

Henry Madden Library Assessment Report 2014/2015

The Henry Madden Library conducted several assessment initiatives last year. Since the Library is not a degree program, we did not assess specific learning outcomes and focused instead on information literacy skills. Since Information Literacy is one of WASC's five core competencies, we wanted to measure our students' skill levels in this area. To do so, we used several tools: the Standardized Assessment of Information Literacy Skills (SAILS); a comparative study of students enrolled in the ECON 50 course; a cooperative assessment of freshmen English classes comparing the Fresno, Long Beach, and Northridge campuses; completion of our online information literacy modules; and GradesFirst to survey students participating in our in-person instruction sessions.

1. **Standardized Assessment of Information Literacy Skills (SAILS).** SAILS is a standardized test that measures student information literacy skills. We used the cohort version to measure the information literacy skills of Freshmen students in Fall 2014 and Senior students in Spring 2015. The questions on the SAILS test follow the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education*. In the cohort mode, we are able to compare our students to those at other universities that also administered SAILS. According to the SAILS website:

The SAILS Cohort Test measures information literacy knowledge of groups (cohorts) of students. Results are reported by class standing and by major. Comparisons with the entire SAILS benchmark are also offered. The measurement model used by SAILS is item response theory (IRT), specifically the one-parameter Rasch model. IRT calculates scores based on a combination of item difficulty and student performance. The process begins with merging data from all institutions into a benchmark file. Student responses to the items on the test are then used to determine the difficulty level of each item. Once that determination is made, student responses are analyzed to determine an average score for each group (or cohort). Scores in the report are placed on a scale that ranges from 0 to 1000.

Seniors showed significant improvements over Freshmen in nearly every category measured by SAILS. On a 1,000 point scale, Freshmen scored an average of 453 (below our peer institutions) and Seniors scored 507 (on par with our peer institutions). The 54 point achievement gain is statistically significant and demonstrates a true increase in information literacy knowledge as a result of enrollment in classes at Fresno State. See Appendix A for a comparison of Freshmen and Seniors, with data categorized by college and by specific information literacy skills.

Looking at the data by college, students in every college except Engineering showed a statistically significant increase in information literacy scores. Students in Education/Liberal Studies, Business, and Social Sciences demonstrated the greatest increases in SAILS scores. In contrast, students in Science and Math showed marginal increase in information literacy skills – but this may be due to the fact that these students had the highest scores as Freshmen so there was less room for improvement.

We believe that SAILS is a useful tool for measuring our students' information literacy skills. We intend to continue measuring these skills by testing random samples of Freshmen (in the Fall) and Seniors (in the Spring).

- 2. GradesFirst for tracking participation in in-person instruction.** All last year we used GradesFirst to keep track of students attending our in-person instruction sessions and workshops. During 2014-2015 we captured 3,856 unique students who attended instruction sessions and 465 who attended workshops. GradesFirst provides a wealth of data on all of these students and we are working to determine how to incorporate that data into our assessment activities.

We conducted follow-up Qualtrics surveys for some of the instruction classes last year to get student feedback about the usefulness of the session. That data was shared with each instructor. During 2015-2016 we intend to work with OIE to determine how to better use GradesFirst data.

- 3. Assessment of Information Literacy Modules.** The library's online literacy modules in Blackboard were heavily used in 2014-2015. 3,540 students successfully completed at least one module during the Fall 2014 semester and another 2,244 completed at least one module during Spring semester 2015. Like with GradesFirst, we have the student contact information. We need to figure out what we can do with that data to evaluate these students.
- 4. ECON 50.** In 2014-2015, one librarian (Hiromi Kubo) continued to conduct information literacy assessment research in the ECON 50: Principles of Macroeconomics course with Professor Gil Kim. They incorporated a series of information literacy instruction activities into one of two identical ECON 50 sections and compared results to students in the other section who did not receive that instruction. Assessment was conducted using a set of pre- and post-tests and a writing assignment. The data from the pre- and post-tests showed that there was either some or significant improvement in all areas of the designed information literacy learning outcomes among students in the treated group, with a leap of improvement from the pre-test score to the post-test score significantly greater than the non-treated group. Therefore, the assessment research indicated that the information literacy instruction integrated into the ECON 50 coursework helped develop the students' information research skills and their understanding of information literacy concepts, which are vital for college students in today's "Information Age." This research will continue during the 2015-2016 academic year.
- 5. CSU Council of Library Directors (COLD) Assessment Project.** Along with the Long Beach and Northridge campuses, we are working on a CSU assessment of Freshmen English students. Planning for the project took place in 2014-2015 and actual assessment begins in Fall 2015. At Fresno, we are working with the English 10 and English 5B courses. Assessment will involve surveying students about information literacy skills and evaluating the application of those skills in their final papers.

Assessment Activities for 2015-2016

The library is planning a variety of assessment programs for the coming academic year. These include:

1. Another round of SAILS for measuring information literacy skills, testing freshmen in Fall 2015 and Seniors in Spring 2016.
2. Use the LIBQUAL+ instrument to survey the campus about the library. LibQUAL+ gives library users a chance to tell where services need improvement so we can respond to and better manage their expectations.
3. Use the ClimateQUAL instrument (another LIBQUAL product) to assess the library environment from the staff perspective. ClimateQUAL®: Organizational Climate and Diversity Assessment is an assessment of library staff perceptions concerning (a) their library's commitment to the principles of diversity, (b) organizational policies and procedures, and (c) staff attitudes. It is an online survey with questions designed to understand the impact perceptions have on service quality in a library setting.
4. Figure out how to use the student data from GradesFirst and the Information Literacy Modules to do meaningful assessment of information literacy instruction.
5. Do additional research with the ECON 50 class using the experimental and control model.
6. As part of a part of a CSU-wide assessment that is being conducted at Fresno, Long Beach, and Northridge, we will be assessing students in the English 10 and English 5B courses during Fall 2015. Students will be surveyed on their information literacy skills and we will evaluate the application of those skills in their final papers. This project is