



UNIVERSITY OF LA VERNE

Information Literacy Assessment
Report

Wilson Library
2010

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Executive Summary

Purpose

The purpose of this project was to assess the information literacy (I.L.) skills of La Verne students across campuses and programs to identify areas of strengths and weaknesses, and to help develop outreach efforts to targeted populations based on their needs.

Survey and Test

The survey included 30 questions. Twelve of the questions were used to gather demographic information and a history of library utilization. The rest of the questions were based on the five competency standards for higher education developed by the Association of College and Research Librarians (ACRL), which is a division of the American Library Association. The questions were designed in a multiple-choice format and students were asked to identify the correct answers. There were five questions under ACRL Standard 1, and ten questions under ACRL Standard 2. Only single items were used to address ACRL Standards 3, 4 and 5.

Sample

Altogether 252 students responded to the survey, which is a return rate of 3.5%. Table 1 below shows the distribution of the sample. Overall, even though the response rate is low, the sample represents a reasonable cross-section of the student body at the University of La Verne, and allowed for a number of breakdowns of subgroup comparisons.

Findings

Strengths

Students participating in the survey as a whole showed I.L. skills (80% and higher correct) in the following areas:

1. Identified correctly characteristics of a scholarly journal, a magazine, the call number of a book, and a citation (Standard 1).
2. Identified correctly citations for a book, journal article, and a website (Standard 2).
3. Showed effective use LEOPAC, knew how to efficiently find a scholarly article, and selected an appropriate database in a search (Standard 2).
4. Showed awareness of the ethnical implications of not citing a source (Standard 5).

Deficiencies

Overall, the total sample demonstrated deficiencies in the following seven skill areas:

1. Could not identify an abstract (Item 17): 29%

2. Could not identify the citation of chapter in a book (Item19b):	36%
3. Did not know the service LEODelivers provides (Item 23):	31%
4. Could not identify a critical feature of an empirical article (Item 25):	38%
5. Did not identify an efficient on-line search strategy (Item 26):	36%
6. Could not evaluate the academic quality of a website (Item 29):	31%
7. Did not know the function of a citation management program-RefWorks (Item 24):	51%

The responses were broken down by different subgroups: Level (Graduate versus Undergraduate), College, length at La Verne, and Campus (Main versus Other). While the strengths and deficits of the total sample were generally reflected in the different subgroups, noticeable variations were also observed.

Action Recommendations

1. Based on the limited response rate for this study (3% of the student population), ongoing data collection should be conducted in order to reveal more accurate significant findings. The low response rate resulted in inconclusive findings.
2. Based on the data collected, these are some of the preliminary recommendations:
 - a. Redesign the test survey to incorporate additional ACRL Standards
 - b. Design and implement individual surveys for specific target populations to provide more relevant feedback
 - c. Partner with the colleges to investigate additional ways to increase response rate and sample representation

Information Literacy Assessment

I. Purpose

The purpose of this project was to assess the information literacy (I.L.) skills of La Verne students across campuses and programs to identify areas of strengths and weaknesses, and to help develop outreach efforts to targeted populations based on their needs.

II. Method and Procedures

A. Survey and Test

The survey included 30 questions. Twelve of the questions were used to gather demographic information and a history of library utilization. The rest of the questions were based on the five competency standards for higher education developed by the Association of College and Research Librarians (ACRL), which is a division of the American Library Association. The questions were designed in a multiple-choice format and students were asked to identify the correct answers. There were five questions under ACRL Standard 1, and ten questions under ACRL Standard 2. Only single items were used to address ACRL Standards 3, 4 and 5.

The survey was distributed on-line using Survey Monkey to all registered students during the spring semester of 2010. Appendix A includes a copy of the survey.

B. Information Literacy Competency Standards

The following are the five information literacy standards developed by ACRL:

The information literate student

1. Determines the nature and extent of the information needed
2. Accesses needed information effectively and efficiently
3. Evaluates information and its resources critically, and incorporates selected information into research
4. Uses information effectively to accomplish a specific purpose
5. Understands many of the economic, legal, and social issues surrounding the use of information and access

Appendix B includes these standards as articulated for different degree levels at La Verne.

