

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: Fall 2015-Spring 2017

AES Department/Unit: Library

Department/Unit Head: David Marks

Department/Unit Assessment Liaison: Annemarie Roscello

Date Submitted: Semester 1: December 15, 2015 / Semester 2: June 15, 2016 / Semester 3:
December
21, 2016

☐ Mission/outcome statement or description of the Department:

Library Mission Statement:

The Sidney Silverman Library recognizes its integral role in support of the college's mission and curriculum. We will provide our diverse community of learners with information resources and dynamic services in a welcoming environment that promotes academic excellence and fosters lifelong learning.

Library Instruction Program Mission Statement:

The Library Instruction Program contributes to the mission of the College and the library through curriculum-integrated instruction in information literacy skills. The Library Instruction Program provides instruction in person and online to cultivate skills in finding, evaluating, and using information in order to promote academic excellence and lifelong learning.

☐ Department's Core Outcomes:

Library Instruction Program Goals:

1. To introduce students to the Sidney Silverman Library and the scope of services and resources offered by the library.
2. To prepare students to employ critical thinking skills as they seek and use information.
3. To educate students to recognize the need for information, to develop strategies for locating information in various formats, to evaluate information based on authority and other criteria, and to use information ethically and appropriately.
4. To foster collaboration between classroom faculty and library

faculty. Student Learning Outcomes:

1. To recognize the need for information and to determine the extent of information needed.
 2. To locate appropriate information sources through well-designed search strategies.
 3. To evaluate information and sources through employment of critical thinking skills.
 4. To use information appropriately to achieve a specific purpose.
 5. To access and use information ethically and legally.
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SEMESTER 1: CREATING A PROGRAM/UNIT LEVEL ASSESSMENT PLAN

1. Department/Unit's Outcome(s) to be assessed (from the above section):

Library Instruction Program Goal #1

To introduce students to the Sidney Silverman Library and the scope of services and resources offered by the library.

Student Learning Outcome #2:

To recognize the need for information and to determine the extent of information needed.

2. Means of Assessment:

The means of assessment will be an online survey for students to complete at the end of the library instruction session. The survey will include questions that:

- ☐ address the introduction of students to the library's services and resources
- ☐ determine if the student recognizes the need for information

Formsite is the web-based platform used to host the survey.

☐ **Feedback from Vice President:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Assessment tool: An online library instruction efficacy survey will be completed by students and instructor at the end of the 75 minute library instruction session (see attached).

The purpose of the survey questions are:

- ☐ To determine the levels of efficacy in library instruction sessions among students and faculty.

- ❑ To determine the extent to which student research behavior is likely to be changed as a result of receiving assignment-specific library instruction.

Sources of data: The sources of data will be students and faculty in select library instruction sessions for WRT101 sections. WRT101 was chosen because it is a foundational course that all students are required to take, and a research assignment is required. The librarian will determine whether to administer the student and faculty surveys based on the level of the students' preparation for the library instruction session. During the session, the library will gauge the level of preparedness. Do the students have an assignment? Are the students aware of what the assignment is? Have the students chosen topics? If

the answer to these questions is yes, then the surveys will be administered. If students have not come to the library instruction adequately prepared, and without a specific assignment, the surveys will be adversely affected. By using preparedness as a criterion for survey administration, the students and faculty taking the survey will have the same starting point, leading to more useful survey results.

Classes will be randomly selected, and instructors will be asked to share the students' completed assignments as artifacts. Using a rubric, librarians will examine the works cited to determine if appropriate sources from the library databases or collection were used. The entire artifact may be examined for context. The goal is to have approximately 10% participation from total WRT101 sections that come to the library for instruction.

Timeline: Data will be gathered over the course of the Fall 2016 semester.

Data Analysis: Formsite, a web-based platform, will be used to administer the survey and aggregate the results. The data will be analyzed using the *t* test of means. A correlation analysis will be conducted to see if there are any significant differences in the satisfaction levels of students who had library instruction before and those who received library instruction for the first time.

