



Pre and Post Assessment of Information Literacy Program at FCC: some learning outcomes

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The Beginning

- The Library Safari was initially started in the Fall Semester, 2011.
- It was started as a course-embedded Information Literacy Program merged in mandatory course of UNIV 100.
- The Target audience was Freshman Baccalaureate students for this program.

Objectives of The Library Safari

The Library Safari information literacy program was started with the aim to “bridge the existing gap between the classroom and the library’s information resources”, helping UNIV 100 students to reduce their library anxiety by helping them learn how to navigate our library system.

Composition of IL Program

- Course Contents were designed keeping in mind first two ACRL standards.
 - Identify the different ways to get help from librarians. *[ACRL Standard 2]*
 - Select appropriate library resources for their information need (e.g., knowing when to use the catalog versus a database). *[ACRL Standard 1]*
 - Interpret how to read a Dewey Decimal Classification (DDC) Call Number in order to locate research materials on Library Shelves.*[ACRL Standard 2]*
- Information Literacy Program is delivered in 3 parts:
 1. **Computer-lab presentation session:** “Finding and using online information”
 2. **Guided tour:** “Finding and using Library Books and Services”
 3. **Information Commons Tour:** Information Commons Facilities and Services

Why Bothering about Assessment?

- Because you have to in order to weigh the benefits against expectations!
- It really allows to identify areas that need more attention.
- Can lead to a complete redesign of library instruction program or bring some major changes.
- It also helps in identifying strong areas where we can exploit more.

Previous Experience of Assessment

- In order to assess the library's Information literacy program we decided to use Standardized Assessment of Information Literacy Skills (SAILS) in the year 2014.
- Overall **72 universities** participated in this survey mostly from US, **3 from AMICAL Consortium** and **1 from Pakistan i.e. FCC.**

Results of the SAILS Assessment

Figure 3.1 Data Table Showing Overall Scores Across All SAILS Skill Sets

	Forman Christian College	Institution Type: Baccalaureate - Liberal Arts	PK Institutions	All Institutions	Pre-defined Consortium
SAILS Skill Sets					
Developing a Research Strategy	434 ±24	509 ±3	434 ±24	498 ±1	463 ±21
Selecting Finding Tools	464 ±30	536 ±5	464 ±30	519 ±2	495 ±25
Searching	418 ±22	478 ±4	418 ±22	466 ±1	447 ±21
Using Finding Tool Features	492 ±41	557 ±5	492 ±41	546 ±2	521 ±32
Retrieving Sources	477 ±37	580 ±5	477 ±37	555 ±2	517 ±29
Evaluating Sources	402 ±27	485 ±4	402 ±27	479 ±1	442 ±24
Documenting Sources	389 ±36	474 ±6	389 ±36	451 ±2	437 ±29

Pre-Post Assessment of Library Safari

- In the Fall Semester, 2015 we at FCC decided to have our own assessment of Library Safari Program.
- The purpose was to have a pre and post assessment so that we can compare the results and see how students have benefited from this program.



Methodology

Questionnaire:

Pre and Post Questionnaire were developed covering the first two standards of ACRL. Questionnaire was prepared after review of the relevant literature, discussions with the peers and library staff.

Pilot testing:

The Questionnaire was pre-tested on a group of 10 Freshman Baccalaureate students and necessary changes were made in the questions.

Methodology

Sample:

It was a survey study so all **887 freshman baccalaureate students** were part of the sample having UNIV 100 Course. **75%** of the total enrollment (**667 students**) took the UNIV100 pre-test. **44% (295 students)** took the post-test.

Data collected from **295 students** were selected for final analysis who attended all three Library Safari sessions and also filled both pre and post assessment survey questionnaires.



Methodology

Data Collection:

Google forms were used to design online questionnaires for both pre and post assessment surveys. The links were given on the library website so the students can easily access the questionnaire.

For pre-assessment data was collected prior to information literacy sessions and for post assessment data was collection after one month of Information Literacy Sessions.

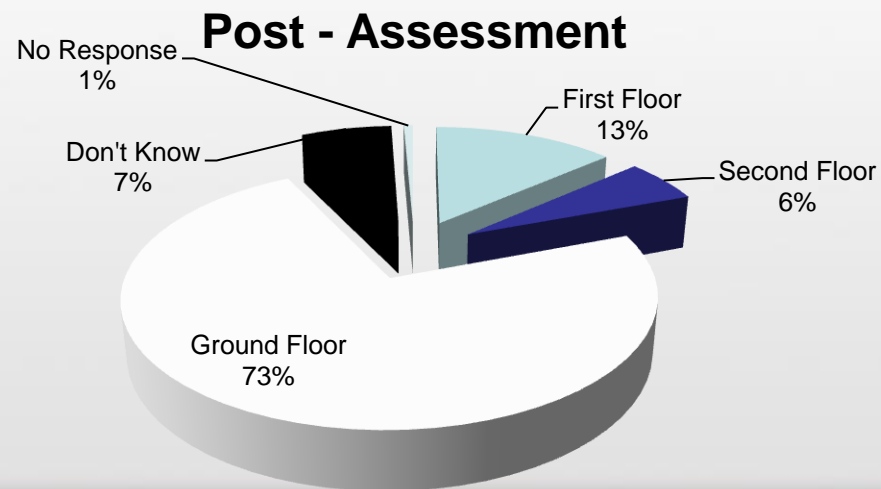
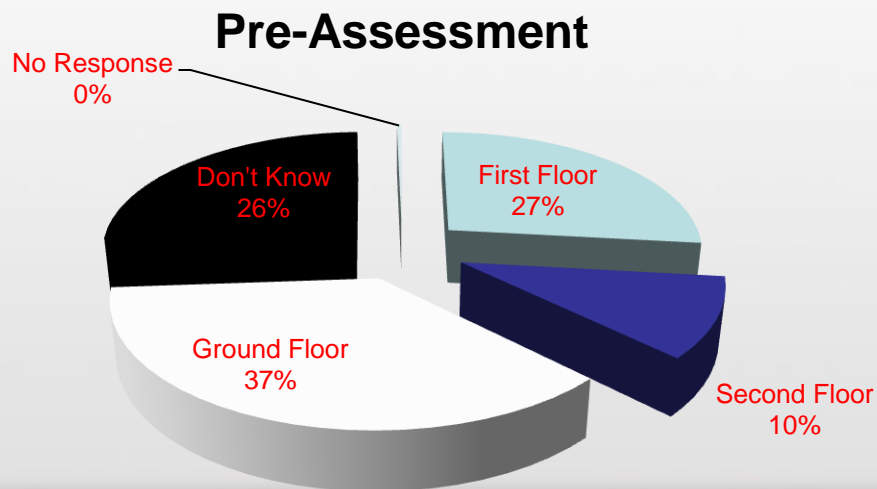
Data Analysis:

Data analysis was done with the help of **SPSS Software**.

