likely to have only attended 1-2 library workshops while other majors report higher numbers attending 3-4 workshops. (See Figure 15.)

Figure 15 - Library workshop attendance (by discipline), 2014



### Perceptions of the Library

Four optional open-ended questions gave students the opportunity to tell us what they did and did not appreciate about the library. Responses were coded into the following categories: personnel; resources/collections; services provided (e.g., Link+, reference); logistics (e.g., hours, printers, etc.); space (the physical space of the library); and, the cafe. (See Figures 16-18 for Wordle clouds which highlight the most used words and phrases from each open ended question.)

Figure 16 - What do you appreciate about the Claremont Colleges Library?



The first open-ended question asked “What do you appreciate about the Claremont Colleges Library?” (n=559). References to the physical space of the library, primarily in reference to study space and the different noise zones, represented the largest proportion of comments (62%, n=349<sup>6</sup>). The cafe itself received comments from 14% of respondents (n=76). Other popular space areas are the 4th floor quiet study (3%, n=19) and the 3rd floor green room (1%, n=5). Resources/collections, including databases, online journals, and books were the next highest category mentioned (45%, n=251). Access to fiction was appreciated (2%, n=9). Respondents noted their appreciation for librarians and staff in 33% of comments (n=182). One commented, “The librarians. Let me say it one more time: The librarians. They are amazing.” Services were mentioned by 20% of respondents (n=113). The most popular were Link+ (9%, n=53) and ILL (6%, n=35). Other more frequently mentioned services were IM/chat (3%, n=19), workshops (2%, n=14), study breaks (1%, n=6), and the library cart (0.5%, n=3). Finally, issues such as hours, computers and printers were mentioned by 14% of respondents (n=76). Hours, especially 24/7 during finals, were the most frequently mentioned at 8% (n=44).

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<sup>6</sup> Responses will not equal 100% as the majority of responses mentioned more than one thing.

Figure 17 - What would you change about the Claremont Colleges Library?



Responses to “What would you change about the Claremont Colleges Library?” (n=467) addressed a variety of issues. Happily, 5% (n=23) of those responding to this question responded “nothing.”

Perhaps not surprisingly, library hours was the most often mentioned thing students would change (20%, n=98). Of those, 5% (n=22) specifically mentioned their desire for the library to be open 24/7. Other logistical issues mentioned were: pleas for a better designed website (3%, n=13); request for more and better computers (3%, n=12); more reliable Wi-Fi (2%, n=9); and more outlets (2%, n=8). Students were annoyed with their inability to use their campus print quotas at the library and expressed the need for more printers in general (2%, n=8).

Regarding the physical space of the library, more study space, more group space, and better furniture was mentioned by 19% (n=93). Often mentioned within the context of study space was the complaint that there are too many large tables and that there need to be more 1-2 person tables. Many students mentioned how confusing the library is and the need for better signage (7%, n=35). This also spilled into the 9% (n=40) of responses that mentioned a desire for a redesign of the library in regards to the stack layout and study space design. Related to space redesign are the 5% (n=22) of responses that specifically mentioned the poor lighting. Students appreciate the noise zones but want better enforcement of quiet zones (4%, n=17). Important for library staff to keep in mind, several quiet comments noted that library

staff getting out of meetings or walking through the library talking often do not observe the quiet zones which frustrates students.

Related to the library space, 3% (n=13) mentioned that the library was too crowded, and many of the comments requesting more study space did so in this context of overcrowding. Building off of that, 2% (n=7) specifically requested the library reinstate swipe card access to the building. Comments in this area were heated. For example, "We are not Western University Medical School library, the Cal Poly Pomona library or a homeless shelter. Yet all the time students who are not Claremont College students, staff or faculty are there taking up study spaces that our students should have."

In respect to library collections, frequently mentioned items that students want more of are: databases (4%, n=20); fiction, especially new fiction (4%, n=18); course-adopted books (3%, n=13); books (2%, n=9); and e-books (2%, n=7). The main issue with course-adopted books is that there are not enough copies and students find the short check out time inconvenient. For example, "I find that course-adopted books are a pain in the butt. You can't check them out for long, never long enough to get the reading done, and if you decide to use the book for a project, you have to link+ it anyways so you can keep it for longer. I hate seeing the course adopted sticker - it just means the book is useless to me."

Regarding library services, the most often mentioned were: a request for the library to better and more actively promote and publicize our services, events, etc. (3%, n=12); requests for more workshops and later workshops times (2%, n=10); and friendlier and better trained staff and students at service points (1%, n=6). There were also requests for librarians to more actively seek out course engagement (1%, n=5) so that students would receive systematic Information Literacy instruction.

Finally, the most often mentioned items regarding the cafe were: more and healthier food options (3%, n=12); better prices (1%, n=6); and a reversal of the reusable mug policy (1%, n=4). For example, "Why is cheesecake at the cafe \$5?? WHYYYY"



<i>24/7</i>	36	13%
<i>databases</i>	27	10%
<i>group space</i>	28	10%
<i>well-organized</i>	20	7%
<i>windows</i>	18	7%
<i>food</i>	14	5%
<i>librarians</i>	12	4%
<i>fiction</i>	12	4%
<i>friendly staff</i>	11	4%
<i>cozy</i>	9	3%
<i>open</i>	9	3%
<i>good computers</i>	8	3%
<i>well-designed</i>	7	3%
<i>big</i>	7	3%

Specific ideal libraries mentioned were: Babel, Harold B. Lee Library at Brigham Young University, Hogwarts, Huntington, Library of Alexandria, Library of Congress (n=2), OSU, Southwestern Law School Library, Vassar, UCLA, UC Santa Cruz, and Yale.

Examples of more animated and thoughtful comments are:

“One that has it's priorities straight. We are not a dry-cleaner, we are not Staples copy center, and we are not a short order cafe. Stop trying to be a student union or a strip mall. You are a library. It is impossible to get things done with so many people in the library hanging out to watch Hulu, Netflix or Youtube, or just have some meatloaf sandwiches. / / The library is not a jobs program. That means your professional staff has coverage during all the times the library is open. Any policy changes need to favor your customers and not the working preferences of the staff. Remember why you became librarians in the first place. Prioritize student needs over the needs of library bureaucracy. Devote some more staffing resources to providing regular hours during weekends and breaks. The staff should want to help students and not be squirreled away in offices. More outreach to show students who to talk to for help with projects. No one knows how to contact the staff or how willing they are to help, because they're not publicizing their jobs. Subject librarians need to target their help to the majors they support with the help of the faculty. Not some ad in "Graffiti" that only library staff reads or giant cutouts of librarians at the

entrances. Reject the cutesy expensive outreaches for the effective ones... Targeted emails to students in certain majors forwarded by their faculty, perhaps.”

“A center for learning, not a center for books. The book model, though persistent, must change if Libraries are to last with the digital revolution. multi-platform ebook resources need to be present, as well as technology centers. A 3D printer, multimedia use-lab, digital archive, etc. should all be standard. Connection to the college computer systems (i.e, I log in with an HMC account on a library machine and see my HMC desktop, which should in turn be connected to sakai. Smartboards/whiteboard note capture systems in the study rooms. Centers for learning by doing, not just learning by reading.”

## 2 - Information Literacy Perceptions

Several survey questions examined a range of activities and skill areas that fall under the heading of *information literacy* (IL), defined as the capacity to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."<sup>7</sup> The Claremont Colleges Library characterizes IL as consisting of five core “habits of mind”; *inquiry, evaluation, communication, attribution, and insight*.<sup>8</sup> For these survey questions, we were able not only to compare 2012 and 2014 student survey results but also compare student and faculty perceptions in this area by drawing on responses to the 2013 Faculty Library Survey.

Asked, “Over the past year, about how often have you done the following?”, *often or very often* respondents: *used an information source beyond required course readings to complete an assignment* (70%, n=609); *used information from an online article database* (69%, n=600); *revised a paper/project based on information found* (63%, n=550); *completed a paper/project that consisted of multiple assignments* (60%, n=534); *identified how an author’s findings contributed to existing knowledge on a topic* (60%, n=519); and *used a reference or document cited in something they read* (58%, n=504). Clearly, a large majority of students are conducting research with secondary sources and engaging with outside sources. However, corroborating CCL rubric assessment projects of student writing (which often shows poor source selection), students were less likely (62% *never or sometimes*, n=539) to *decide not to use an information source due to questionable quality*.

Overall, 2012 and 2014 responses to this question were very similar with negligible (below the margin of error) mean differences from 2012 to 2014. The exception was *decided not to use an information source due to questionable quality*, where the mean declined by 5% from 2012 to 2014. See Figure 19 for 2014 results.

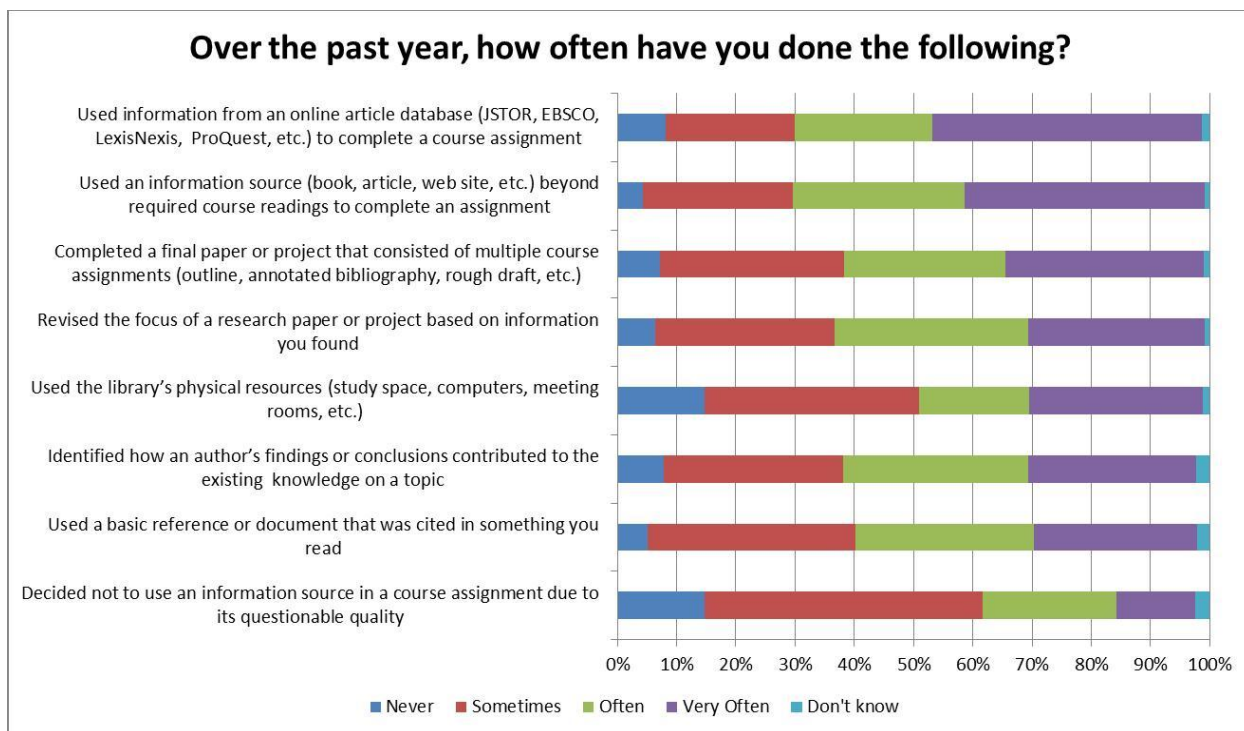
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<sup>7</sup> American Library Association. [Presidential Committee on Information Literacy. Final Report](#). (Chicago: American Library Association, 1989.)