3B. Desired results department and Vice President would like to see.

The Library Instruction Team would like to ascertain the overall effectiveness of library instruction for WRT101. The desired result is that upon examination of the artifacts, the students will have effectively utilized library databases and collections in their research and will have selected appropriate sources. The examination of the artifacts, in combination with the survey results, will reveal the efficacy of the library instruction session. Open comments and Likert scale ratings will be used to inform and improve teaching practices with the goal of strengthening the library instruction program. A secondary goal is increased collaboration with teaching faculty in order to provide assignment-specific instruction which supports the integration of information literacy skills throughout the curriculum.

❑ Feedback from CIE:

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

The Library Instruction Team (LIT) expanded the project in Semester 3 to survey all WRT101 classes that receive library instruction to gauge students' self-perception of research process abilities. A short survey was administered at the beginning of class to students present before instruction began. The form is available at: <https://fs22.formsite.com/BergencclLibraryForms/form81/index.html> Note that based on responses the selection of questions changes and the actual form is not identical to Appendix

A. Thirty-six sections took the survey which is a 55.4% (36 of 65) coverage rate for classes receiving instruction. Several faculty did not desire to participate in the assessment project (12 sections) and the other sections were at the beginning of the semester, before the survey's finalization, and a few were forgotten. Due to the desire to administer the survey before instruction begins not all students present for library instruction completed the survey. Also, administering to latecomers would defeat the purpose of ascertaining self-perception before instruction begins.

Process:

1. Notify WRT101 faculty who schedule their sections for library instruction that the LIT would like them to participate in the library's assessment project. See Appendix B for the text of the letter. When the section is scheduled the letter automatically generates. Faculty were advised that they could opt out, if they desired, as the scope of the project would include providing the library with a few student papers at the end of the semester. Only 7 faculty opted out of allowing students to complete the survey.
2. When the faculty brought their class in for their instruction the survey was administered in the first 5 minutes of the session so that instruction could begin with only a short delay and the project would not impede upon limited instruction time. The survey took most students 2-3 minutes to complete.
3. Five hundred fifty-two surveys were submitted over the fall semester, 533 were valid. Removal of incomplete surveys or surveys with erroneous coding led to the removal of 19 surveys.
4. A second letter to WRT101 faculty asked for continued support of the project by providing the LIT with graded student papers, student grades and the assignment which they were asked to complete.
5. This call for participation received a low response rate with only three faculty responding. Individual emails asking for participation received a mostly positive response. The LIT is still soliciting papers therefore, a final number of participants is not yet available.
6. Once faculty committed to providing us with papers they were sent a list of students that completed the survey and had a valid survey submitted. We asked for the grades for all of these students (8-14 students per section), along with submitted papers for 4-5 students from the list. A request for a range of grades was made in addition to the above criteria.
7. A full analysis of the correlation between papers, grades and perceived abilities is next semester's work.

5. Recommendations for Improvement:

- a. A better coding system.
 - i. Students struggled to code their survey.
 - ii. Students did not understand all of the questions pertaining to English placement.
- b. The LIT attempted to make coding simplistic. Noting the section and computer number, proved difficult despite giving directions more than once.
- c. Starting earlier in the semester. All willing faculty did not have an opportunity to participate given the survey design completion in the 3rd week of September.

- d. Simplify the artifact collection. Connecting the artifact to the survey is a primary component of the project and was made unnecessarily complex.

- **Feedback from Vice President:**

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

The LIT has discussed the implications of this survey and how to best change our teaching both formally and informally. There is a half day meeting of the LIT to fully explore the results and the implementation of a new integrated library system (ILS) which includes discovery for August 9, 2017. Currently, no formal changes in instruction are implemented due to this summer's transition to a new ILS which will have a significant impact on the nature of instruction.

Results from this project have the potential to reach a larger audience however, the librarians must be cognizant of not telling faculty how to teach or what should be included in their instruction. The faculty who submitted papers for this project are all well aware of the difficulties students encounter when researching and writing however, there is little confidence in being able to change students' behavior. A fuller explanation of overconfidence, research process emotions, and how to mature research abilities is a series of faculty workshops the library would like to offer in fall 2017. By using this study and other formal research studies faculty can make their own judgements regarding how to change their classroom.