C. Sample

Altogether 252 students responded to the survey, which is a return rate of 3.5%. Table 1 below shows the distribution of the sample. Overall, even though the response rate is low, the sample represents a reasonable cross-section of the student body at the University of La Verne, and allowed for a number of breakdowns of subgroup comparisons.

In terms of history, 88% indicated that they have used the Wilson library website to locate library resources, and only 10% said they have not had instruction in using Library resources. The top five responses to the question as to who they ask for assistance when conducting course related research were the following: Course instructor (79%), classmate (55%), library staff as Wilson Library (50%), friends (30%), and 24/7 Ask-A-Librarian chat service (19%).

Table 1. University of La Verne Wilson Library Information Literacy Assessment Demographics (N = 252)

Item	%
1. Gender	
Female	73
Male	26
Other	1
2. Age	
Under 18	1
18-25	31
26-36	29
37-47	23
48-60	15
61+	1
3. Ethnic/Racial Background	
African American/Black	12
American Indian/Alaska Native	1
Asian/Pacific Islander	9
Caucasian/White	42
Hispanic/Latino	36

4. Enrolled as	
Full-time	69
Part-time	31
5. Current Class Level	
Freshmen	8
Sophomore	4
Junior	15
Senior	21
Masters	37
Doctoral	11
Certificate	3
Other	1
6. College	
College of Arts & Science	27
College of Business & Public Management	32
College of Education and Organizational Leadership	37
Don't Know	4
7. Campus Location	
Main Campus	76
Central Coast	2
High Desert	1
Inland Empire	2
Kern County	1
Orange County	2
Point Mugu	1
San Fernando Valley	4
Vandenberg	1
Ventura County	2

Online	3
Other	7

8. How long have you been a student at ULV?

First semester/term	12
Less than 1 yr	22
1 Yr.	10
2 Yrs.	21
3 Yrs.	14
4 Yrs.	10
5 Yrs.	6
6 or more Yrs.	5
N/A	1

9. How many classes have you taken online at ULV?

None	72
1	10
2	5
3	3
4 or more	10

III. Findings

A. Total Sample

Table 2 presents the responses of the total sample to the I.L. questions grouped by the five ACRL standards. The percentage of students who responded correctly and incorrectly to the questions is indicated. Incorrect responses over 20% are considered areas for improvement.

Strengths

Students participating in the survey as a whole showed I.L. skills (80% and great correct) in the following areas:

1. Identified correctly characteristics of a scholarly journal, a magazine, the call number of a book, and a citation (Standard 1).
2. Identified correctly citations for a book, journal article, and a website (Standard 2).
3. Showed effective use LEOPAC, knew how to efficiently find a scholarly article, and selected an appropriate database in a search (Standard 2).
4. Showed awareness of the ethnical implications of not citing a source (Standard 5).

Deficiencies

Overall, the total sample demonstrated deficiencies in the following seven skill areas:

- | | |
|---|-----|
| 1. Could not identify an abstract (Item 17): | 29% |
| 2. Could not identify the citation of chapter in a book (Item 19b): | 36% |
| 3. Did not know the service LEOPAC provides (Item 23): | 31% |
| 4. Could not identify a critical feature of an empirical article (Item 25): | 38% |
| 5. Did not identify an efficient on-line search strategy (Item 26): | 36% |
| 6. Could not evaluate the academic quality of a website (Item 29): | 31% |
| 7. Did not know the function of a citation management program-RefWorks (Item 24): | 51% |

Table 2. ULV Wilson Library Information Literacy Assessment of All Participants at University of La Verne: Correct and Incorrect Responses (N=252)

Item	Correct %	Incorrect
ACRL Standard 1: Determine the nature and extent of the information needed		
13. A scholarly, peer-reviewed journal...	86	14
14. A magazine...	84	16
15. The call number of a book...	84	16
16. A citation...	97	3
17. An abstract is...	71	29