Results

Q. 1: Reference Materials are located on which floor of the library?? Skill: Information Resources Awareness (Library Tour)

In pre assessment 37% students (n=108) answered the correct option which was Ground Floor. In post assessment the percentage of correct response increased from 37% to 73% students (n=216).

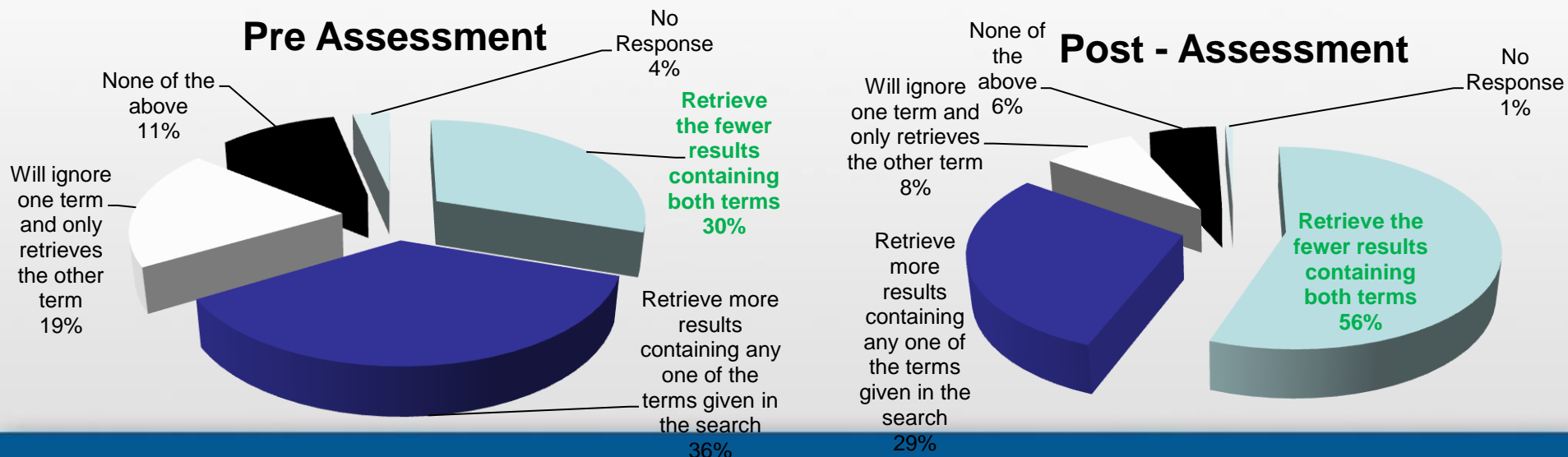


Results

Q. 2: If you join two different keywords with the Boolean operator "AND" in your search, it will?

Skill: Information Searching (Lab Sessions)

In the pre assessment 30% students (n=89) answered the correct option. In post assessment the percentage of correct response increased from 30% to 56% students (n=164).



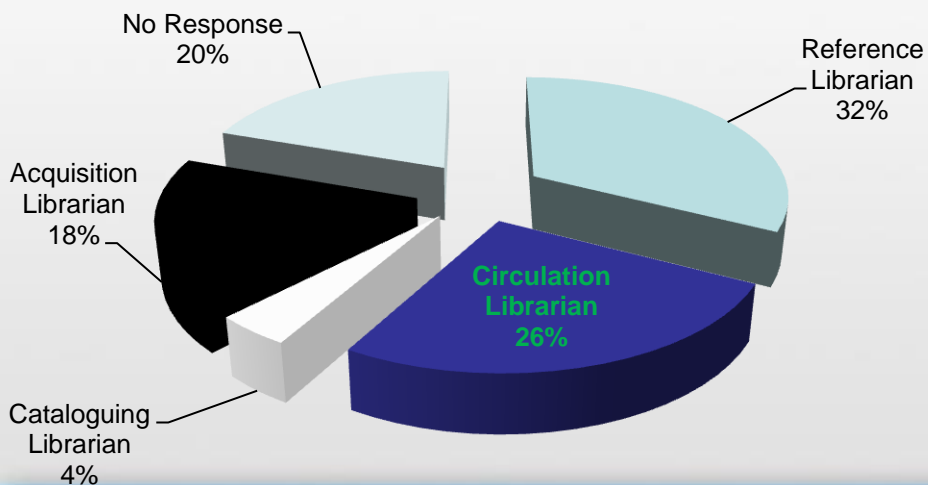
Results

Q. 3: If you have complaint regarding your overdue fines, which librarian would you consult?

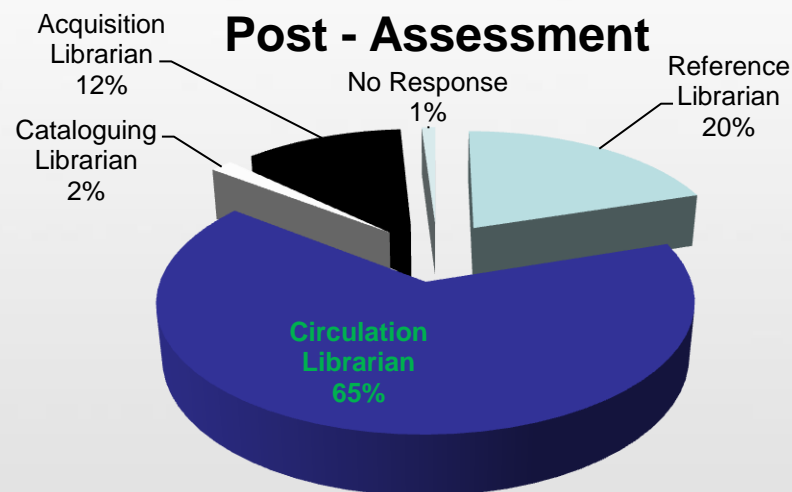
Skill: Awareness of Seeking Librarian's Help (Library Tour)

In pre assessment 26% students (n=76) answered the correct option which was Circulation Librarian. In post assessment the percentage of correct response increased from 26% to 65% students (n=193).