Current literature consistently proves that students are overly confident in their abilities regarding all facets of their lives. The question of what to do about these perceptions and how does it factor into lesson planning is an appropriate place for conversations to begin. For the librarians this question is being discussed at length along with how faculty requests for specific components of library instruction may be misguided when mechanics are not primary to students' success with the research process but rather attitudes.

Annemarie Roscello and Kate Hossain presented a poster at the ACRL-CUS NJ Assessment Conference on July 20, 2017 to share the study results.

Overall results: [Also see Appendix D]

Summary of Findings [Survey]:

The assumption that students come to college prepared to write college level research papers may be faulty due to their lack of experience. With 26% of students never writing a research paper in high school and of those students that did the page requirement and number of sources was low, 81% wrote four or fewer papers and 70% wrote papers with four or fewer required sources. The master syllabus for WRT101 suggests a paper of 5-7 pages with 5-7 sources therefore it is easy to see the leap that the majority of

students must make. The significance is not simply increasing the page and source count but rather understanding that research must become deeper, require more critical thinking, and develop a sophisticated understanding of information production and dissemination. These are not easy lessons to teach or learn however, the survey gives us the first insight into what level of confidence students have in this, as yet unknown, standard that they will be judged against.

Expose does not drastically change confidence: [Appendix D, Chart A]

Students who had the most library instruction while at college, either through the ALP, EBS, or other programs, have marginally better confidence in their abilities to complete the research process over students who have not completed a college level research paper (3.303 vs. 3.188). The number of respondents regarding library instruction is low with only 24 students answering this question. However, they do have more confidence than students who are not in their first semester but were not brought to the library for instruction. Interestingly, students who are not in their first semester and had instruction lose confidence once they need to write and complete citations. This is important as they know what is expected whereas the new students do not. Of significant note is the lack of saturation for any of the groups. This survey would need to be given to at least another 500 participants to reach saturation as definitive trends are not readily evident with N=535.

No group followed the established Kuhlthau research confidence model in their averages however students with a distribution of answers, including a range of three star ratings or more, did follow this trend with decreasing comfort the farther along in the research process they proceeded whereby there is high confidence in writing as it is really just putting it all together.

Overconfidence: [Appendix D, Chart B]

Students who rated themselves as outstanding at the research process, by noting a five star rating in all areas, N=13. Of these 13, four are first semester, seven went through the English Basic Skills program and two indicated they took English at other locations.

Thirty five students gave themselves a perfect score in incorporating sources. Nine students were taking their second semester or greater and 26 were in their first semester. Three students from the ALP program gave themselves perfect scores and four from the EBS program with two attending English elsewhere. For the 26 students in their first semester, six did not write a research paper in high school therefore how one can self-evaluate their abilities when they have not completed the task in recent memory? Of the remaining 20 students there was a trend to write a number of research papers with six student responding they wrote five or more and seven student writing three to four papers. The number of sources is pretty evenly divided between 5 or more, N=9, and 3-4.

Previous library instruction:

Student surveys confirm historical figures for library instruction with the majority of EBS instructors bringing their classes for instruction at a rate of 2:1. Although the number of responses is low, N=22, for ALP students their responses also echo historical instruction participation with a small percentage of classes coming for instruction.

Research Process: [Appendix D, Chart C]

Choosing a topic:

Students are relatively competent in choosing a topic with few responses of one or two stars (N=13 and N=30 respectively). Choosing a topic is the beginning and one of the most important elements of the

research process given its influence on every subsequent step.

Narrowing a topic:

Students had less confidence in their abilities to narrow their chosen topic with only 13.4% giving themselves five stars and overall 45.1% self-assessing as four or five stars.

Locating information:

Students have a belief that they can competently locate information with under 15% rating themselves as a one or two star. This question did not ask how well students can locate correct information or the correct information for the information need. The reason these types of caveat were left out is to avoid library vocabulary that may diminish understanding or answer validity.