<sup>8</sup> See Appendix C, CCL’s *Information Literacy Habits of Mind Definition and 1st Year/Capstone Learning Outcomes*.



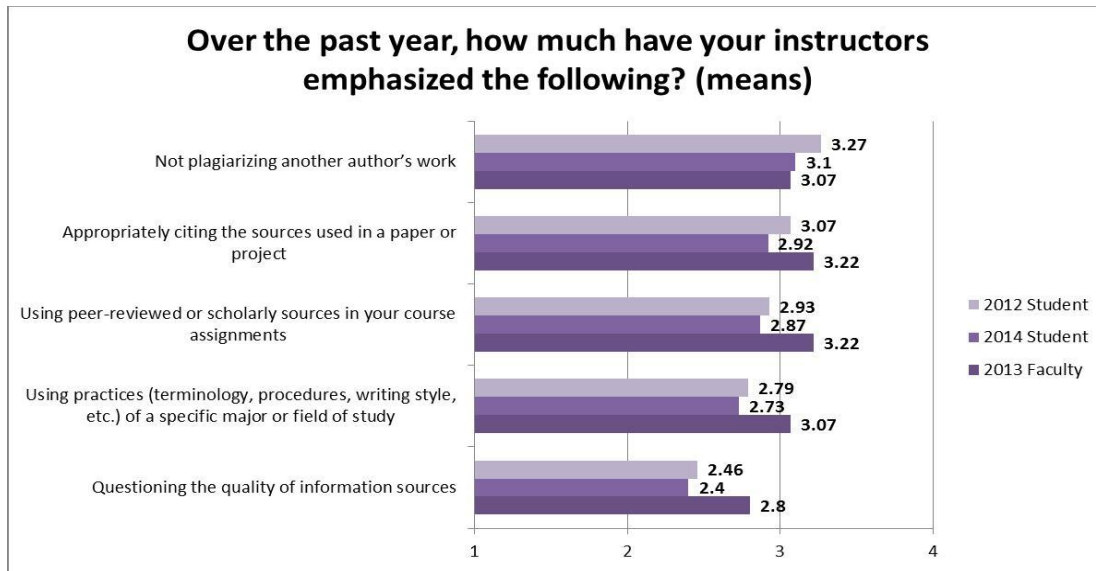
Figure 19 - How often have you done the following, 2014



Two questions allowed for faculty/student IL perceptions comparisons: one asked faculty and students how much faculty emphasized a range of IL skills in the classroom; a second asked faculty to rate students' IL skills and students to rate their own skills.

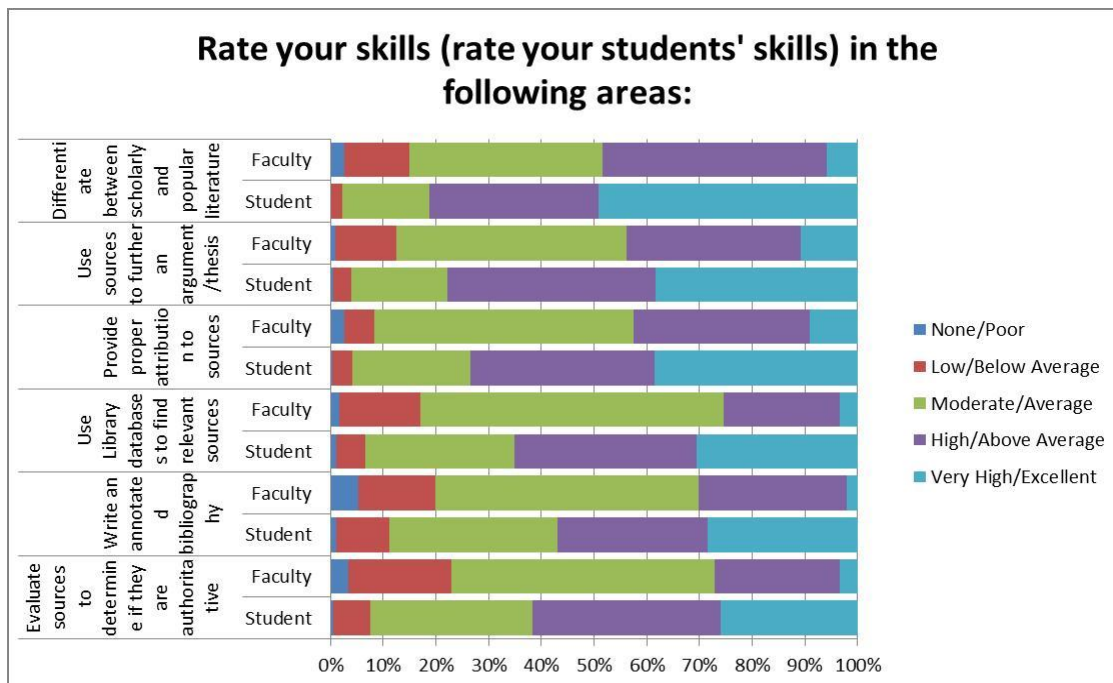
Students were asked "Over the past year, how much have your instructors emphasized the following?" Faculty were asked "Over the past year, how much have you emphasized the following in the courses you teach?" As might be expected, in all areas but plagiarism (where the trend is reversed), faculty reported emphasizing skills more than students thought they did. This is seen clearly in a mean comparison (1-4; *very little, some, quite a bit, very much*) between the 2012 and 2014 student surveys and the 2013 faculty survey (see Figure 20). In a 2012 versus 2014 student survey comparison, 2014 means are lower in all areas, indicating that students perceive that faculty are emphasizing all areas less than they did in 2012. Again, it is interesting to note the lower mean and greater faculty/student difference for *questioning the quality of information sources*. As previously stated, use of inappropriate sources is a common issue in student work samples evaluated by librarians; this is, therefore, an area where greater dialogue is warranted between faculty and librarians in order to increase student skill acquisition.

Figure 20 - How often have your instructors emphasized the following (mean comparisons)



The second student/faculty comparison was possible with the question: "Please rate your abilities in the following areas." The comparable faculty survey question was: "Relative to your expectations, how would you rate the Claremont Colleges students enrolled in your courses in the following skills?" Again, perhaps not surprisingly, students rated their own skills more highly than faculty rated them. While students skewed towards *very high/excellent*, faculty more often rated their students' skills as *high/above average* to *moderate/average*. (See Figure 21 for complete results.)

Figure 21 - Rate your (students') skills in the following areas, faculty and student survey comparison



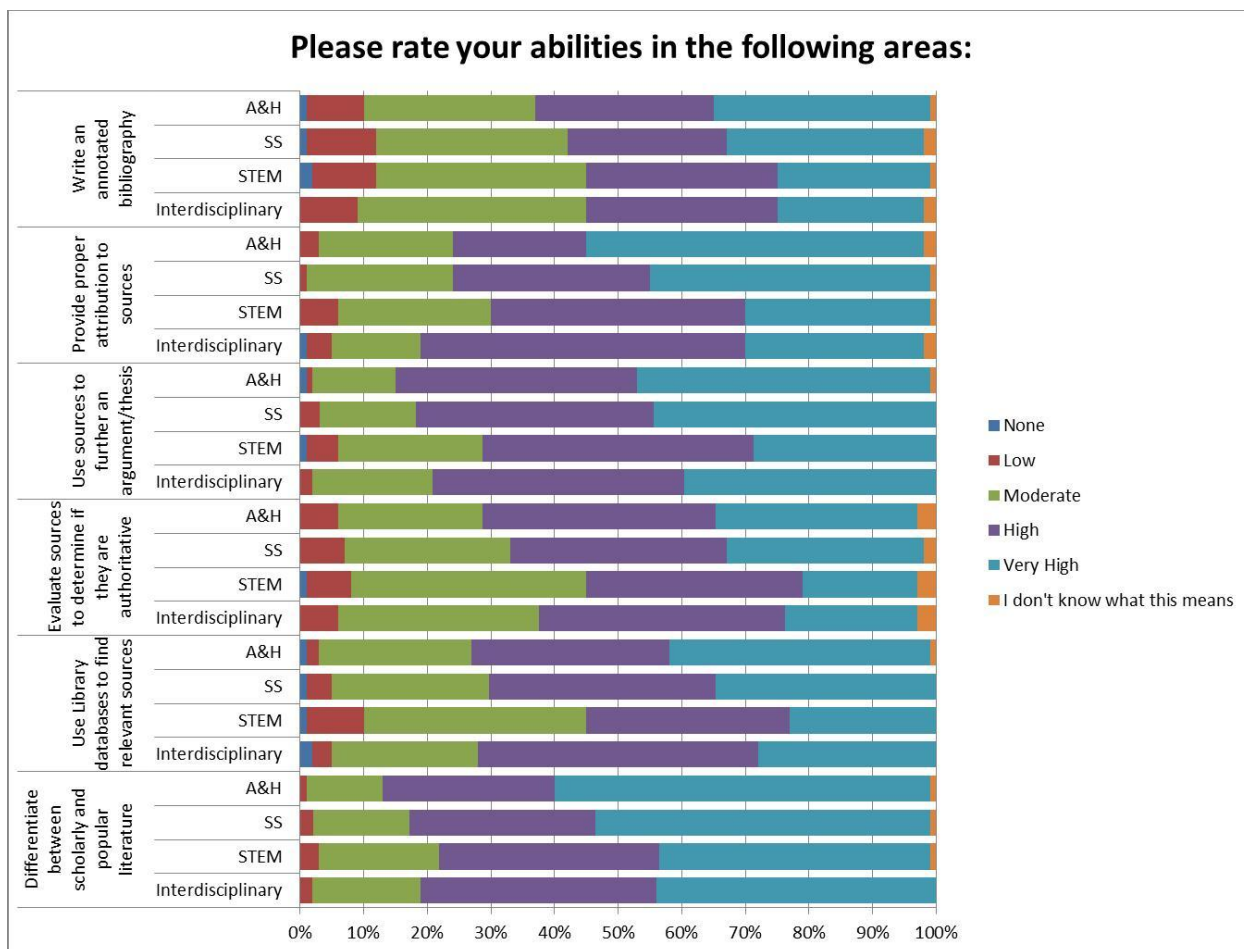
Especially interesting is the comparison between 2012 and 2014 student results. In 2014, students rated their skills higher in every area than in 2012. The percentage of students responding *very high*, rose in every area, and the percentage responding *none*, *low*, *moderate*, and *high*, fell in all areas due to the rise in *very high*. (See Table 2 for the change in percentage of total responses for each level between 2012 and 2014. For example, 25% of total respondents rated their evaluating skills as very high in 2014 versus 20% in 2012.)