Pre - Assessment



Post - Assessment

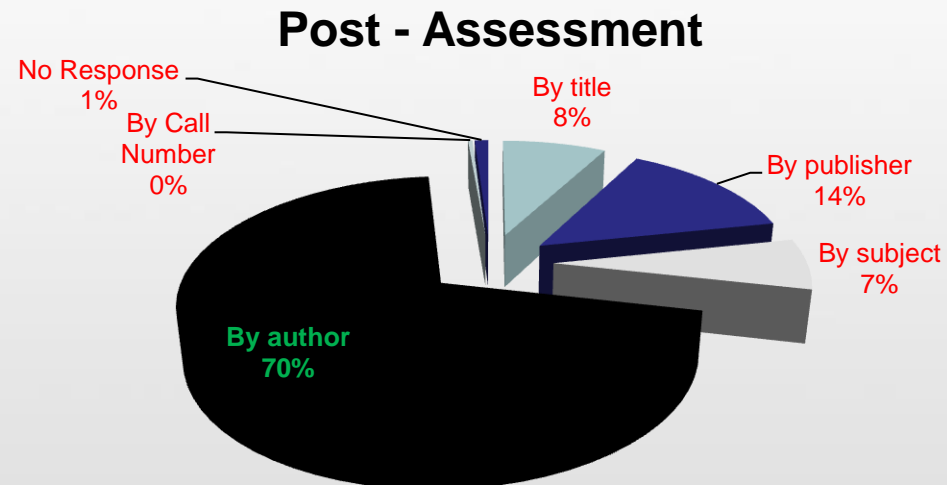
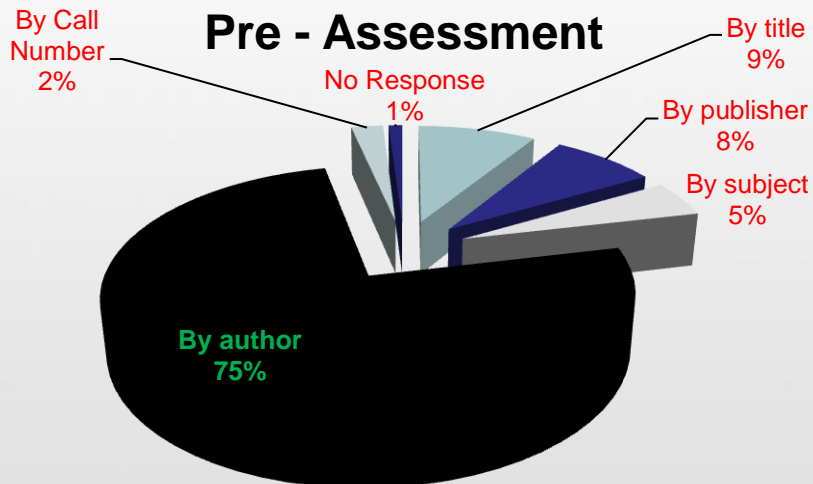


Results

Q. 4: To find all the books written by Philip Kotler in the library catalogue, you would do a search by?

Skill: Information Searching (Library Tour)

In the pre assessment 75% students (n=222) answered the correct option. In post assessment the percentage of correct response decreased from 75% to 70% students (n=207).

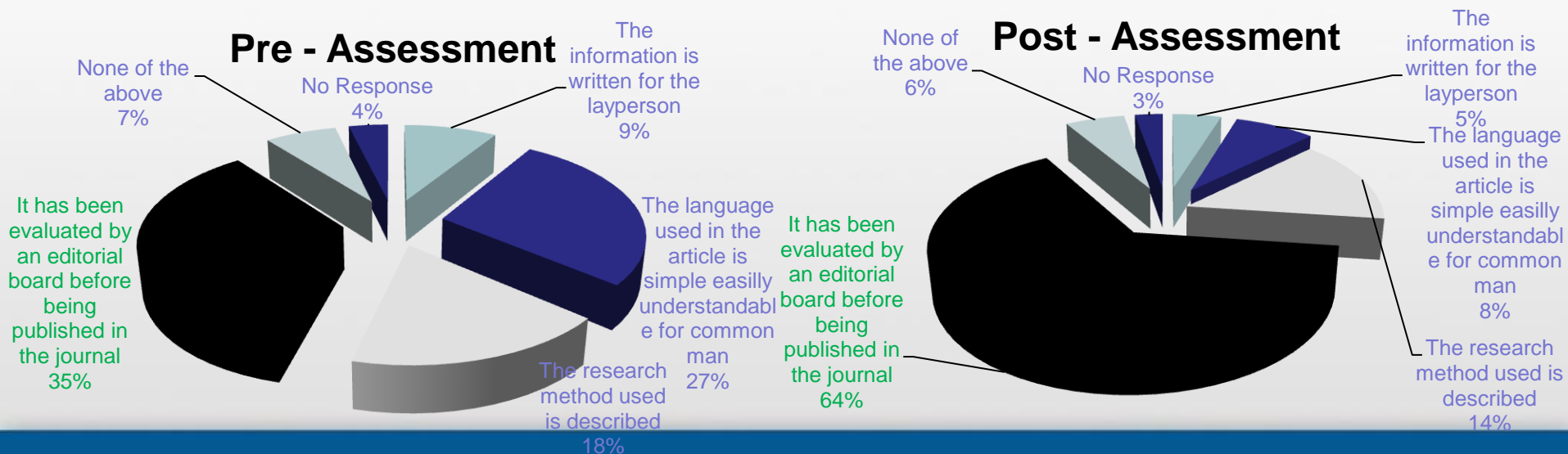


Results

Q. 5: Which of the following best describe(s) a peer reviewed research articles published in a scholarly journal?

Skill: Searching Information Sources (Lab Sessions)

In the pre assessment 35% students (n=105) answered the correct option. In post assessment the percentage of correct response increased from 35% to 64% students (n=190).