Reading scholarly sources:

The largest percentage for this question was three stars which indicates that students feel they can find information but now adequately read the material. Only 10.6% of the respondents state they have complete confidence in their abilities and 224 respondents, 41.8%, gave themselves a rating of three stars.

Evaluating sources:

The percentages and responses stay consistent between reading and evaluating sources which is expected.

Incorporating sources:

Students show a cluster at three and four stars for the ability to incorporate sources into their papers with only 13.6% stating they have high confidence in this ability.

Writing a research paper:

When the actual “rubber meets the road” students begin to lose confidence as the falling percentages for four and five stars in the past two questions indicate. Only 9.7% of students have full confidence in their ability to write a research paper. A significant majority, 40.3%, state they have limited confidence by giving themselves three stars.

Writing citations:

Students are spread out for writing citations with few giving themselves one star, 10.4%, but a nice bell curve for the other four possible responses.

Incorporating Sources: [Appendix D, Chart D]

The ability to incorporate sources is the most interesting three questions as the skill is incorporating and there should be no variance from source to source in abilities. Reading and incorporating information is a single process that is transferable to each type of information medium. So one could say these were a bit of trick questions. Student overwhelmingly believe they are best at incorporating websites with 69.1% giving themselves four or five stars. For books the responses are only 30.9% for four or five stars. This necessitates more investigation. If students believe that incorporating is how easy it is to copy and paste these responses may be skewed. If student understand the question as appropriate, the ability to use information to support and argument, then why would websites be so significantly easier? Experience and observation gives one clue. Often the websites are written far below a student’s abilities so they give the false sense of ease when really it is the avoidance of scholarly material that must be investigated further.

Research Papers: [Appendix E]

Although the final evaluation of the research papers is still in process there is a significant trend emerging based on confidence and grades. There will be more to come on this before the end of the summer.

Disseminating and Changing:

When faced with a WRT101 library instruction class we are looking at students with confidence in their abilities to write an acceptable research paper, or are we? Overconfidence is a problem in many disciplines and impacts survey results far and wide. Most people think they are good, and above average. If we were to take a full star away from all of the averages we have students that believe they are mediocre with averages hovering between 2.2-2.9.

- **Feedback from CIE:**

Last Updated: February 2015

Appendix A

WRT101 Fall 2016 Assessment

Research Experience Survey Library Assessment Project 2015-2017

Survey Identifier

The following information is essential for our assessment. Please be accurate. From the piece of paper on your keyboard please copy the numbers exactly:

Section: *

LIB-

Computer Number *

Survey

Is this your first semester at BCC? *☐ Yes☐ No**How many semesters have you attended BCC? *****Which English courses did you take before WRT101? ***☐ English Basic Skills☐ American Language Program☐ Other**Where did you take English courses before WRT101? (Do not include high school here) *****Did your other English Professor(s) bring you to the Library for instruction? ***☐ Yes☐ No**Did you write a research paper in high school? ***☐ Yes☐ No**How many research papers did you write? *****What was the average number of sources you were asked to use? *****What was your English Basic Skills Placement? ***☐ EBS011☐ EBS021☐ EBS033☐ I don't remember

file:///C:/Users/aroscello/Downloads/WRT101%20Fall%202016%20Assessment.htm[7/24/2017 12:03:36 PM]

WRT101 Fall 2016 Assessment

Did your English Basic Skills Professor(s) bring you to the Library for instruction? *

- ☐ Yes
☐ No

How many semesters were you in the ALP program? *

- ☐ 1
☐ 2
☐ 3
☐ I don't remember

Did your American Language Program Professor(s) bring you to the Library for instruction? *

- ☐ Yes
☐ No

Please rate yourself on your ability to do the following: *

	1	2	3	4	5
Choosing a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrowing a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locating information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading scholarly sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating sources into a research paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing citations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate yourself on your ability to incorporate following into a research paper: *

	1	2	3	4	5
Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the time to participate in the Library's 2015-2017 Assessment Project. You will not be graded on your answers. This survey, in addition to your final paper for this class, will be used for the Assessment Project.