Table 2 - Changes from 2012 to 2014 in students rating of their IL skills

Rate Your Skills in the Following Areas:	None	Low	Moderate	High	Very High
Evaluate sources to determine if they are authoritative	-1%	-2%	-2%	0%	5%
Write an annotated bibliography	-1%	-1%	0%	-4%	7%
Use Library databases to find relevant sources	-1%	-4%	-4%	1%	8%
Provide proper attribution to sources	-1%	-2%	0%	-5%	7%
Use sources to further an argument/thesis	-1%	0%	-3%	-2%	7%
Differentiate between scholarly and popular literature	-1%	-2%	-6%	-5%	14%

Broken out by discipline, in all areas Arts & Humanities students are more confident in their skills while STEM and Interdisciplinary students rank their skills slightly lower (or are more aware of their limitations?). (See Figure 22.) Interestingly, when compared to 2013 faculty survey results, STEM faculty rank their students' skills higher than faculty in A&H and SS.

Figure 22- Rate your abilities (by discipline), 2014

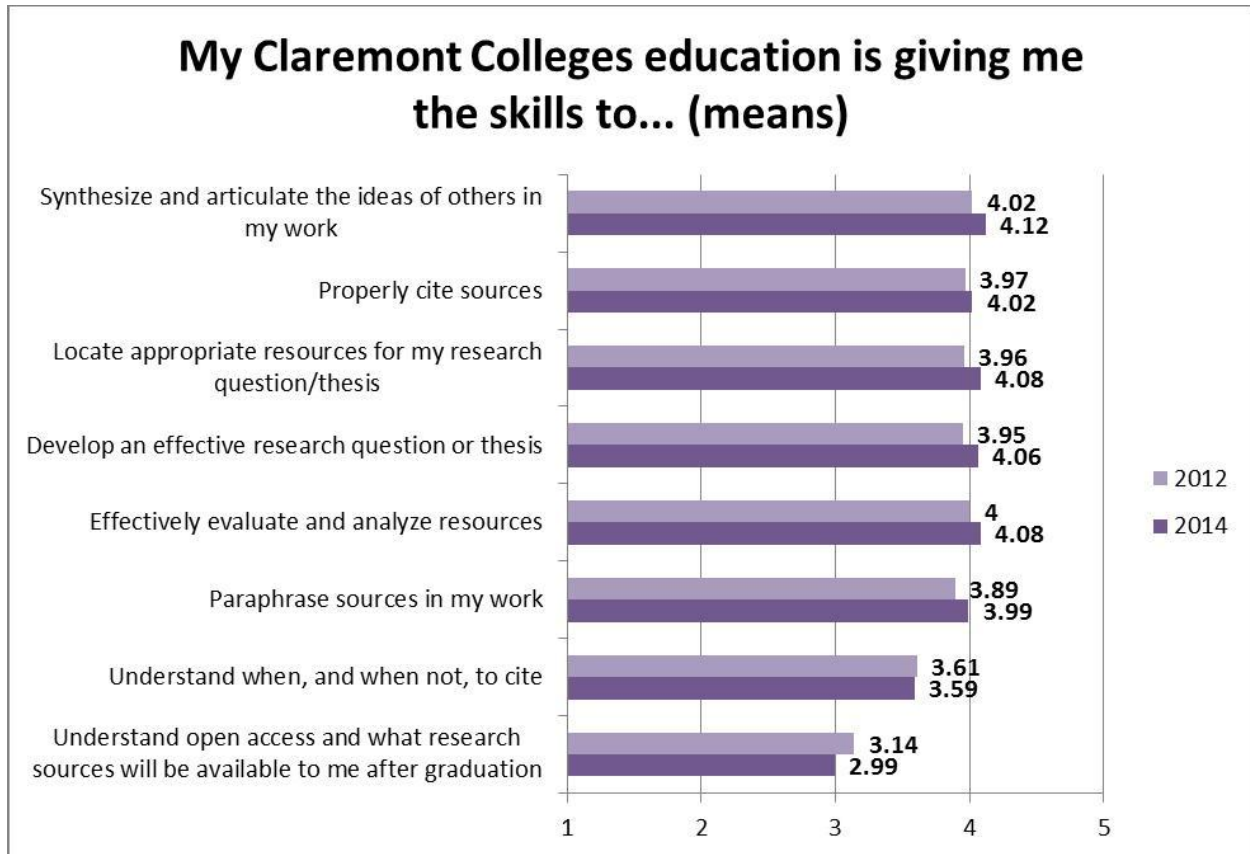


When asked to respond to “My Claremont Colleges education is giving me the skills to:” 2012 and 2014 participant responses are very similar. In 2014, students *agree* or *strongly agree* that they are gaining the skills they need to: *synthesize and articulate the ideas of others in my work* (86%, n=751); *locate appropriate resources for my research question/thesis* (85%, n=734); *effectively evaluate and analyze resources* (85%, n=740); *develop an effective research question or thesis* (83%, n=720); *paraphrase sources in my work* (82%, n=710); and *properly cite sources* (81%, n=698). Lower is the 60% (n=518) of respondents who *agree* or *strongly agree* and the 38% (n=331) who *disagree* or *aren’t sure* they are gaining the skills to *understand when, and when not, to cite*. Students are also less sure they are getting the skills to *understand open access and what research sources will be available to me after graduation* (62%, n=541 *strongly disagree, disagree* or *not sure*).

Hopefully indicative of a trend, all IL self-perceptions areas but two experienced a mean increase. The two areas whose means declined are: *understand open access and what research sources will be available to me after graduation* (-5%); and *understand when, and when not, to cite* (-1%). In both of these are areas, librarians are already aware of the need to conduct more outreach and student and

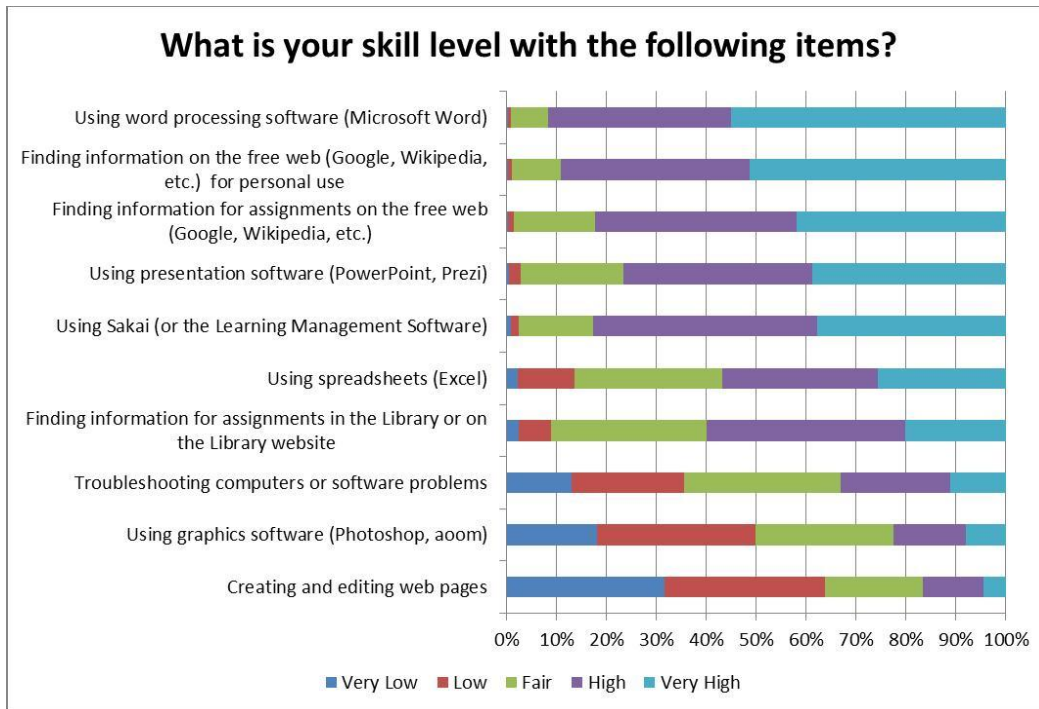
faculty education and support. (See Figure 23 for 2012 v. 2014 mean comparison.) When broken out by discipline, in every area STEM students are less likely than others to *strongly agree*.

Figure 23 - Education is giving me the skills to (mean comparison), 2012 and 2014 student surveys



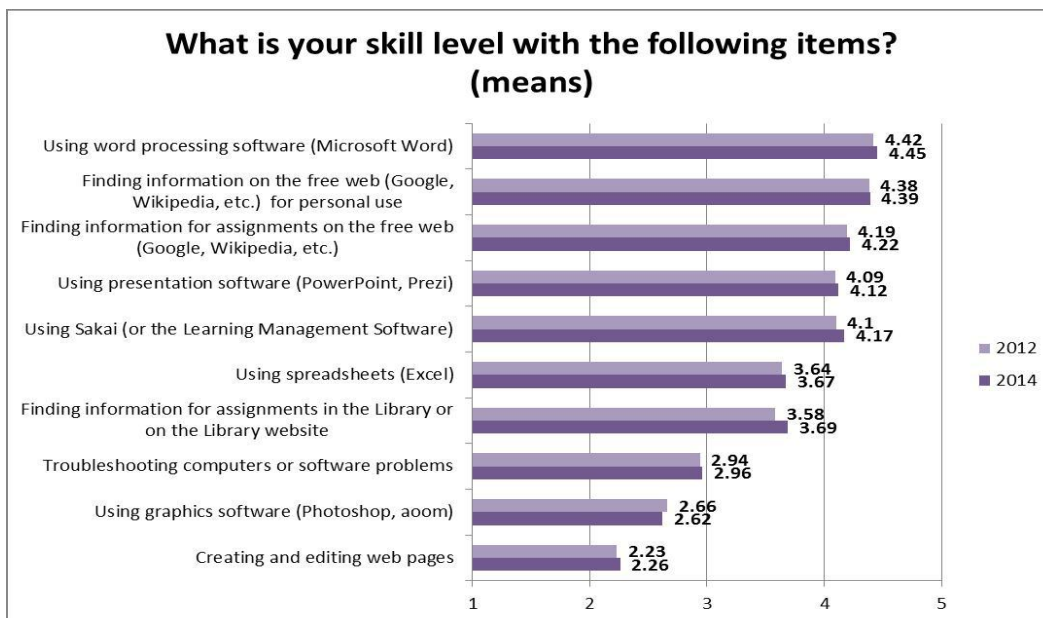
Students were asked to rate their skill level with a variety of online resources and technology software. They reported more skill in: *using word processing software* (92%, n=793, high to very high); *finding information on the free web for personal use* (89%, n=777); *using Sakai (LMS)* (83%, n=719); *finding information for assignments on the free web* (82%, n=716); and *using presentation software* (76%, n=664). Students felt less confident in their skills to: *use spreadsheets* (61%, n=528 fair to high); and *find information for assignments in the Library or on the Library website* (70%, n=618). Students had the lowest confidence in their skills at: *troubleshooting computers or software* (67%, n=583 very low, low, or fair); *using graphics software* (77%, n=673); and *creating and editing web pages* (83%, n=726). (See Figure 24 for 2014 results.)