ACRL Standard 2: Accesses needed information effectively and efficiently

18. You can use the library's online catalog (LEOPAC) to find information on... 88 12

19a. Select the type of material cited in each example below... 88 12

19b. Select the type of material cited in each example below... 64 36

19c. Select the type of material cited in each example below... 87 13

19d. Select the type of material cited in each example below... 95 5

23. When you request an item through the LEODelivers service 69 31

25. What type of article usually has a section on methodology? 62 38

26. Which of the following search statements will get the most relevant results for the following topic: discuss capital punishment as a deterrent to crime... 64 36

27. The most efficient way to find academic or scholarly journal article on the topic of climate change is to... 89 11

28. If you are searching for scholarly journal articles on "the effect of eating disorders on college students' academic achievement", which of the following databases below would help you find the most appropriate articles? 81 19

ACRL Standard 3: Evaluates information and its sources critically and incorporates selected information into research

29. Which three criteria are the most important to consider when evaluating a website to use as a reference for an academic research project	69	31
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ACRL Standard 4: Uses information effectively to accomplish a specific purpose

24. Which of the following is NOT a primary function of a citation management program, such as RefWorks...	49	51
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ACRL Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally.

21. It is acceptable not to cite a source if...	91	9
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B. Comparison of Undergraduate with Graduate Students

Table 3 in Appendix C summarizes the responses to the I.L. questions by graduate (n = 116) and undergraduate (n = 129) students. The seven deficiency areas of the total sample are apparent in both of these groups. However, graduate students did slightly, but not appreciably, better on five of these deficiency areas, and undergraduate students did slightly, but not appreciably, better on two of the deficiency areas. It appears all seven deficient skill areas need to be address with both undergraduate and graduate students.

C. Comparison of Students from the Main Campus with Other Campuses

Table 4 in Appendix D summarizes the responses to the I.L. questions by students from the Main Campus (n = 186) and Other Campuses (n = 66). The six of seven deficiency areas in the total sample also appeared in the Main Campus sample. They seemed to know better about the services available through LEODelivers (82%). About four-in-ten of students from Other Campuses (39%) answered the question about LEODelivers incorrectly. Students from other campuses did slightly, but not appreciably, worse than the Main Campus students on three of the remaining skill areas, and better, but not appreciably, on the other three of the areas. All seven-skill areas should be addressed for students from Other Campus, and six of the seven for students from the Main Campus.

D. Comparison of Students from Three Colleges

Table 5 in Appendix E summarizes the responses to the I.L. questions by students from the three colleges: CAS (n =70), CBPM (n = 80), and CEOL (n = 90). The seven deficiencies present in the total sample also showed up in the colleges, but with some variations. Percentages in the lists below represent incorrect responses.

Students from **all three** colleges showed deficit (% incorrect) in the flowing skill areas, with stronger deficit on some by different colleges:

	CAS	CBPM	CEOL
1. What service LEODelivers provides (Item 23):	24%	32%	45%
2. What is critical about an empirical article (Item 25):	39%	41%	35%
3. Evaluate the academic quality of a website (Item 29):	36%	25%	35%
4. Function of a citation management program-RefWorks (item 24):	51%	57%	32%

In **CAS**, students showed the following deficit (% incorrect) skill areas in addition to the ones above:

1. Identify an abstract (Item 17): 29%
2. Identify the citation of chapter in a book (Item19b): 39%
3. Identify efficient on-line search strategy (Item 26): 36%

In **CBPM**, students showed the following deficit (% incorrect) skill areas in addition to the ones above:

1. Identify an abstract (Item 17): 32%
2. Identify the citation of chapter in a book (Item19b): 37%
3. Identify efficient on-line search strategy (Item 26): 39%
4. Identify appropriate database to search (Item 28): 32%

In **CEOL**, students showed the following deficit (% incorrect) skill areas in addition to the ones above:

- | | |
|---|-----|
| 1. Identify a citation (Item 16): | 26% |
| 2. Identify the citation of a book (Item 19a): | 30% |
| 3. Identify appropriate database to search (Item 28): | 30% |
| 4. Understand ethical implications of not citing a reference (Item 21): | 34% |

E. Comparison of students at La Verne less than one year with one year or more

Table 6 in Appendix F compares the responses of students who had been at La Verne less than one year (n = 85) and one or more years (n = 167). Both groups showed the same deficits as the total sample. However, noticeably more students who had been at La Verne less than one year were deficit, invariably, in all seven of the skill areas. In addition they were deficit in the following skill areas:

- | | |
|--|-----|
| 1. Identify correctly a scholarly peer-reviewed journal (Item 13): | 23% |
| 2. Identify correctly a magazine (Item 14): | 21% |
| 3. Identify an appropriate database for a search (Item 28) | 31% |

It appears that during their first year at La Verne students have the opportunities to acquire information literacy skills.