Appendix B

LIBRARY ASSESSMENT PROJECT 15'-17'

WRT101

WRT101 faculty,

The library instruction team is writing to you to ask for your participation in our assessment project for the 2015-2017 cycle. The project we are conducting focusses on students' preparation, and self- evaluation of expertise, for preparing college level research papers and projects. WRT101 was chosen as the population to evaluate based on several criteria:

1. Students come to WRT101 via a number of avenues, EBS, ALP and straight from high school
2. WRT101 faculty participate in library instruction at a significantly higher rate than other departments
3. A research assignment is required of all WRT101 students with a college level ability to complete the research process
4. Students have demonstrated reading and writing ability via a developmental sequence or testing

The project consists of:

Step 1: Asking students some questions, via survey, about their experience with research, the research process and utilization of resources at the beginning of their library instruction session, this will take no more than 5 minutes from class time. The survey can also be accessed before or after the library instruction session.

Step 2: We ask that you provide us with copies of some student papers after they are graded at the end of the semester. Instructions for submitting papers electronically will be provided. Also, the instruction team is willing to make copies for you.

Step 3: The library instruction team will compare preparation and perceived expertise with the grade their paper receives, sources used, ability to incorporate their sources, appropriateness of sources to the topic, and narrowing of their topic.

This assessment will take into account the actual assignment each professor gives to their class. The project will not in any way be evaluating the professors' grading or assignment. It is our strong desire to have participation from full-time and adjunct WRT101 faculty and be able to have high enough participation to draw generalized conclusions.

If you prefer to opt out of this assessment project please contact Prof. Annemarie Roscello at aroscello@bergen.edu.

Appendix C

12/6/2016

Dear WRT101 Faculty,

Thank you for your willingness to participate in the Library's 2015-2017 assessment project. Having students complete the survey at the beginning of their library instruction class was the first step in the project. Next, we need your help as participating WRT101 faculty to submit a sampling of student papers to the library's instruction team. Here is where we need your cooperation. See below for an outline of the process and corresponding dates.

The Library Instruction Team will send you a list of the students selected for the study **AND** a log sheet. When you receive this list please **CONFIRM** by **Monday, 12/12**, that you are able to participate and provide us with the papers for our project by responding to this email. You don't need to send the papers by 12/12, just confirm your continued participation.

☐ When you are ready to submit your papers to us:

1. Complete the **log sheet** for all students listed in order to record submission status and the students' grades.
2. Please provide at least **four (4)** sample papers from **each** participating course section(s).
 - a. You may forward any papers from the library's list of students (those who completed our initial survey).
 - b. You may also send more than 4 papers.
 - c. In an effort to have a broad sampling from your students, we ask that you include a range of grades.
3. Send a copy of your **assignment**.

☐ Below is how to get us the papers:

- a. Send them electronically via email to Annemarie Roscello, aroscello@bergen.edu
- b. Let us know when we can come and pick up the papers, make copies and return them to you immediately.
- c. Come to the reference desk with the papers and we will make copies while you wait.

The library instruction team will compare preparation and perceived expertise with the grade the paper receives, sources used, ability to incorporate sources, appropriateness of sources to the topic, and narrowing of a topic. Sending us a copy of the assignment is important so we can accurately determine the assignment parameters.

This assessment will **NOT** evaluate the professors' grading or assignment. If you have any questions about the project, please contact me. If you would like the data we produce on your class section(s) let us know and we will happily provide you with this information.