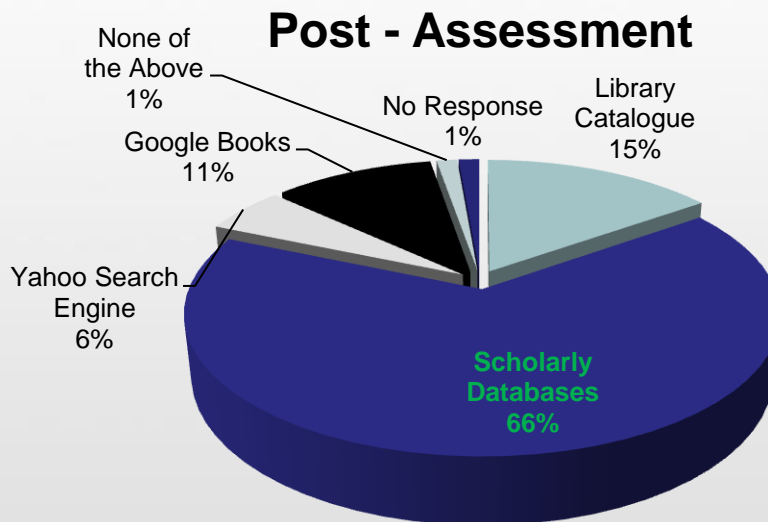
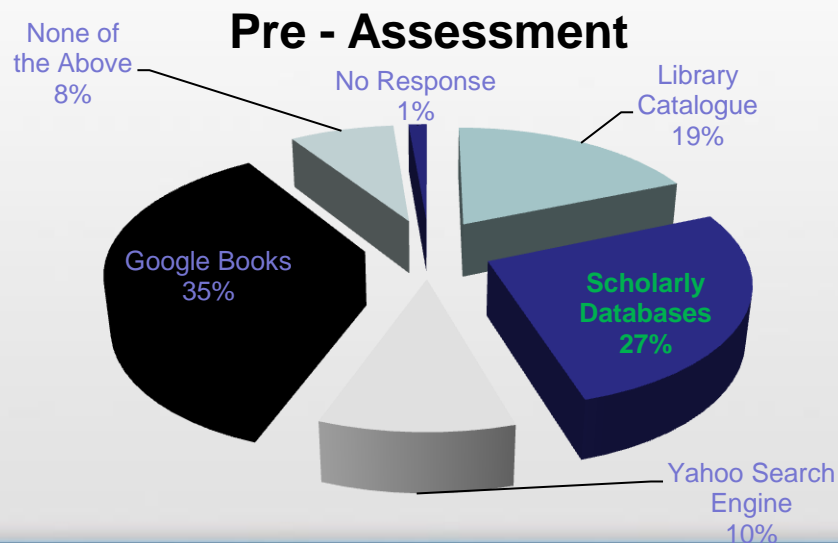


Results

Q. 6: Where you will search to find research articles on Drug Abuse?

Skill: Searching Information Sources (Lab Sessions)

In the pre assessment 27% students (n=79) answered the correct option. In post assessment the percentage of correct response increased from 27% to 66% students (n=195).



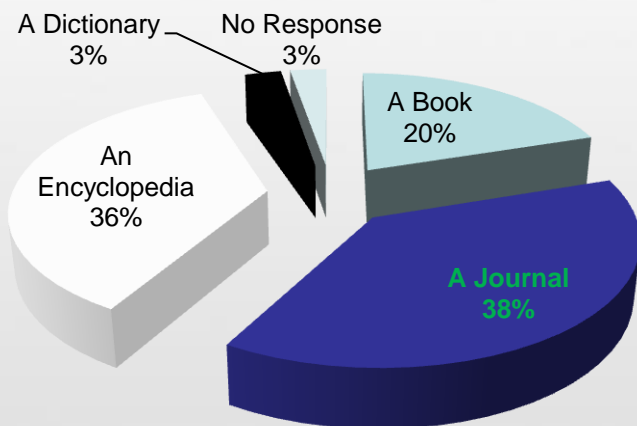
Results

Q. 7: To find the most recent information about drug abuse, will you consult?

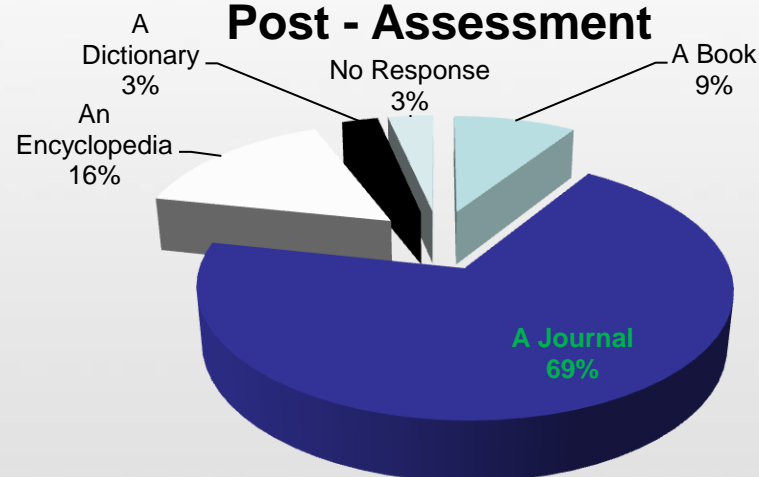
Skill: Searching Information Sources (Lab Sessions)

In the pre assessment 38% students (n=113) answered the correct option. In post assessment the percentage of correct response increased from 38% to 69% students (n=204).

Pre - Assessment



Post - Assessment

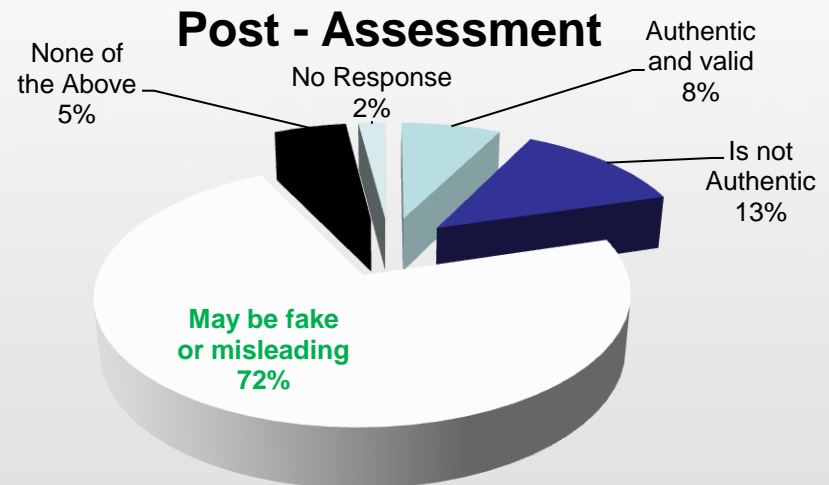
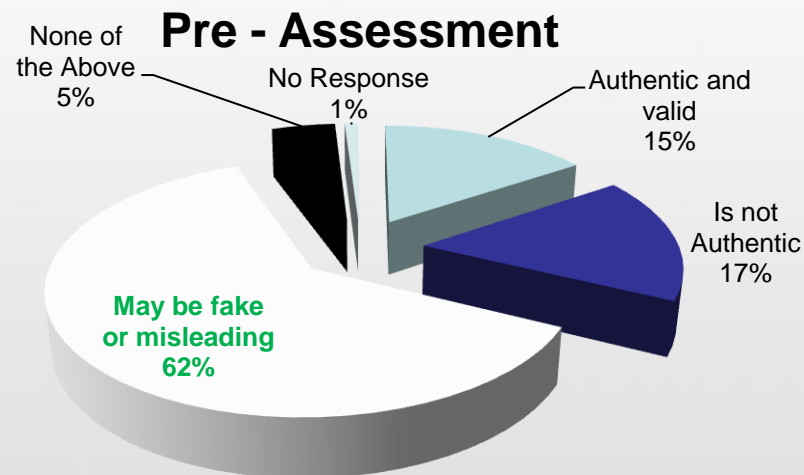