IV. Action Recommendations

1. Based on the limited response rate for this study (3% of the student population), ongoing data collection should be conducted in order to reveal more accurate significant findings. The low response rate resulted in inconclusive findings.
2. Based on the data collected, these are some of the preliminary recommendations:
 - a. Redesign the test survey to incorporate additional ACRL Standards
 - b. Design and implement individual surveys for specific target populations to provide more relevant feedback
 - c. Partner with the colleges to investigate additional ways to increase response rate and sample representation

Appendix A.
Information Literacy Survey and Test

1. Default Section

*** 1. Which University of La Verne campus or satellite location are you attending? Select one:**

- Main Campus (La Verne)
- Central Coast (San Luis Obispo)
- High Desert (Victorville)
- Inland Empire (Rancho Cucamonga)
- Kern County (Bakersfield)
- Orange County (Irvine)
- Point Mugu NAWC (Port Hueneme)
- San Fernando Valley (Burbank)
- Vandenberg AFB
- Ventura County (Oxnard)
- Online (exclusively)
- Other (corporate sites, community colleges, schools, etc.)

*** 2. In which College at the university are you a student?**

- College of Arts and Sciences
- College of Business and Public Management
- College of Education and Organizational Leadership
- Don't know

*** 3. What is your current class level?**

- Freshman
- Sophomore
- Junior
- Senior
- Masters
- Doctoral
- Certificate
- Other/non-degree

*** 4. Are you enrolled as a**

- full-time student part-time student

5. What is your race/ethnic background?

- African American/Black
 American Indian/Alaska Native
 Asian/Pacific Islander
 Caucasian or White
 Hispanic/Latino

Other (please specify)

6. What is your age?

- Under 18 18-25 26-36 37-47 48-60 61+

7. What is your gender?

- Female Male Other

*** 8. How long have you been a student at the University of La Verne?**

- This is my first semester/term at the university
 Less than one year
 One year
 Two years
 Three years
 Four years
 Five years
 Six or more years
 N/A

*** 9. How many classes have you taken online at University of La Verne?**

- None
 One
 Two
 Three

*** 10. Who do you ask for assistance when you are conducting course-related research?**

Choose all that apply.

- Course instructor
- Other faculty
- Librarian at Wilson Library
- Librarian at another library
- 24/7 Ask-a-Librarian chat service
- Learning Enhancement Center tutor
- Classmate
- ULV student not enrolled in the class
- Friend
- Spouse/family member/relative
- Online Social Network (Facebook, Twitter, etc.)

*** 11. Have you ever had instruction in using library resources? (Check all that apply)**

- Yes, in high school
- Yes, at a public library
- Yes, at the University of La Verne
- Yes, at another college
- No

*** 12. Have you ever used the Wilson Library website to locate library resources such as books, dissertations, journal articles, videos, etc.? (Check all that apply.)**

- Yes
- No
- Did not know that the library had its own website
- Did not know that I could access library materials through the website

*** 13. A scholarly, peer-reviewed journal**

- Is a scholar's diary
- Includes advertising for consumer products, such as toothpaste or laundry detergent
- Publishes articles written by scholars that are reviewed before publication by experts in a field of study

*** 14. A magazine**

- Publishes articles of interest to a non-academic audience
- Normally includes advertising
- May be published weekly, monthly, or bi-monthly
- All of the above
- Don't know

*** 15. The call number of a book**

- Is the number bookstores use to identify a book
- Is the phone number of the author
- Is used to locate the book on the library's shelves
- Allows you to order the book online
- Don't know

*** 16. A citation**

- is the list of index words in the back of a book
- is the name of author(s) and date of publication of a book or article cited in the text of another article or book
- is the detailed description of a chapter in a book
- is the university affiliation of the author of a book or scientific article
- Don't know