Figure 24 - What is your skill level with the following items, 2014



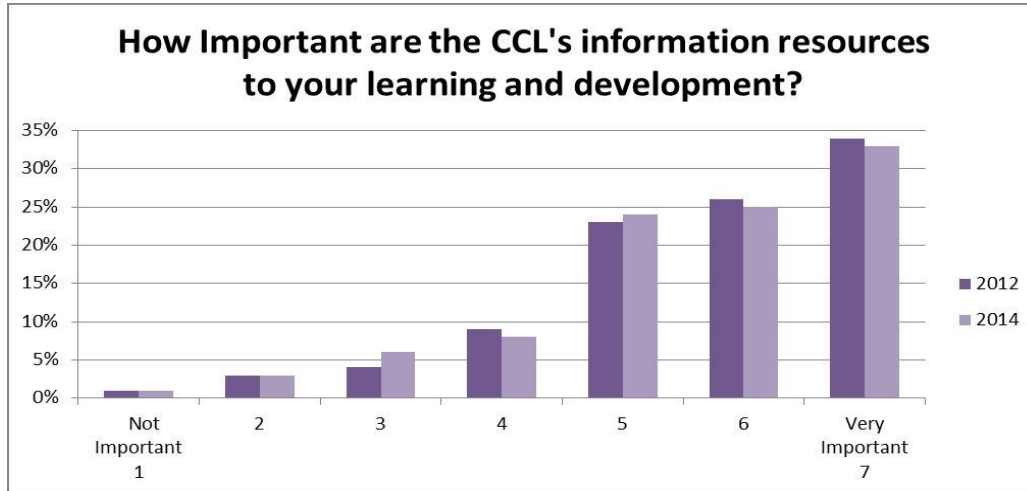
Again, 2012 and 2014 comparisons were possible and, as with previous questions, were quite similar (none outside the margin of error). Means increased in all areas but one (*using graphics software, -2%*). Two areas that showed the highest increases were: *finding information for assignments in the Library or on the Library website (+1%)*; and *using Sakai (+2%)*. (See Figure 25 for 2012 v. 2014 mean comparison.)

Figure 25 - Skill level with following items (mean comparison), 2012 and 2014 student surveys



Finally, students were asked to rank the importance of the Claremont College’s information resources to their learning and development. On a scale of 1-7 (with 7 being the highest), well over half, 58% (n=504), ranked the importance at 6 or 7. Student responses to this were almost identical between 2012 and 2014 (see Figure 26).

Figure 26 - Importance of CCL resources, 2012 and 2014 student surveys



When broken out by student enrollment status, seniors and graduate students were more likely to rank the importance of CCL as higher than lower-level undergraduates (see Figure 27). Importantly for library outreach and education, when broken down by discipline, respondents in STEM rate the importance of the Library lower than majors in other disciplines (see Figure 28). This is a concern because individuals in STEM disciplines do use library-provided resources (often extensively), but these online databases and journal articles may not indicate that the library provides access.

Figure 27 - Importance of CCL resources (by student status), 2014

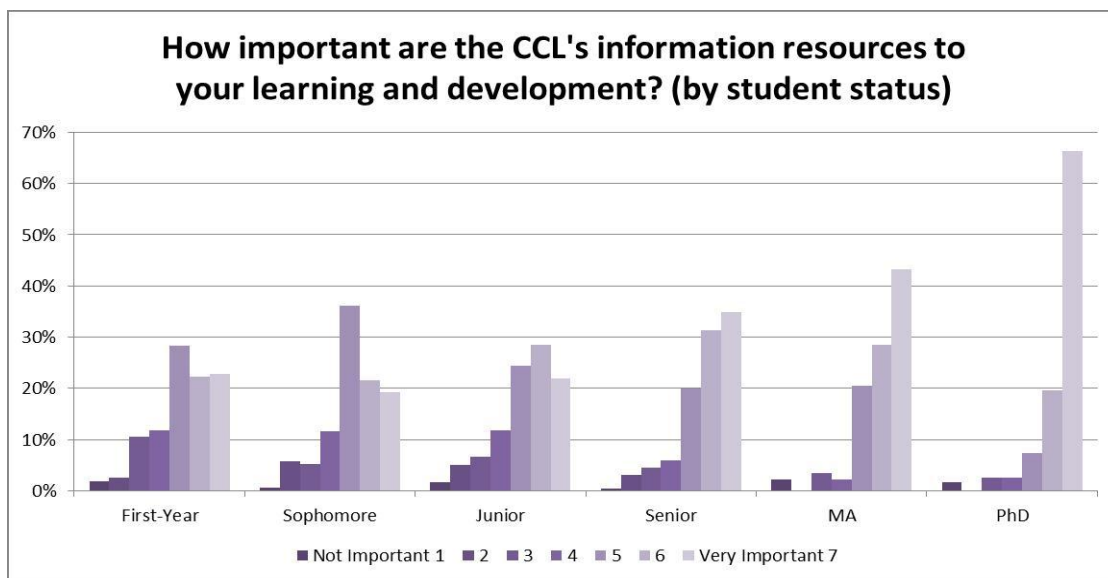
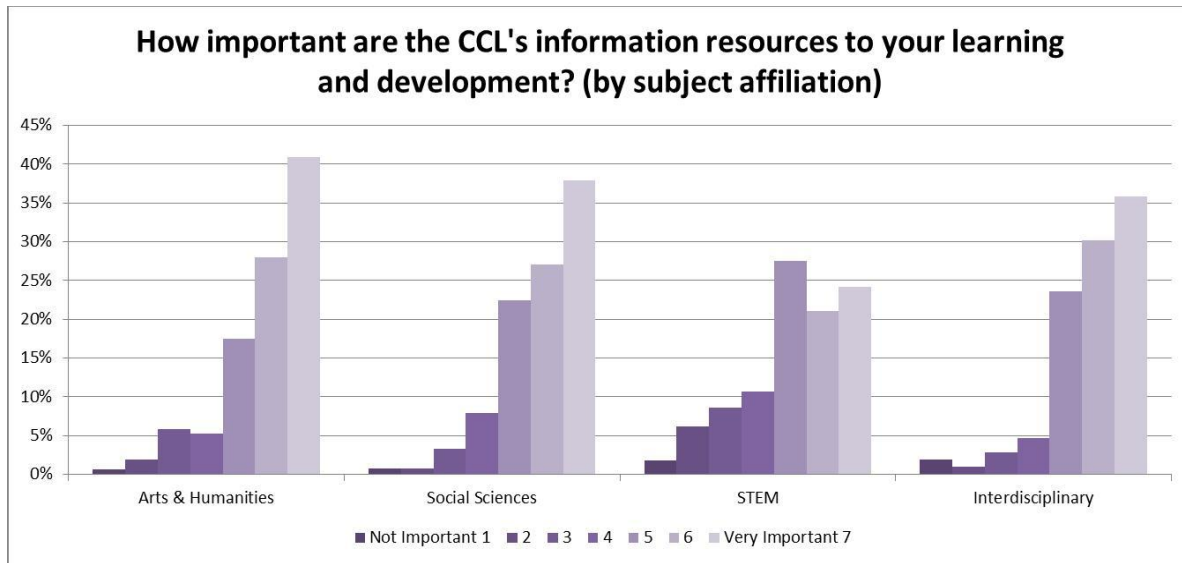


Figure 28 - Importance of CCL resources (by discipline), 2014



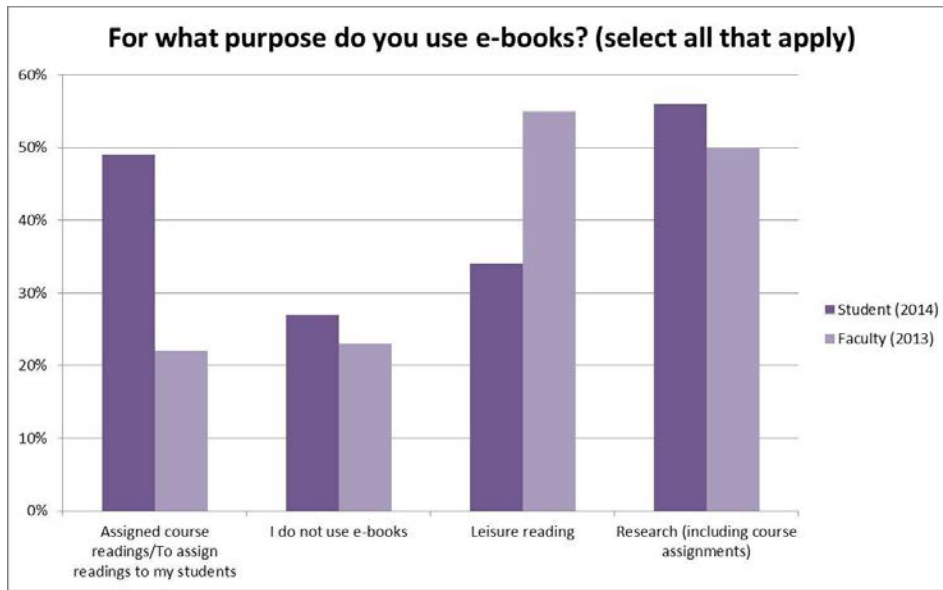
### 3 - E-book Perceptions

An important goal of this survey was to begin to understand student use and perceptions of e-books and to compare student and faculty responses to similar e-book questions. Library acquisition of e-books has been a sometimes contentious area of discussion between faculty and the library, so it was vitally important we understand how students are (or are not) using e-books.

Comparing student and faculty responses to the question, “*For what purpose do you use e-books? (check all that apply)*” a similar percentage of faculty and students *do not use e-books* (23% and 27%, respectively). Of those that do use e-books, a similar percentage use them for *research (including course assignments)* (50% of faculty, 56% of students). Differences between faculty and student use of e-books are seen in *leisure reading* and for *assigned course readings or to assign readings to students*. Faculty are more likely to use e-books for leisure reading than students (55% faculty, 34% students) while students are more likely to use e-books for assigned course readings than faculty are to use e-books to assign course readings (49% students, 22% faculty). (See Figure 29.)