Results

Q. 8: All the information that is available on different websites over internet is?

Skill: Assessing Information Sources (Lab Sessions)

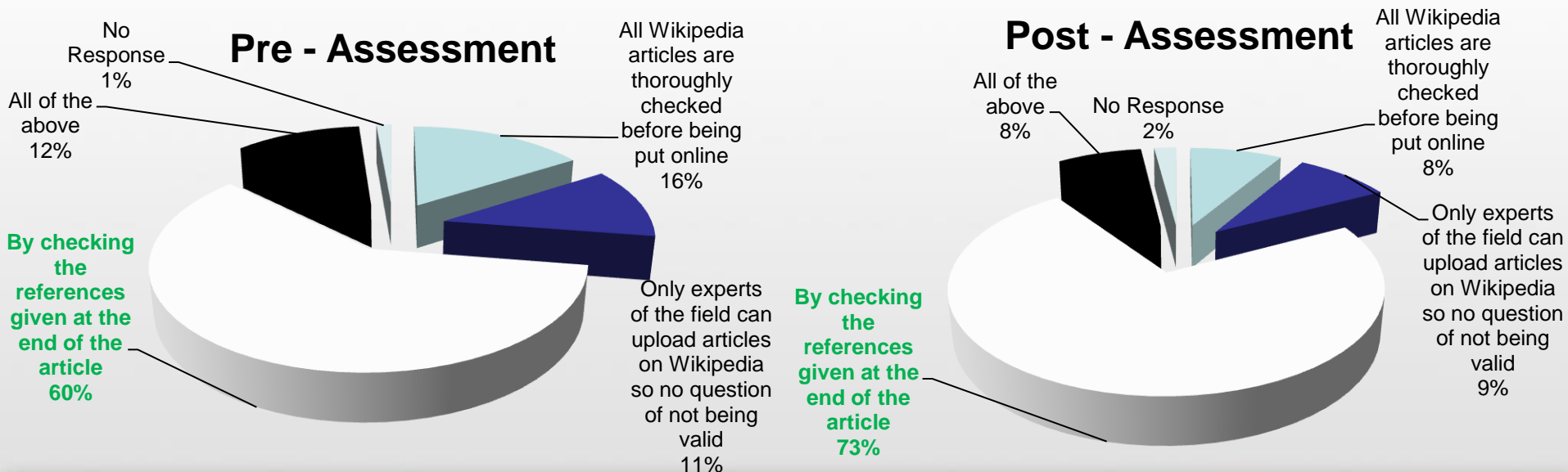
In the pre assessment 62% students (n=183) answered the correct option. In post assessment the percentage of correct response increased from 62% to 72% students (n=213).



Results

Q. 9: How do you judge the authenticity of a Wikipedia article? Skill: Assessing Information Sources (Lab Sessions)

In the pre assessment 60% students (n=176) answered the correct option. In post assessment the percentage of correct response increased from 60% to 73% students (n=215).

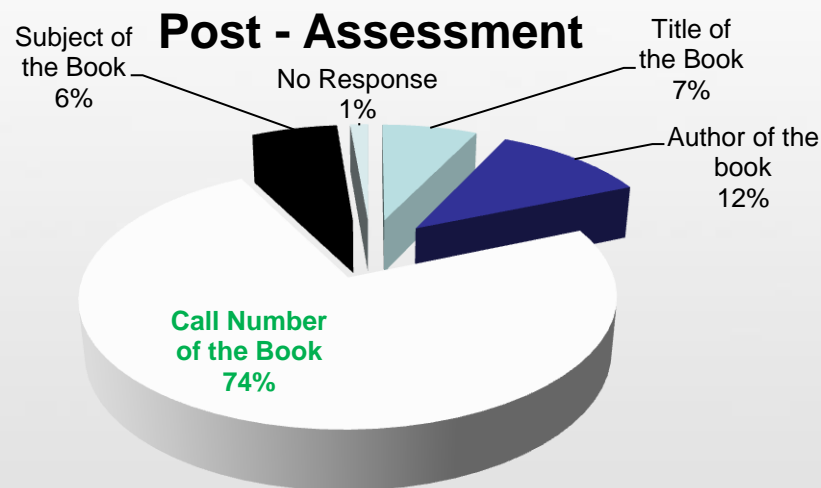
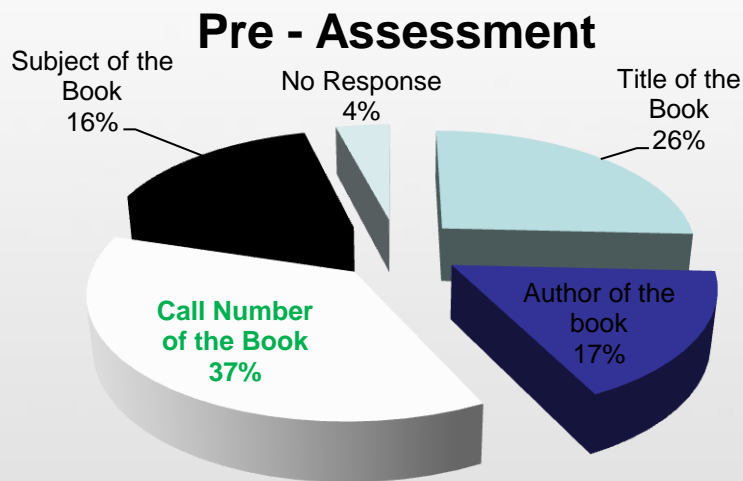


Results

Q. 10: Which of the following information is most important to locate a book in the library from the shelf?

Skill: Searching Information Sources (Library Tours)

In the pre assessment 37% students (n=109) answered the correct option. In post assessment the percentage of correct response increased from 37% to 74% students (n=217).