Best regards,

Professor Annemarie
Roscello Library
Assessment Liaison
Sidney Silverman Library

Appendix D

Chart A:

Library Instruction

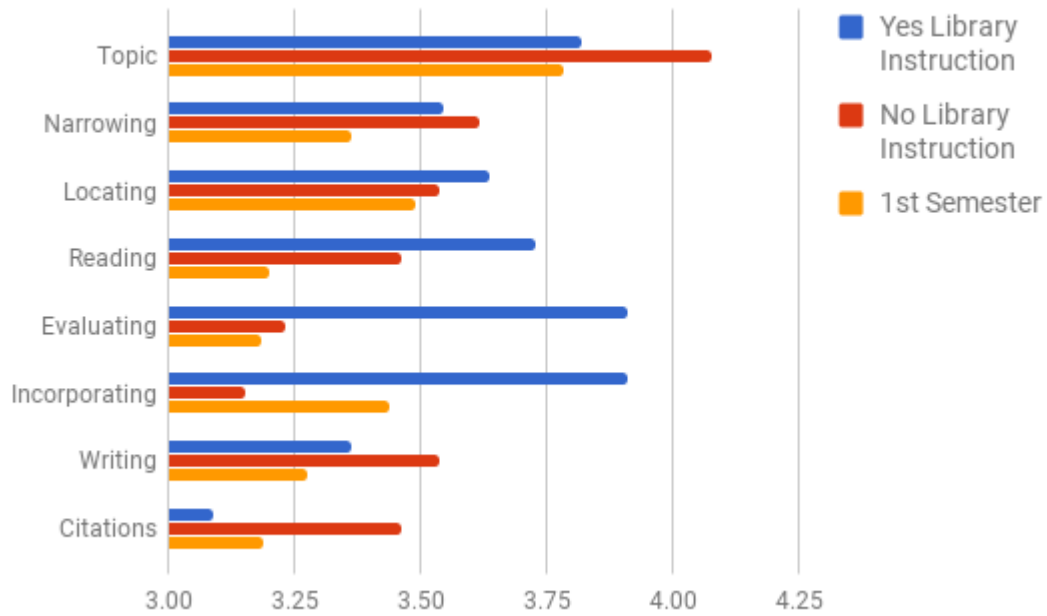


Chart B:

1st Semester and Not 1st Semester

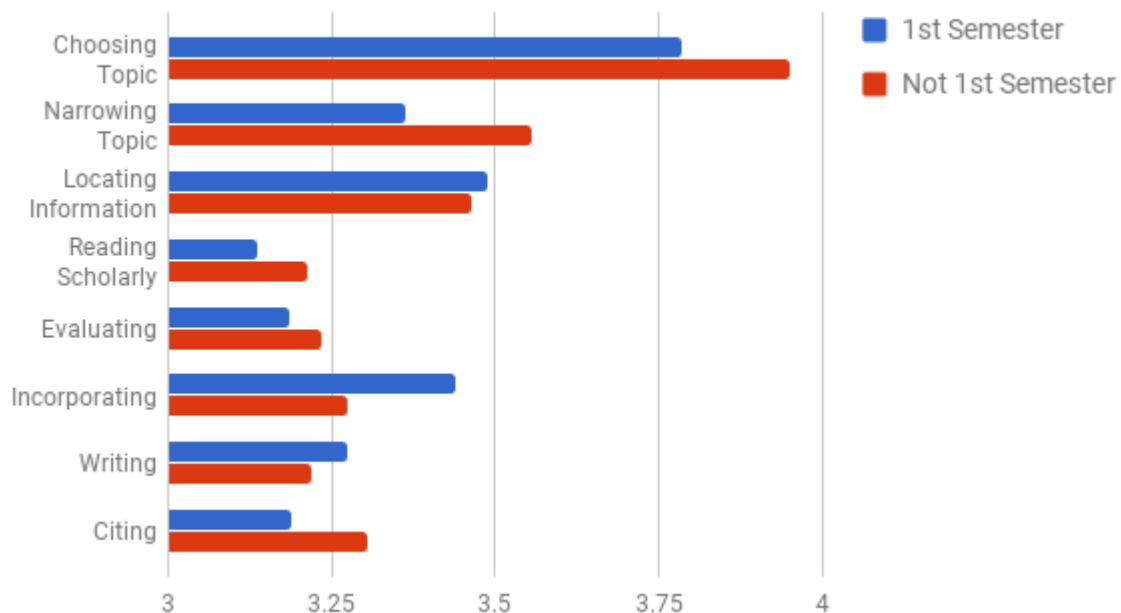


Chart C:

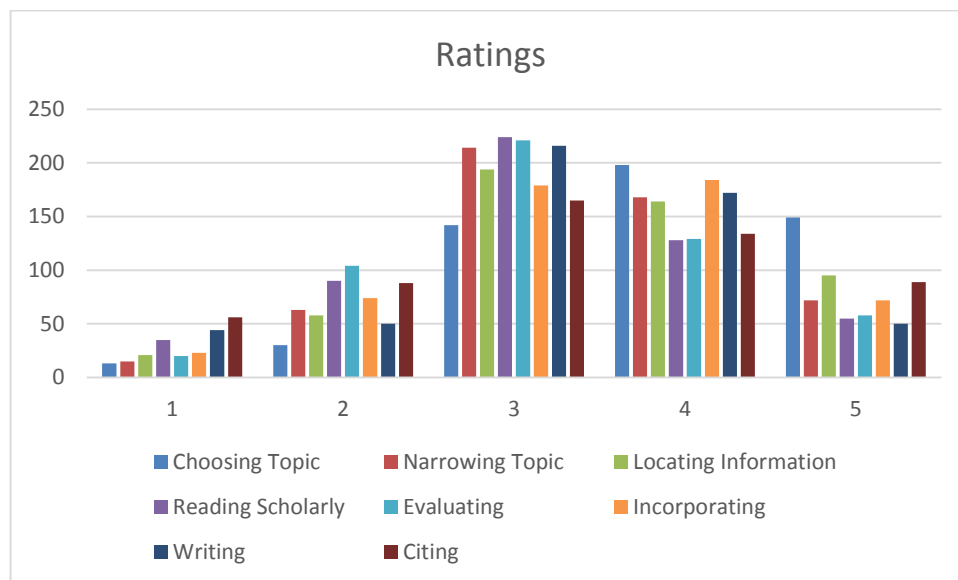


Chart D:

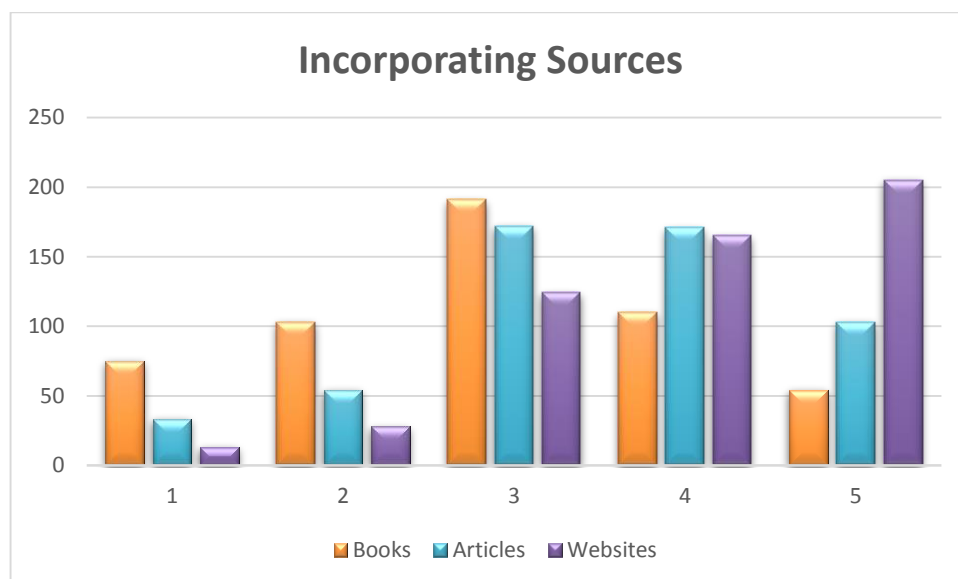


Chart E: [Highly Preliminary, N=8]