*** 17. An abstract is**

- an excerpt from the full text of a book or article
- an MP3 file
- a summary of the content of a journal article or dissertation
- a concept of concrete existence
- Don't know

*** 18. You can use the library's online catalog (LEOPAC) to find information on**

- Books
- Electronic books
- Videos/DVDs

*** 19. Select the type of material cited in each example below:**

	Book	Journal article	Website	Book Chapter	Don't know
Kottler, Jeffrey A., and Jon Carlson. Creative breakthroughs in therapy: tales of transformation and astonishment. Hoboken, NJ: Wiley, 2009.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Dynamic Theory of Human Motivation. Maslow, A. H.; In: Understanding human motivation. Stacey, Chalmers L. (Ed.); DeMartino, Manfred (Ed.); Cleveland, OH, US: Howard Allen Publishers, 1958. pp. 26-47.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mawdsley, Jonathan R.; O'Malley, Robin; Ojima, Dennis S.. A Review of Climate-Change Adaptation Strategies for Wildlife Management and Biodiversity Conservation. Conservation Biology, Oct2009, Vol. 23 Issue 5, p1080-1089.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from http://news.ninemsn.com.au/health/story_13178.asp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 20. The call number of a book you have been looking for is PE 1625.C29. Between which of the following two call numbers would you find this book?**

- PE 1625.C4 and PE 1625.C43
- PE 29.C54 and PE 1625.C3
- PE 164.C33 and PE 1625.A54
- P 28.C29 and PE 28.C3
- Don't know

*** 21. It is acceptable not to cite a source if**

- The author is dead
- I am on a tight schedule
- I do not know the author of the source
- None of the above
- Don't know

*** 22. A reference list or works cited page**

- includes sources cited in a book or an article
- allows you to locate additional sources on a topic
- allows you to locate works cited in that book or article
- All of the above
- Don't know

*** 23. When you request an item through the LEODelivers service**

- You have searched for the item at Wilson Library, but this library does not own the item
- Another library that owns the item will lend you the item
- You will not have to pay for the loan of the item
- All of the above
- Don't know

*** 24. Which of the following is NOT a primary function of a citation management program, such as RefWorks:**

- Spell checking your reference list
- Storing citations (either those you have imported from databases or manually input yourself)
- Creating bibliographies
- Creating in-text references
- Don't know

*** 25. What type of article usually has a section on methodology?**

- An empirical study
- A book review
- A literature review
- None of the above
- Don't know

*** 26. Which of the following search statements will get the most relevant results for the following topic: Discuss capital punishment as a deterrent to crime.**

- "Capital punishment" or crime or deterrent
- Deterrent and (crime or punishment)
- "Capital punishment" and crime and deterrent
- Punishment and crime and deterrent
- Don't know

*** 27. The most efficient way to find academic or scholarly journal articles on the topic of climate change is to:**

- Look through print or electronic encyclopedias
- Search the library's online journal article databases
- Use an internet search engine, such as Google or Bing
- Search the Library of Congress website
- Don't know

*** 28. If you are searching for scholarly journal articles on "The effect of eating disorders on college students' academic achievement", which of the following databases below would help you find the most appropriate articles?**

- Psychology databases
- Education databases
- Sociology databases
- Psychology, Education, and Sociology Databases
- Don't know

*** 29. Which three criteria are the most important to consider when evaluating a website to use as a reference for an academic research paper?**

- Navigation, structure, and format of the website
- Authority, purpose, and currency of the website
- Layout, graphics, and publisher of the website
- Bias, integrity, and cost of the website
- Don't know

*** 30. Mark ALL passages below which appropriately cite this passage from Dr. Martin Luther King's "Letter from the Birmingham Jail":**

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

- In "Letter from the Birmingham Jail," King writes to fellow clergy saying that although they "deplore the demonstrations taking place in Birmingham, your statement fails to express a similar concern for the conditions that brought about the demonstrations."
- Martin Luther King was certain that nobody would want to be contented with a surface type of social analysis that concerns itself only with effects and doesn't deal with root causes.
- Martin Luther King wrote that the city of Birmingham's "white power structure" left African-Americans there "no alternative" but to demonstrate ("Letter from the Birmingham Jail" para. 5).
- Don't know