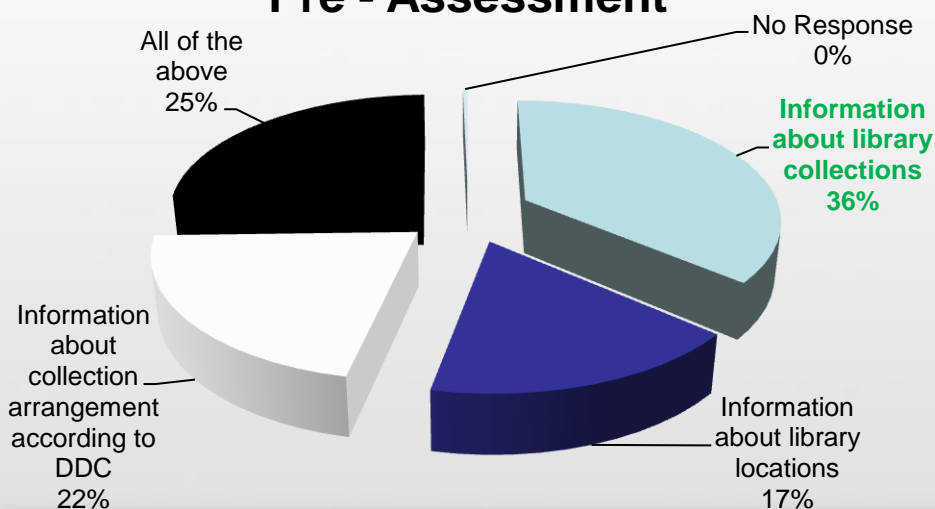
Results

Q. 11: Hanging signs and shelf signs show which of the following information in the library?

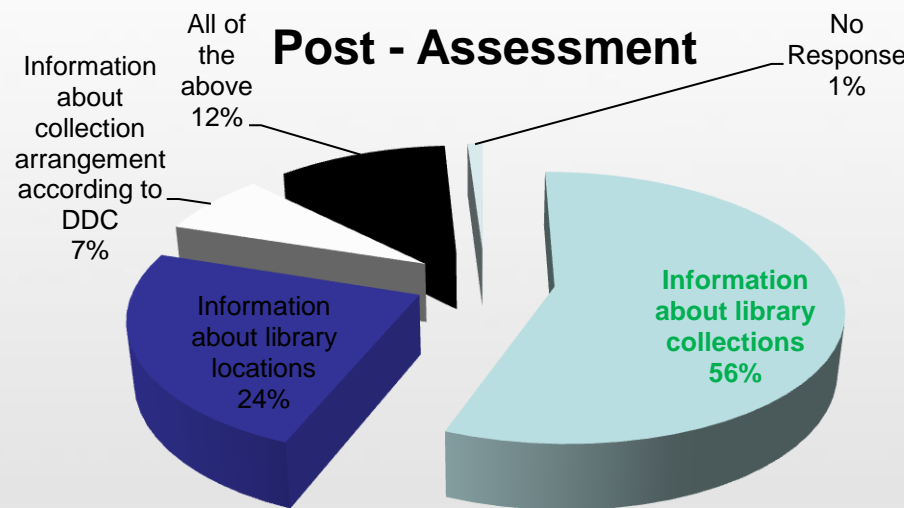
Skill: Awareness of Information Sources (Library Tours)

In the pre assessment 36% students (n=107) answered the correct option. In post assessment the percentage of correct response increased from 36% to 56% students (n=165).

Pre - Assessment



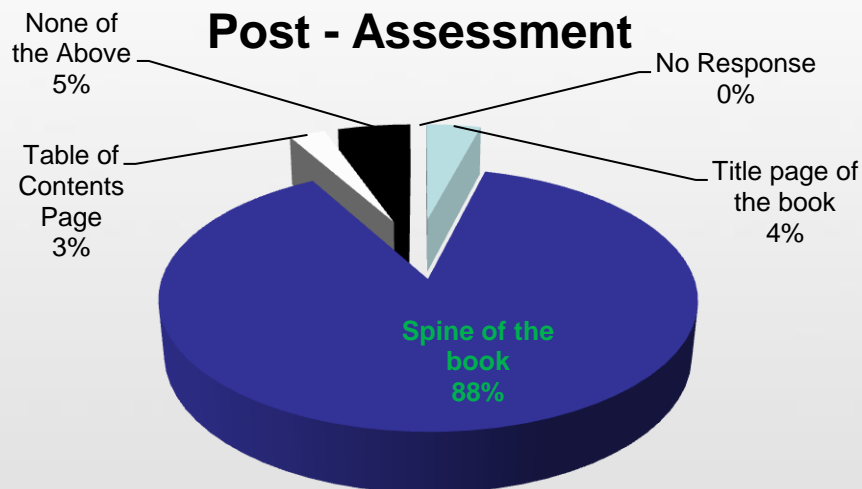
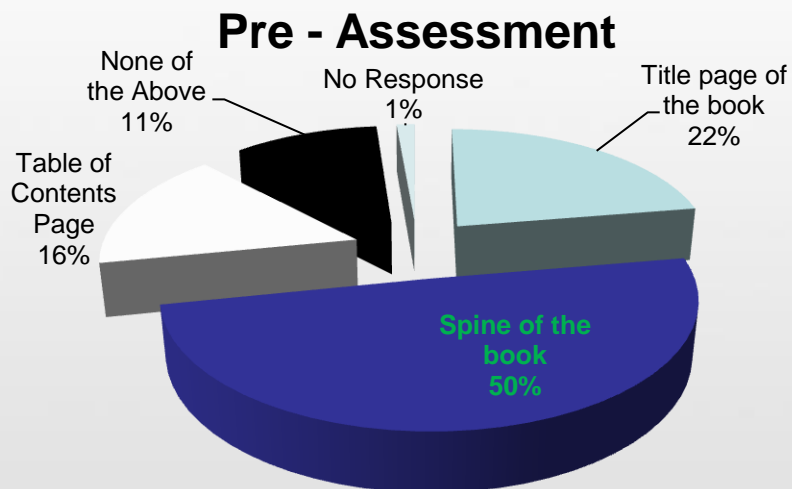
Post - Assessment



Results

Q. 12: Where the call number is located on a book in the library? Skill: Searching Information Sources (Library Tours)

In the pre assessment 50% students (n=146) answered the correct option. In post assessment the percentage of correct response increased from 50% to 88% students (n=259).