Figure 29 - For what purpose do you use e-books, faculty and student survey comparison



A similar question sought to understand how often faculty and students use scholarly or academic e-books. On a *daily* or *weekly* basis, faculty and students are almost equally likely to use e-books to *prepare for assignments/prepare for course lectures* (24% faculty, 27% students) or *to do research* (26% faculty, 25% students). Students are much more likely than faculty to use academic e-books to *read assigned course readings/assign readings to students* (33% students, 17% faculty) and for *other school related activities* (19% students, 12% faculty). In both of these areas faculty are more likely than students to *never* use academic e-books (see Figure 30). Mean percentage differences in all areas show students use e-books more than faculty (see Figure 31). Broken down by subject, in all disciplines and in all categories, students are using e-books more frequently than faculty (see Figure 32).

Figure 30 - Frequency of e-books usage, faculty and student survey comparison

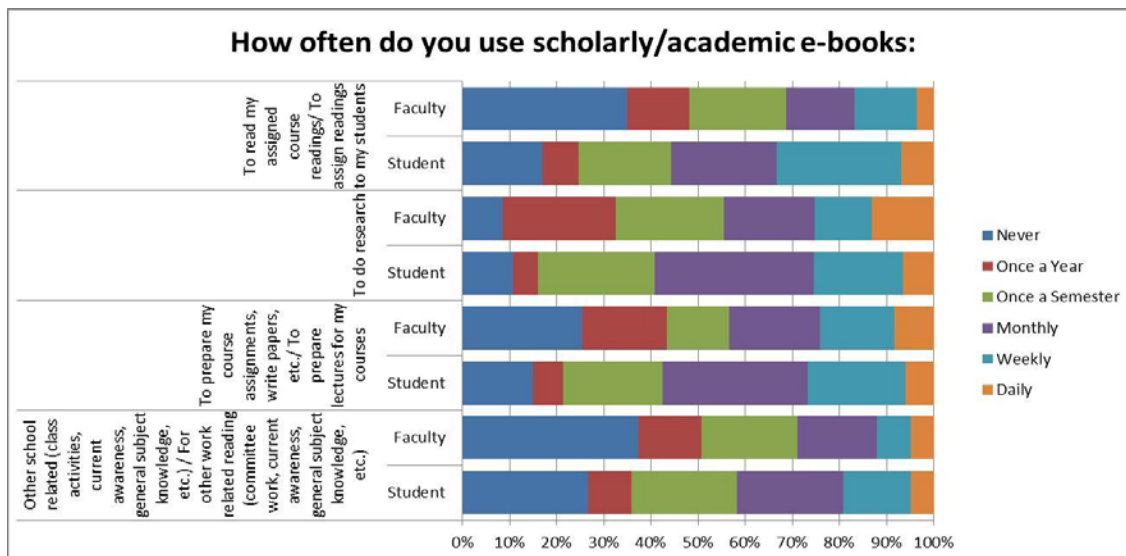


Figure 31 - Frequency of e-book usage (mean comparison), faculty and student surveys

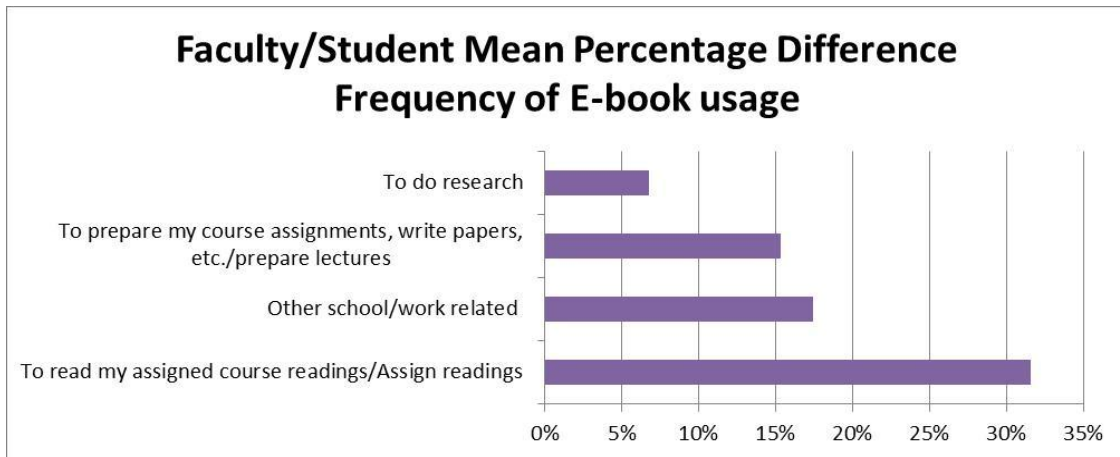
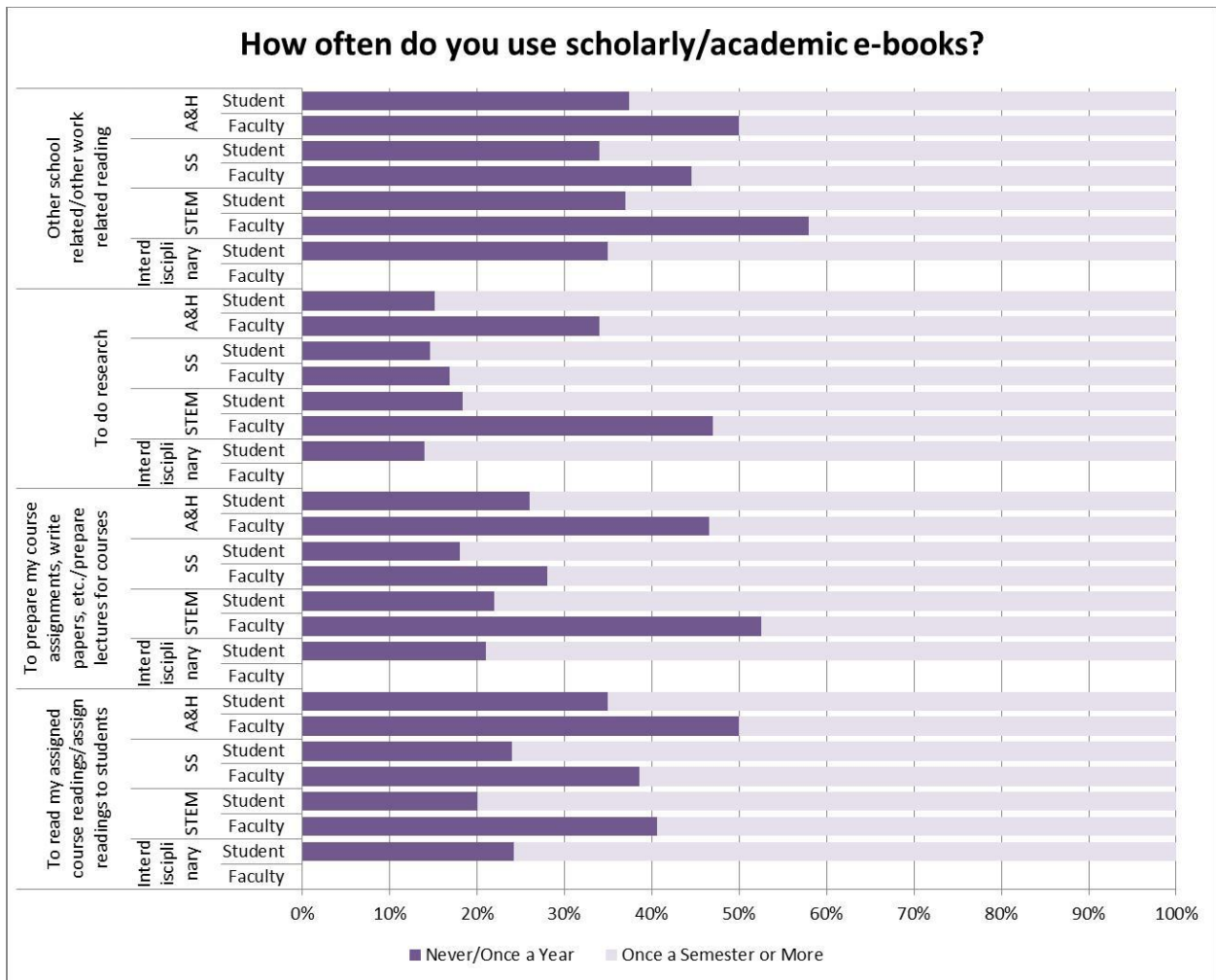
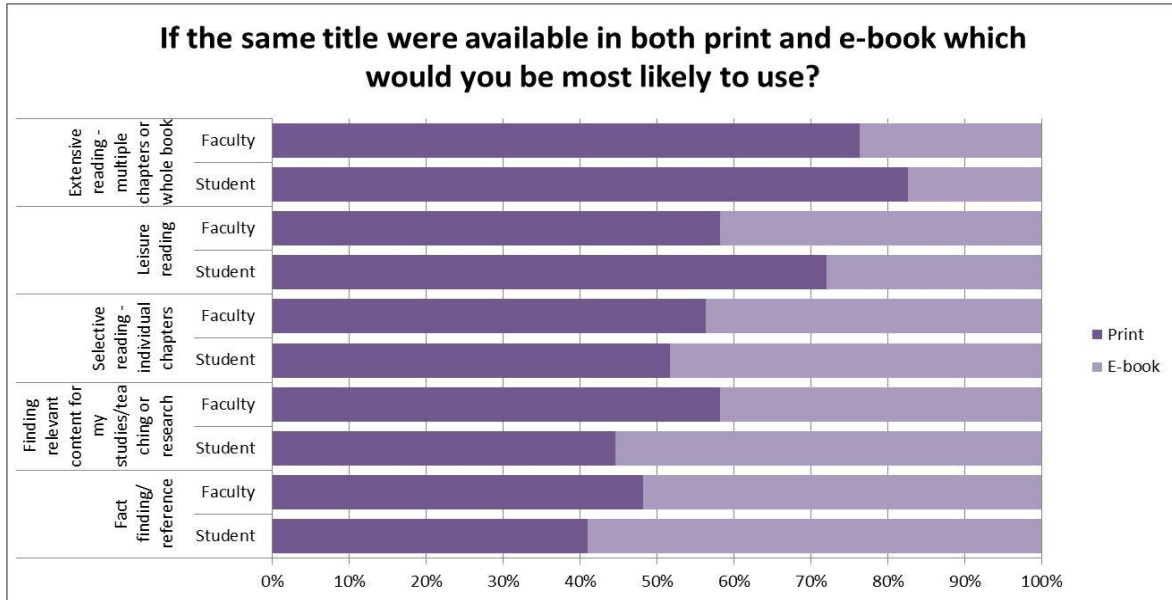


Figure 32 - Frequency of e-book usage (by discipline), faculty and student survey comparison



