

# PVCC Library General Assessment Report

## Spring 2009

- **Introduction:**

In Spring of 2009, we utilized the Research Readiness Self-Assessment multiple choice questions in two formats. These are the outcomes that were assessed:

- The student will be able to determine the nature and extent of the information needed.
- The student will be able to access needed information effectively and efficiently.
- The student will be able to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.

Here are some sample questions:

If you wanted to find articles about body image and weight, what would be the **best** search in a library database?

- "Body image" **AND** weight
- Body image **AND** weight
- "Body image" **AND** "weight"
- Body image weight
- Body image **OR** weight

Which article includes a thorough review of existing research on body image and weight?

- [Sociological and Individual Psychological Predictors of Body Image](#)
- [Body Image Controversy](#)

You are looking for information on global issues and you have found two sites. Click on the links below to examine each site and evaluate its content. Which site has the most authority regarding these issues-in other words, which of the two sites was created by a more credible author?

- [United Nations](#)
- [Global Issues](#)

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- **Analysis:**
  - *RRSA Regular Overall Scores-132 students*

Category	Min Score	Max Score	Average Score	Points Possible	%
	0	0	0.00	1	0.00
Accessing Information	0	5	2.40	6	40.00
Citing and Plagiarism	5	17	12.74	18	70.78
Determining Information	0	6	3.89	6	64.83
Evaluating information	2	18	5.69	9	63.22
Perceived research skills	16	40	29.68	40	74.20
Research and library experience	3	27	13.03	29	44.93

**Demographic Data:** 46 of the students who took the assessment have completed between 10-24 credits. The second highest number is 32 with 25-40 credits. 69 students had library instruction 1-3 times with the second highest number of 23 having had none. Additionally, 47 students said they have had ENG 102, while 46 said they are currently taking ENG 102. Approximately 102 students are planning on transferring to a 4 year institution, while 85 are majoring in Education/Social Work. Overall, we can say with confidence this is a mid-level group in terms of academic experience and educational goals. Most of the students have taken several credits and have an established academic path.

**Overall Analysis:** Students scored 64% on determining information, 40% on accessing information and 63% on evaluating information. We had initially determined that proficiency was at 70% or higher. We can therefore conclude that as a group, students were not proficient in any of these areas. It is interesting to note, that their perceived research skills were at 74% while their experience with using libraries was only 44%.

We also chose 3 representative questions to determine overall how students did on the post-test (this is not a true post-test but rather a snapshot test as opposed to the other assessment which is a post-test but we are using it to compare to this set of assessments of how students did as a snapshot after library instruction). Here they are:

What is traditionally the most authoritative source of current information on a specialized topic? 64% got this question wrong

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The best definition of the word AND in the sample search below is. 62% got this question wrong

Which article (of the 2 displayed) most likely serves commercial purposes? 69% got this question wrong

This assessment was designed to create a baseline snapshot of where students are at the beginning of the semester, before library instruction and at the end of the semester after some library instruction. Based on these results, we believe that the pre/post assessment model with focused and systematic infusion of Information Literacy concepts as part of the course curriculum is the better model to improve scores and therefore bring students closer to the set level of proficiency.

### o *RRSA BlackBoard Overall Scores with Pre/Post Testing-302 Students*

**Demographic Data:** 82 students completed 7-12 credits, with 75 students completing 13-18 as the highest numbers. All of these students have had at least three library instruction sections due to the ILab structure. 135 students plan to transfer to a four year institution, with personal interest/self-improvement as the second highest category with 56 students. Nursing had the most number of declared majors with 29, while General Studies had the second highest with 23. Finally, 99 students passed ENG 101, while 46 passed ENG 102.

**Overall Analysis:** 45% of students were proficient in determining information. 38% of students were proficient in accessing information and 46% of students were proficient in evaluating information. We had initially determined that proficiency was at 70% or higher. We can therefore conclude that as a group, roughly half of the total number of students were proficient in these three areas as compared to the regular RRSA group that did not show **any** students were proficient in any of the areas.

We also chose 3 representative questions to determine overall how students did on the post-test. Here they are:

What is traditionally the most authoritative source of current information on a specialized topic? 46% got this question wrong

The best definition of the word AND in the sample search below is. 29% got this question wrong

Which article (of the 2 displayed) most likely serves commercial purposes? 32% got this question wrong

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We can see that students did far better within the assessment for this model than for the other model. We can infer that because students were exposed to a structured, systematic set of Information Literacy sessions coupled with homework and additional information online in between the face to face sessions, students were able to retain and transfer the concepts in a more effective way. It is also important to note that the overall scores went up between the pre and post tests for the students who were participating in our ILab Program:

- The average pre-test score for all sections was 15.7
- The average post-test score for all sections was 18.1
- TOTAL IMPROVEMENT: 14%

- **TRENDS**

There are several interesting trends that can be noted:

- Scores were higher on average for students who completed 19-30 credits as opposed to those who completed 31 or more
  - Scores were higher on average for students who plan to transfer to a four year institution than for any other group including those who were preparing directly for employment, improving career skills, learning new career skills, changing careers or those taking classes for personal or self-improvement reasons
  - Students citing majors in Education, EMT, Fire Science and the Natural Sciences scored higher than all the other majors including Nursing.
  - Students who passed ENG 102 scored higher than those that did not which includes withdrawals, P/NP etc.
  - Students who passed ENG 101 scored higher than those that did not which includes withdrawals, P/NP etc.
- **Recommendations:**
    - We are currently implementing a structured Information Literacy sequence for all Nursing majors that takes them from Block 1 to Block 4
    - Our ILab program is expanding to include various disciplines
    - We are offering two sections of the IFS 101 course
    - We should also determine if 70% is a minimum level of proficiency, how many students exceed that and by how much