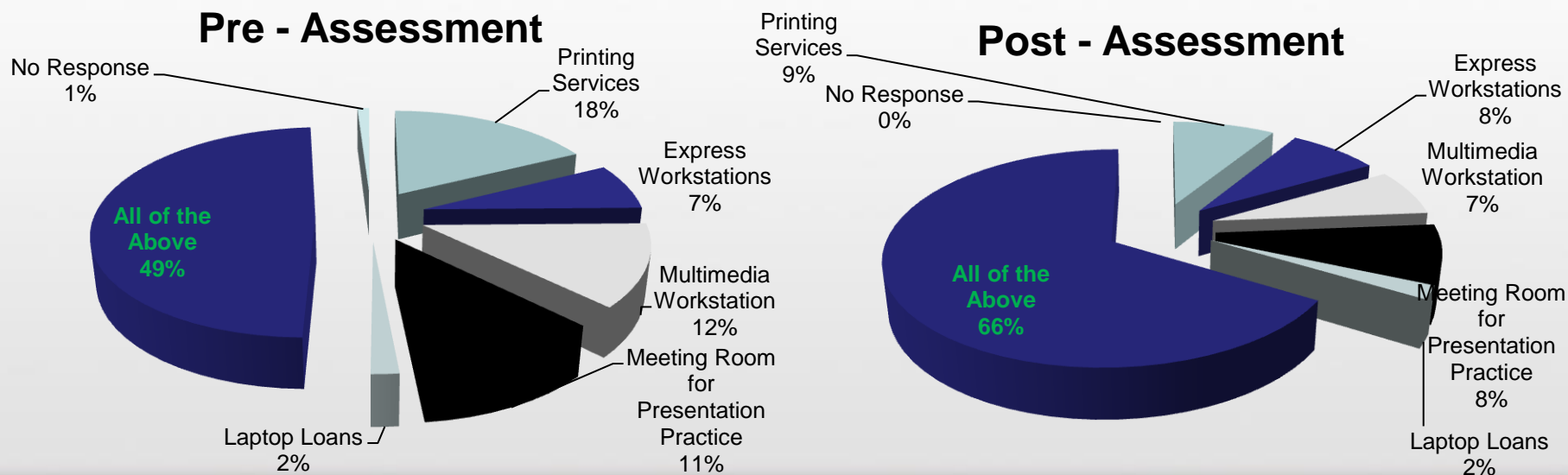


Results

Q. 13: Which services are available in information commons for students use?

Skill: Awareness of IC Services (Information Commons Tours)

In the pre assessment 49% students (n=144) answered the correct option. In post assessment the percentage of correct response increased from 49% to 66% students (n=196).



Results

Post Assessment included 4 questions to assess how students perceive the effectiveness of Library Safari Program on their information literacy skills.

Higher mean scores elaborated in the following table showed that students believed library safari program has positively effected their Information Literacy and searching skills.

Student's Perceptions of Library Safari Program					
Q. No	Questions	N	No Response	Mean	Std. Deviation
Q. 14	Do you feel that Library Information Literacy program "The Library Safari" has developed your information searching skills for academic use?	288	7	3.95	2.543
Q. 15	Do you feel that after attending the library information literacy program "The Library Safari" has helped you to overcome your fear or anxiety in library use?	282	13	3.83	0.965
Q. 16	Do you feel that the Library Safari program has increased your awareness to your relevant information resources in the library?	287	8	3.77	1.05
Q. 17	Do you feel that The Library Safari program has enabled you to independently use library more efficiently?	286	9	3.97	2.579

Results

The following table shows the number of responses in each category to assess the student's perceptions towards the effectiveness of library safari program in enhancing their information literacy skills, overcoming library anxiety, enhancing awareness regarding information resources and independently using library.

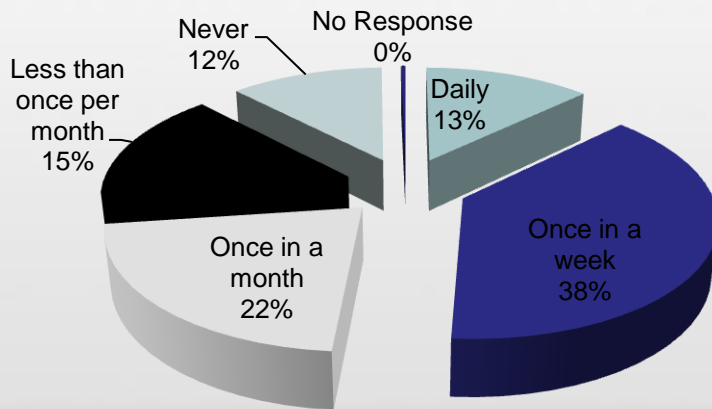
Student's Perceptions of Library Safari Program						
Q. No	Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q. 14	Do you feel that Library Information Literacy program "The Library Safari" has developed your information searching skills for academic use?	58	152	48	22	7
Q. 15	Do you feel that after attending the library information literacy program "The Library Safari" has helped you to overcome your fear or anxiety in library use?	59	157	36	19	11
Q. 16	Do you feel that the Library Safari program has increased your awareness to your relevant information resources in the library?	66	141	40	27	13
Q. 17	Do you feel that The Library Safari program has enabled you to independently use library more efficiently?	70	140	38	29	8

Library Safari Effect on Library Visits

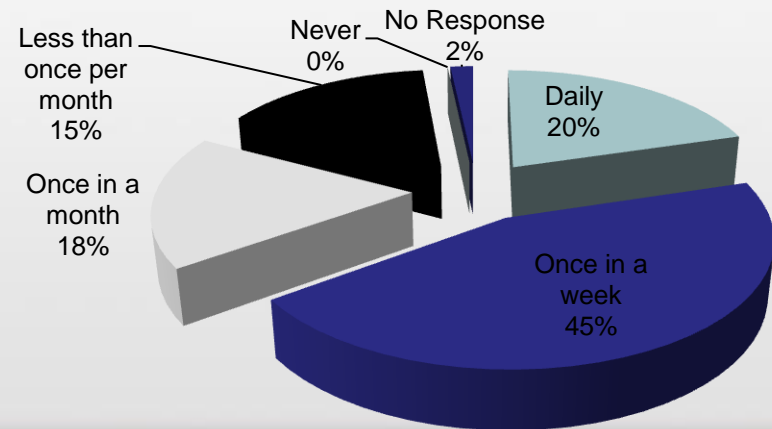
Both pre and post assessment questionnaires included questions about how often you visit the library and results showed that the students started visiting library more often after attending the library safari program.

Number of daily visits increased from 13% (n=38) to 20% (n=60), similarly weekly visits increased from 38% (n=113) to 45% (n=132).