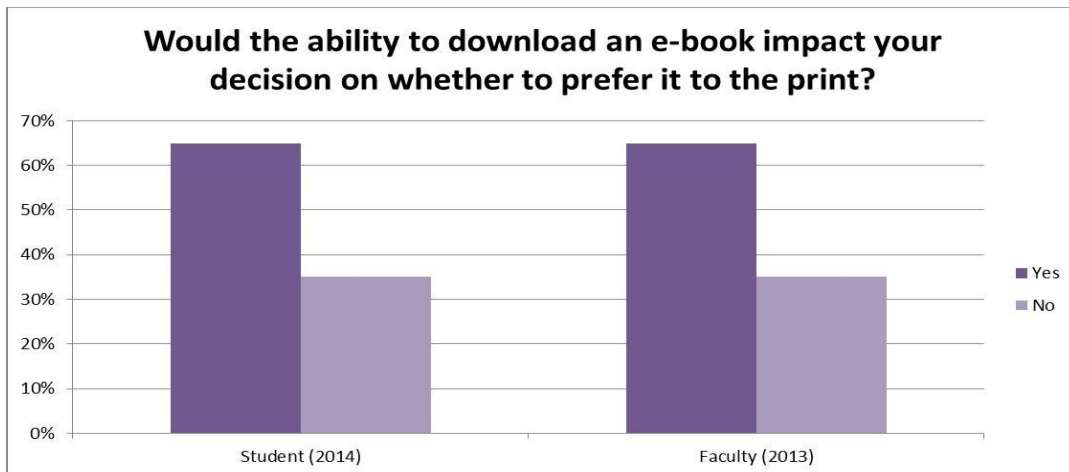
When asked “If the same title were available to you both in print and as an e-book, which one would you be most likely to use?” faculty and student responses were similar in: *selective reading - individual chapters* (e-book - 44% faculty, 48% students); *extensive reading* (e-book - 24% faculty, 17% students); and *fact finding/reference* (e-book - 52% faculty, 59% students). Faculty preferred e-books more than students for *leisure reading* (e-book - 42% faculty, 28% students); and, students preferred e-books more than faculty for *finding relevant content for my studies/teaching or research* (e-book - 55% students, 42% faculty) (see Figure 33).

Figure 33 - Print or e-book preference for same title, faculty and student survey comparison



Faculty and students are in complete agreement on the question, “Would the ability to download an e-book impact your decision on whether to prefer it to the print?” 65% yes, 35% no (see Figure 34).

Figure 34 - Downloadable e-book preference, faculty and student survey comparison



When asked how they typically read e-books on a variety of devices/methods, faculty and student responses are only similar with *Smartphones or iPod Touches*. Faculty are more likely to read e-books on a *dedicated e-book reader or an iPad or another tablet* than students. Conversely, students are more likely to *print pages and read from paper* or read on a *computer screen (desktop, laptop, or netbook)* than faculty (see Figure 35). (See Figure 36 for mean comparisons.)

Figure 35 - Reading e-books on variety of devices, faculty and student survey comparison

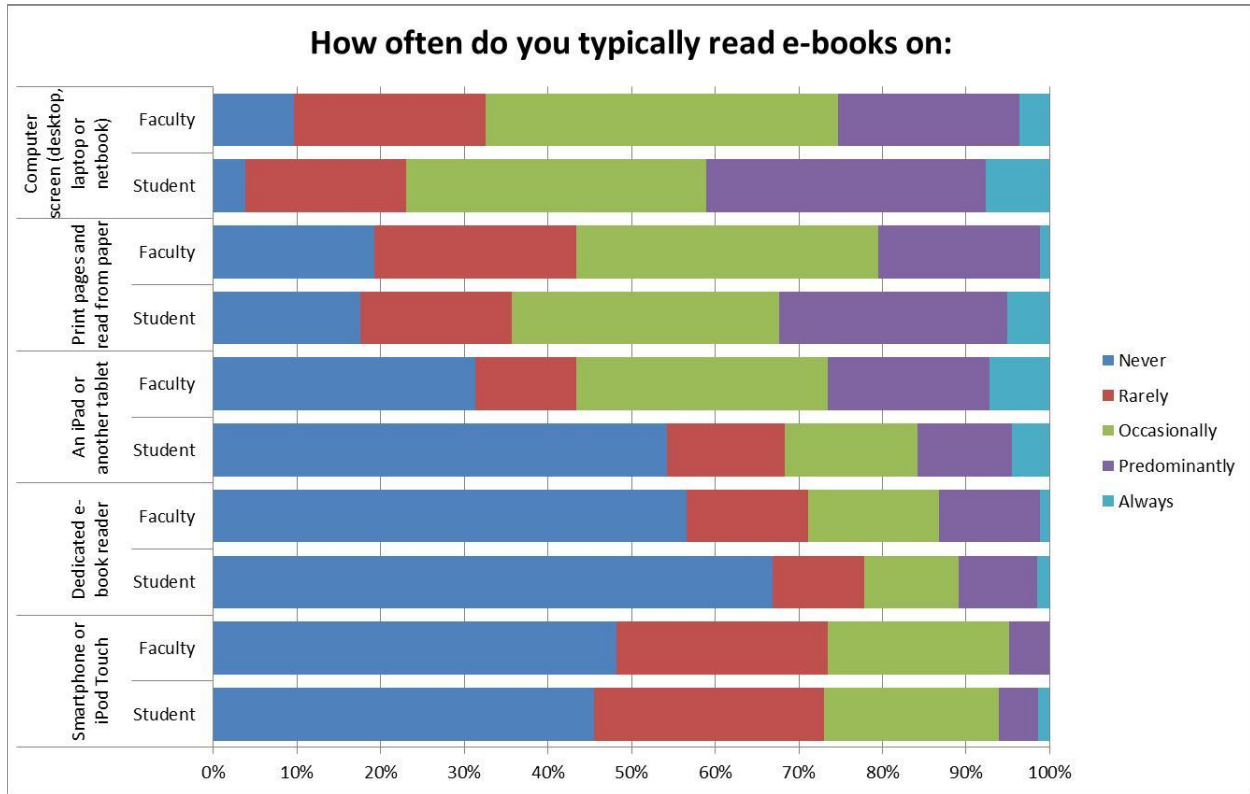
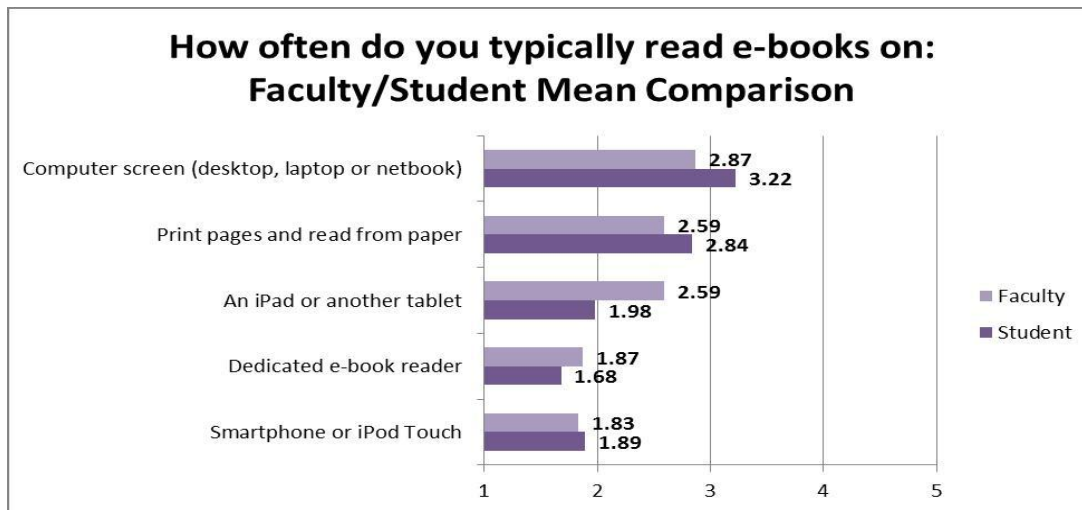


Figure 36 - Frequency of e-book reading on devices (mean comparison), faculty and student surveys

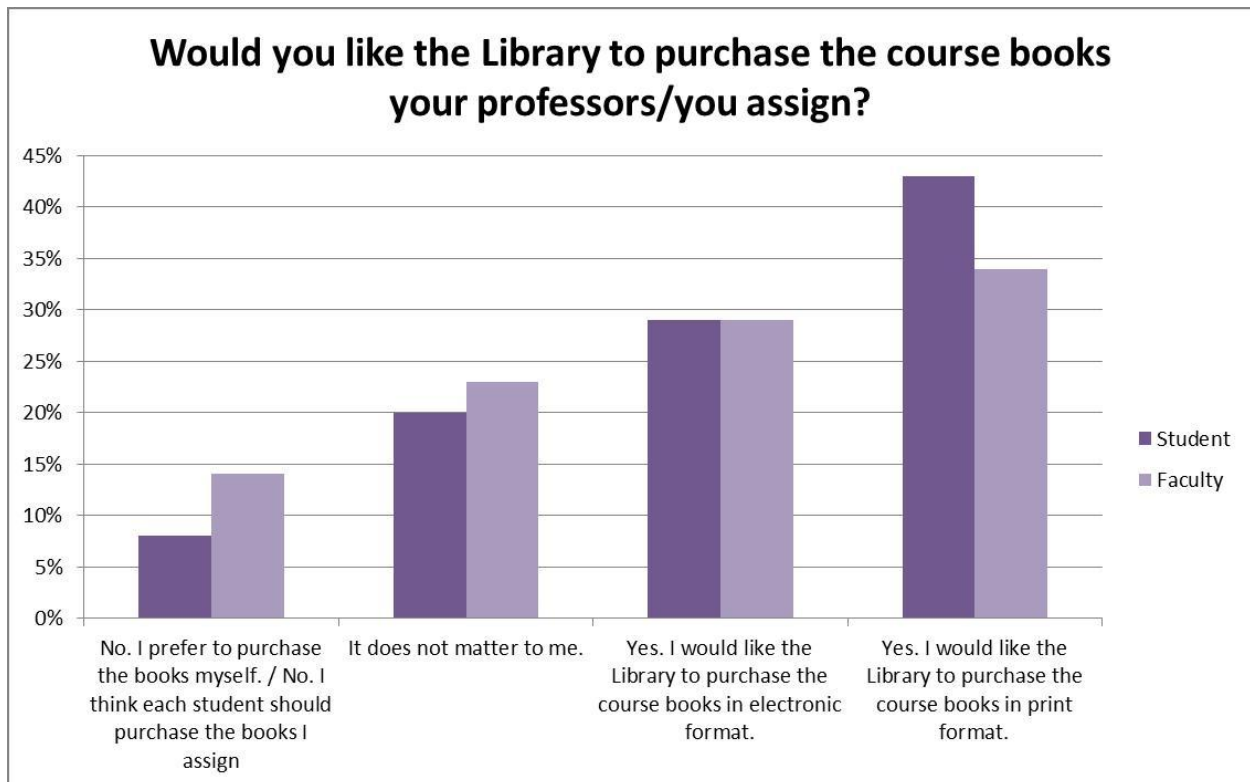


## 4 - Course-Adopted Books

Multiple questions asked for student use and perceptions of the library service of purchasing course-adopted books. As mentioned above, when asked how often they used the library building, *check out course reserves or course adopted books* was the only area related to the physical building that experienced a mean increase from 2012 to 2014 (+5%). When responding how they access course readings, textbooks, or other course related materials, *use reserves or course-adopted book in the library* increased 2% from 2012 to 2014 (25% and 27%, respectively). *Use course adopted books online* was added to the 2014 survey and 22% responded they access course readings this way. In addition, in the open-ended question, “What do you appreciate about the library,” course-adopted books were specifically mentioned by four people (1%).