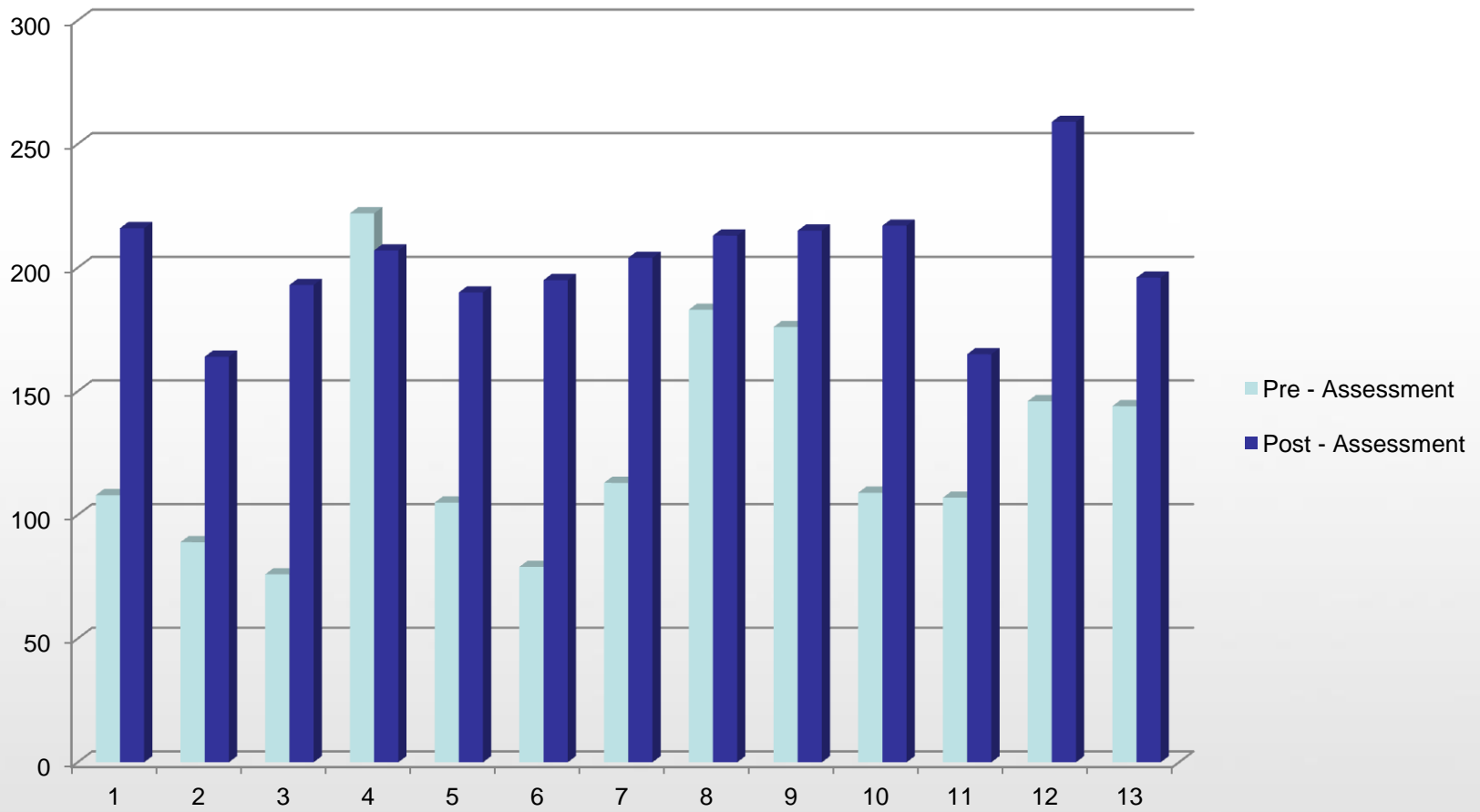
Pre - Assessment



Post - Assessment



Overall Results



Learning Outcomes of both SAILS and Internal Pre-Post Assessment

- ❑ Internally developed tools for library assessment can be a good solution because these tools are prepared according to scope of the information literacy program. While in International tools for IL assessment such as SAILS they may or can be beyond your scope.
- ❑ International Assessment tools use technical language which is sometimes difficult for students to understand but internally developed tools can solve this problem.
- ❑ Internally developed tools may lack reliability and validity as compared to an International assessment tool.

Recommendations

- Librarians and instructors ought to work together to ensure that students gain information literacy knowledge, skills that will set them up to succeed both academically and in life.
- Assessment should be included in the course planning process and the results used to improve instruction.
- Once an information literacy foundation is laid at the freshman level, librarians and instructors should work together to see that more advanced information literacy outcomes are addressed and become articulated across the curriculum.

Recommendation for AMICAL Institutions

Based on our both experience we would recommend Information Literacy Committee at AMICAL to work for a standardized tool for assessment which can be used by AMICAL Institutions to assess their Information Literacy Skills and results can be compared to other AMICAL institutions. This will also give useful insights to further improve the program at various institutions at AMICAL Consortium.

Some Glimpses of the Library Safari



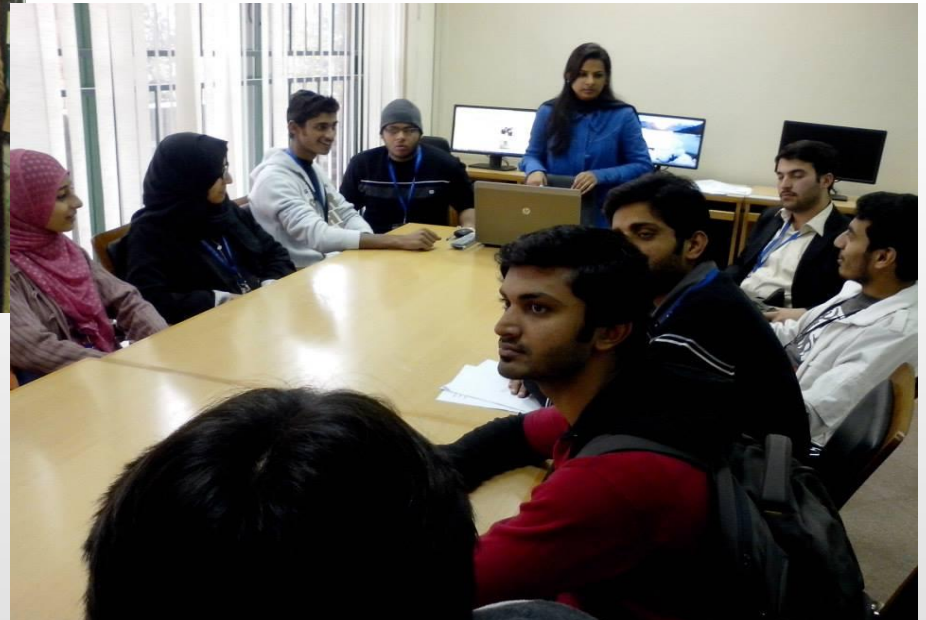
Computer-lab presentation session

Some Glimpses of the Library Safari



Guided Library tours

Guided Information Commons Tours



Any questions?