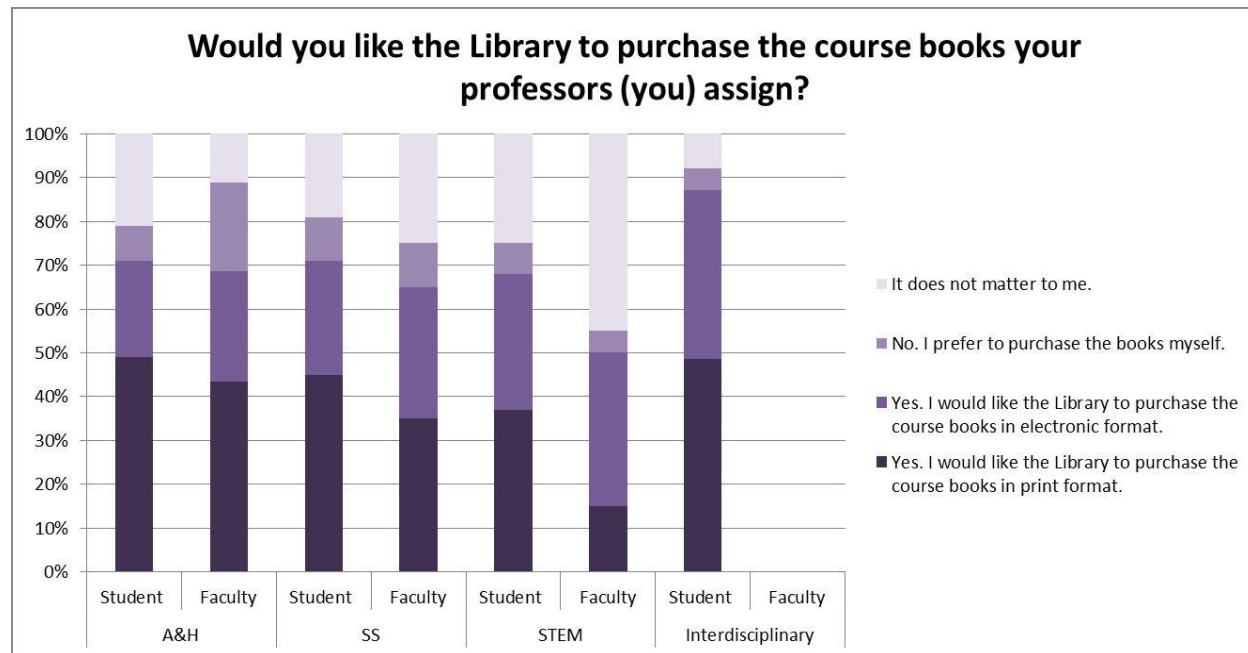
Finally, faculty and students were asked the question, “*Would you like the Library to purchase the course books your professors/you assign?*” Students, more than faculty, would like the library to purchase course-adopted books. Although both 29% of students (n=268) and faculty responded *yes, in electronic format*; 43% (n=391) of students but only 34% of faculty responded *yes, in print format*. More faculty than students responded *no* (14% faculty, 8% (n=69) students). Interestingly, 20% (n=185) of students said *it does not matter to me* (see Figure 37).

Figure 37 - Course-Adopted Books Library Purchase, faculty and student survey comparison



When broken out by subject affiliation, a very low percentage of interdisciplinary students, 8%, responded that it doesn't matter to them; for other disciplines it averaged 20%. Interdisciplinary, Arts & Humanities, and Social Science majors preferred the purchase of course books in print about equally (ranging from 45 to 49%). STEM and Interdisciplinary majors were more likely to prefer course books in electronic format (31 and 39%, respectively). When compared with the 2013 Faculty Library survey, 45% of STEM faculty, more than faculty in other disciplines as well as STEM students, responded that it didn't matter to them (see Figure 38).

Figure 38 - Course-Adopted Books (by discipline), faculty and student survey comparison



## Recommendations & Conclusion

Based on the initial survey research questions and survey results, the authors make the following conclusions and recommendations:

### *What are the library profiles (defined as library use, skill, and awareness) of Claremont Colleges students?*

Claremont Colleges students expressed high use of and appreciation for Library spaces, materials, staff, and services, and strongly value CCL in terms of their learning and academic development. STEM students rank library resources lower than other disciplines. In open-ended comments, students value the library: as study space; librarians and staff; and library services such as ILL/Link+. Students tended to use online resources more often than the services available in the physical space of the library. A large percentage of students are still unaware of and/or underuse services such as IM/Chat and in-library reference services. In most areas, STEM majors are much less likely to report using services as frequently as other majors.

### *Recommendations:*

(1) Overall the library needs to do a better job communicating about all programs, services, and resources. As some of the open-ended comments stated, the library needs to find more effective ways of partnering with faculty, students, and other campus administration and staff to get the word out.

(2) Librarians need to increase outreach to STEM faculty and students to raise awareness of collections and services provided by the library. Although STEM affiliated patrons are heavy users of library electronic resources, among all disciplines they seem the most unaware of the fact that the library provides their access.

### *How do students characterize their information literacy (IL) and technology skills, and how well do students perceive that they are being supported in their IL/technology skills development?*

There are gaps between faculty and student perceptions in two areas: student perceptions of their IL skills and faculty emphasis of IL concepts. In all IL areas, students rank their own IL skills significantly higher than faculty rank student IL skills. Comparisons between 2012 and 2014 student survey results show students rank their IL skills much higher in all areas than they did in 2012. STEM and Interdisciplinary students rank their skills as lower than Arts & Humanities and Social Sciences students. Faculty report that they emphasize IL concepts in the classroom more than students perceive that they do. Conversely, students who participated in the 2014 survey reported that faculty emphasized all IL areas *less* than did 2012 participants.

### *Recommendations:*

(3) Librarians must make it a priority to increase Information Literacy outreach and curricular integration efforts to faculty. The disconnect between student and faculty perceptions of students' Information Literacy skills appears to be growing. Librarian driven faculty development in this area is essential.

### *What are student perceptions and expectations of library collections, including, more specifically, e-books?*

E-books are a growing area of CCL's collection. Overall, student respondents in all disciplines use e-books more than faculty in similar disciplines. Students report they are more likely than faculty to use e-books for reading assigned course materials than faculty report they are to assign course readings from e-books. Students are also more likely than faculty to use e-books when looking for content for their own studies and research. Students, more so than faculty, engage with electronic content by *printing and reading from paper or reading on a computer screen*.

Regarding the library service of purchasing all course-adopted books, overall, 72% of students would like the library to purchase course-adopted books in either print or electronic format. Interdisciplinary students are more likely than other disciplines to want this service.

*Recommendations:*

(4) Librarians need to make faculty aware of student technology preferences, especially in regards to e-books, so that course and academic information is accessible to students in the most preferable way. Some faculty do not prefer e-books, however, they need to be aware that students may not share those preferences.

(5) Although still relatively unknown, the course-adopted books service is highly valued by students. However, there is frustration with the limited number of copies and short loan periods leading to accessibility and availability issues. The library should make sure this service is structured so that students can make use of it, with as few roadblocks as possible.

Finally, after multiple student surveys, several themes are mentioned repeatedly (e.g., more study space, library redesign, better marketing of services, making the library 24/7, etc.). Especially as the library engages in a strategic planning process this summer, it must begin making building and service improvements along the lines students are mentioning year after year. Critical to this is reexamining IT and infrastructure issues to address barriers (e.g., printing, account connectivity) to student use of the library.

Multiple years of the *CCL Student Library Survey* have given the library valuable insight into student use and perceptions of library services, resources, collections, and the physical building. Interestingly, although the college participant breakdown was slightly different from 2012 to 2014, overall trends were similar. This leads the library to believe that the Colleges' student populations are more generalizable than originally thought and that disciplinary differences may be a bigger factor than college. Overall, students use and appreciate library resources but, as stated above, more must be done to raise awareness at the 7Cs about the library. Although students appreciate the work the library does, there are a variety of resources of which students are not aware (e.g., librarian research assistance, course-adopted books). As a vital education resource in a student's academic career, the CCL must make it a priority to become truly integrated into the 7Cs.



## Appendices

### Appendix A: Promotional Language

Hello,

We need your opinion!

The library has developed a survey in order to better understand and meet your technology, learning and research needs.

There are questions related to library services, technology, Information Literacy, and e-books.

The survey can be found at <http://bit.ly/ccl-spring14studentsurvey> and will be open from March 10 – April 20, 2014. All Claremont Colleges students are eligible to take the survey. Only one survey entry per person. Please note that your responses will be anonymous.

After completing the survey, you can choose to be entered into a drawing to win one of four \$50 gift certificates!

Thank you for your participation!

Regards,

Sara Lowe, Char Booth, and Maria Savova

## Appendix B: Survey Instrument

### *Claremont Colleges Student Survey (Spring 2014)*

This survey was designed to understand how Claremont Colleges students use, perceive, and understand the Claremont Colleges Library, academic information technologies, and Information literacy skills. It was developed by Sara Lowe, Char Booth, and Maria Savova based on a survey Char Booth created and administered with the Council of Chief Librarians of California Community Colleges. The survey is about 25 questions long and should take you less than 20 minutes to complete.

Your participation is voluntary and anonymous, and your honest, thorough responses will help the Claremont Colleges Library provide you with better services and better meet your research and education needs. If you want to enter the optional cash prize drawing for 4 \$50 gift certificates, at the end of this survey you will be taken to another form and asked for basic contact information. You may only take the survey if you are a currently enrolled student at one of the Claremont Colleges, and you can only enter the drawing once.

Note on privacy and confidentiality: All of your responses and personal information will be kept confidential, and you will not be contacted for follow-up surveys. If published or reported, responses will be in aggregate or summary form. If you provide your email address for the prize drawing, it will not be shared, stored, or associated with your survey responses in any way.

Thank you for taking the time to respond. This survey will be open between March 10-April 20. If you have any questions or concerns, please email Sara Lowe, at [sara\\_lowe@cuc.claremont.edu](mailto:sara_lowe@cuc.claremont.edu).

#### **Library Use/Perceptions Items**

1. During the semester, about how often do you.....
  - a. Visit the Claremont Colleges Library in person – ***didn't know I could, never, very rarely, rarely, occasionally, frequently, very frequently***
  - b. Use the Library website
  - c. Use Library databases (EBSCO, ProQuest, JSTOR, Web of Science, etc....)
  - d. Access online articles
  - e. Access e-books
  - f. Talk with a librarian via IM or chat
  - g. Talk with a librarian on the phone
  - h. Talk with a librarian in person
  - i. Email a librarian
  - j. Text message a librarian
  - k. Search for items in the Blais library catalog
  - l. Check Library hours or contact information online

2. During the semester, about how often do you use the Honnold-Mudd Library BUILDING to...
  - a. Do research for an assignment – *Didn't know I could, Never, very rarely, rarely, occasionally, frequently, very frequently*
  - b. Work on non-research coursework
  - c. Check out books
  - d. Check out course Reserves or Course-Adopted Books
  - e. Use Library computers for course-related work
  - f. Use Library computers for personal business (banking, shopping, etc.)
  - g. Stop by the Services Desk to ask a question
  - h. Make an appointment with a librarian to get research help
  - i. Meet with a tutor
  - j. Study alone
  - k. Study with a class group
  - l. Study with friends
  - m. Socialize
  - n. Watch videos/DVDs
  
3. Check all the ways you have accessed course readings, textbooks, or other school-related materials during the past year.
  - a. Use Reserves or Course Adopted Books in the Library
  - b. Use Course Adopted e-Books online
  - c. Use online readings in Sakai
  - d. Check items out from the Library
  - e. Read items on the web
  - f. Read items on my mobile device
  - g. Download and print out
  - h. Buy paper course packs
  - i. Buy printed textbooks
  - j. Rent printed textbooks
  - k. Rent online textbooks
  - l. Buy online textbooks
  - m. Borrow from a friend or classmate
  - n. Other (Please specify): \_\_\_\_\_
  
4. How many times have you attended a workshop or presentation from a Claremont Colleges Librarian?
 

None, 1-2, 3-4, 5-6, more than 6
  
5. **OPTIONAL:** What do you APPRECIATE about Claremont Colleges Library?
  
6. **OPTIONAL:** What would you CHANGE about the Claremont Colleges Library?

7. **OPTIONAL:** Describe your ideal library.

**E-book Items**

8. For what purpose do you use e-books (select all that apply):

- a. Leisure reading
- b. Research (incl. course assignments)
- c. Assigned course readings
- d. Other (please specify)
- e. I do not use e-books [skip directly to question 13]

9. If the **same title** were available to you both in print and as an e-book, which one would you be **most likely** to use?

Fact finding/reference	Print	E-book
Finding relevant content for my studies or research	Print	E-book
Selective reading – individual chapters	Print	E-book
Extensive reading -- multiple chapters or whole book	Print	E-book
Leisure reading	Print	E-book
Other (please specify):	Print	E-book

[Comments available for every option]

10. Would the ability to download an e-book impact your decision on whether to prefer it to the print?

- a. Yes
- b. No

[Optional comments]

11. How often do you **typically** read e-books on:

- a. Computer screen (desktop, laptop or netbook) – **never, rarely, occasionally, predominantly, always**
- b. Print pages and read from paper
- c. An iPad or another tablet
- d. Smartphone or iPod Touch
- e. Dedicated e-book reader
- f. Other (please specify)

12. How often do you use scholarly/academic e-books:

- a. To read my assigned course readings – **never, once a year, once a semester, monthly, weekly, daily**
- b. To prepare my course assignments, write papers, etc.
- c. To do research

- d. Other school related (class activities, current awareness, general subject knowledge, etc.)

13. Would you like the Library to purchase the course books your professors assign?

- a. Yes. I would like the Library to purchase the course books in print format
- b. Yes. I would like the Library to purchase the course books in electronic format
- c. No. I prefer to purchase the books myself
- d. It does not matter to me

Questions 14 and 15 in this section adapted from pilot NSSE Experiences with Information Literacy module.

**IL/Tech Skills Assessment Items**

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14. Over the past year, about how often have you done the following?

on questions see NSSE topical

a.

[Redacted]

modules  
website

*often, Don't know*

- *Never, Sometimes, Often, Very*  
<http://nsse.iub.edu/html/modules.cfm>

b.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

15. Over the past year, how much have your instructors emphasized the following?

a.

[Redacted]

*very little, some, quite a bit, very much*

*much*

b.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

16. Please rate your abilities in the following areas:

- a. Differentiate between scholarly and popular literature - *Very high, High, Moderate, Low, None, I don't know what this means*
- b. Use Library databases to find relevant sources
- c. Evaluate sources to determine if they are authoritative
- d. Use sources to further an argument/thesis

- e. Provide proper attribution to sources
  - f. Write an annotated bibliography
17. My Claremont Colleges education is giving me the skills to:
- a. Develop an effective research question or thesis - ***strongly disagree, disagree, not sure, agree, strongly agree***
  - b. Locate appropriate resources for my research question/thesis
  - c. Effectively evaluate and analyze resources
  - d. Synthesize and articulate the ideas of others in my work
  - e. Paraphrase sources in my work
  - f. Properly cite sources
  - g. Understand when, and when not, to cite
  - h. Understand open access and what research sources will be available to me after graduation
18. How important are the Claremont College's information resources (books, online article databases, guidance from librarians, etc.) to your learning and development?
- Not Important    Very Important
- 1 – 7 scale
19. What is your skill level with the following items?
- a. Finding information for assignments in the Library or on the Library website – ***very low, low, fair, high, very high***
  - b. Finding information on the free web (Google, Wikipedia, etc.) for personal use
  - c. Finding information for assignments on the free web (Google, Wikipedia, etc.)
  - d. Using Sakai
  - e. Using word processing software (Microsoft Word)
  - f. Using presentation software (PowerPoint, Prezi)
  - g. Using spreadsheets (Excel)
  - h. Using graphics software (Photoshop, aoom)
  - i. Troubleshooting computers or software problems
  - j. Creating and editing web pages

### Demographic Items

20. What college do you attend?\*
- a. CGU
  - b. Claremont McKenna
  - c. Harvey Mudd
  - d. Keck Graduate Institute
  - e. Pitzer
  - f. Pomona

- g. Scripps
21. Department/Subject
- a. Arts & Humanities (e.g., History, Philosophy, Theatre, Languages)
  - b. Science, Math, Technology (e.g., Biology, Physics, Computer Science)
  - c. Social Sciences (e.g., Politics, Economics, Business)
  - d. Interdisciplinary (please specify)
22. What best represents your student status?
- a. First-Year
  - b. Sophomore
  - c. Junior
  - d. Senior
  - e. Graduate Master's
  - f. Graduate PhD
23. How old are you?
- a. 19 or under
  - b. 20 to 24
  - c. 25 to 29
  - d. 30 to 34
  - e. 35 to 39
  - f. 40 to 49
  - g. 50+
24. Cumulative GPA
- a. Below 2.0
  - b. 2.0 – 2.4
  - c. 2.5 – 2.9
  - d. 3.0 – 3.4
  - e. 3.5 – 4.0
25. **OPTIONAL:** Do you have any other comments or suggestions?

## Appendix C: CCL's Information Literacy Habits of Mind Definition and 1st Year/Capstone Learning Outcomes

### Information Literacy at the Claremont Colleges: Critical Habits of Mind & First-Year/Capstone Learning Outcomes

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Claremont Colleges Library Educational Services - Booth, Burrow, Chappell, Lowe, Stone, & Tagge

#### ***Information Literacy at the Claremont Colleges: Engaging Critical Habits of Mind***

Information literacy is the ability to use critical thinking to create meaningful knowledge from information. The information literate Claremont Colleges student:

- Engages in a process of **inquiry** in order to frame intellectual challenges and identify research needs;
- Strategically accesses and **evaluates** information;
- **Communicates** information effectively;
- Provides clear **attribution** of source materials used;
- And develops **insight** into the social, legal, economic, and ethical aspects of information creation, use, access, and durability.

#### ***Critical Habits of Mind***

1 **Inquiry** - interpreting assignments; determining information needs; developing a research strategy, question(s), and/or thesis to facilitate strategic information discovery and access; preliminary research tool and source selection

2 **Evaluation** - resource analysis, inference, and revision of research strategy

3 **Communication** - synthesis, integration, contextualization, and presentation of evidence in scholarship and creative work

4 **Attribution** - providing clear documentation of source materials; perceiving and engaging in a scholarly conversation; understanding copyright regulations, fair use, and when to seek permissions

5 **Insight** - critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

#### ***Information Literacy Learning Outcomes***

##### ***First-Year Outcomes***

At the culmination of their initial year at one of the five undergraduate Claremont Colleges, the information literate student is able to:

##### **1 Inquiry**



- understand and interpret assignment parameters
- clearly define a research or information need
- conduct basic information search strategies
- develop a bibliography using resources beyond web-based or popular media sources

## 2 Evaluation

- conduct preliminary research to inform a research question or information need
- engage with, understand, and draw inferences from scholarly work
- select sources that are broadly appropriate to a research topic
- distinguish between categories and types of information (e.g., fact v. opinion, scholarly v. popular, primary v. secondary)

## 3 Communication

- paraphrase arguments and provide basic summaries of information sources
- clearly distinguish between their own ideas and those of others
- provide a limited original synthesis of information sources

## 4 Attribution

- convey a preliminary understanding of why, when, and how to give attribution
- understand the criteria of academic honesty and how to avoid intentional and unintentional plagiarism
- cite basic information sources based on a specified style format in-text as well as in bibliography/endnotes/footnotes

## 5 Insight

- distinguish between institutionally provided and open web resources
- begin to recognize the universe of scholarship related to academic disciplines
- possess an emerging critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

### *Capstone/Senior Outcomes*

At the culmination of their capstone/senior year at one of the five undergraduate Claremont Colleges, the information literate undergraduate student is able to:

#### 1 Inquiry

- clearly articulate an information need, define appropriate keywords and revise them as necessary, and discover/access specialized information resources
- explore multiple contexts of information creation
- identify and articulate the limits of the information that is available to them
- employ source materials in a way that demonstrates sophisticated independent thought

#### 2 Evaluation

- effectively analyze information from multiple advanced sources into a project that represents significant new or novel information in their field of interest
- show an understanding/knowledge of scholarship related to topic
- choose appropriate resources for scope of information need

### **3 Communication**

- organize, synthesize, and articulate a complex array of sources in a way that is accessible to the intended audience
- integrate and synthesize evidence expertly to support claims

### **4 Attribution**

- develop a thorough bibliography with multiple and diverse sources of information that indicates a clear grasp of the 'scholarly conversation' in a discipline or disciplines
- exhibit proper use of paraphrasing, citations, footnotes, etc. in advanced original work.
- demonstrate sophisticated understanding of why, when, and how to give attribution

### **5 Insight**

- demonstrate a grasp of where, why, and how to obtain open access versus institutionally-affiliated research resources and articulate their institutional access privilege beyond open web resources
- understand the various social, political, and cultural factors that affect information creation, use, access, durability, and openness
- perceive how these factors may affect the ability to obtain information post-graduation and form an alternate access strategy based on subsequent information need and context (e.g., interlibrary lending, information in the professions)
- clearly recognize the universe(s) of scholarship related to academic disciplines and interdisciplines

## Investigator Contact Information

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