Appendix B
Information Literacy Competency Standard by Degree level at La Verne

Standard One: Determines the nature and extent of the information needed

University of La Verne Undergraduate Student

- Creates a viable subject-relevant research question through narrowing and broadening scope of question
- Knows how to identify and define relevant terminology and keywords
- Understands the limitations of information availability

University of La Verne Master's Student

- Explores all available sources for needed information and makes decisions on broadening the information seeking process beyond local resources
- Recognizes that existing information can be synthesized with original thought, experimentation, and/or analysis to produce new information

University of La Verne Doctoral Student

- Identifies the value and differences of potential resources (e.g., media, website, data set, professional associations, scholars/experts/practitioners, legislation, governmental and nongovernmental organizations)
- Describes criteria used to make information decisions and choices

Standard Two: Accesses needed information effectively and efficiently

University of La Verne Undergraduate Student

- Selects appropriate research tools to find relevant research materials in their discipline, such as the library catalog, databases, appropriate professional and scholarly websites, etc.
- Constructs an appropriate search statement using Boolean operators
- Uses a variety of research sources
- Knows how and when to use LEODelivers and LINK+

University of La Verne Master's Student

- Identifies information sources using investigative protocols appropriate to the discipline(s).

- Learns the scope, content, and organization of discipline-specific information sources
- Constructs a search strategy using appropriate commands and selects controlled vocabulary specific to the discipline or information source

University of La Verne Doctoral Student

- Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- Identifies gaps in the information retrieved and determines if the search strategy should be revised
- Creates a system for organizing the information
- Uses various technologies to manage the information selected and organized

Standard Three: Evaluates information and its sources critically and incorporates selected information into research

University of La Verne Undergraduate Student

- Can assess credibility, accuracy, currency, bias, and relevance of information
- Differentiates between popular and scholarly sources
- Understands the difference between primary and secondary sources

University of La Verne Master's Student

- Synthesizes main ideas to construct new concepts
- Determines whether the initial query should be revised
- Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

University of La Verne Doctoral Student

- Investigates differing viewpoints encountered in the literature and determines whether to incorporate or reject viewpoints encountered
- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

- Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

Standard Four: Uses information effectively to accomplish a specific purpose

University of La Verne Undergraduate Student

- Successfully integrates compiled information
- Articulates knowledge and skills transferred from prior experiences to planning and creating the papers, projects or presentations
- Demonstrates appropriate use of citations
- Competency with citation formats
- Creates quality research papers, projects or presentations
- Selects information and presents in a style that is appropriate for the intended audience

University of La Verne Master's Student

- Selects information and presents in a style that is appropriate for the intended audience

University of La Verne Doctoral Student

- Takes existing knowledge and analyzes, synthesizes, interprets, integrates, to create new information
- Reflects on past successes and failures to create alternative strategies for obtaining needed information

Standard Five: Understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally

University of La Verne Undergraduate Student

- Understands copyright issues and the La Verne copyright policy on the library homepage
- Demonstrates an understanding of academic honesty
- Understands appropriate uses of tests/measurements and La Verne's Institutional Research Boards policies (in applicable research assignments)

University of La Verne Master's Student

- Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- Legally obtains, stores, and disseminates text (including tests or assessment instruments), data, images, or sounds
- Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- Demonstrates an understanding of institutional policies related to human subjects research

University of La Verne Doctoral Student

- Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- Legally obtains, stores, and disseminates text (including tests or assessment instruments), data, images, or sounds
- Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- Demonstrates an understanding of institutional policies related to human subjects research

Appendix C

Table 3: Comparison of Undergraduate with Graduate Students

Table 3. ULV Wilson Library Information Literacy Assessment Comparing Undergraduate with Graduate Students: Correct and Incorrect Responses

Item	Undergraduate (N=129)		Graduate (N=116)	
	Correct %	Incorrect	Correct	Incorrect %
ACRL Standards:				
ACRL Standard 1: Determine the nature and extent of the information needed				
13. A scholarly, peer-reviewed journal...	85	15	89	11
14. A magazine...	83	17	86	14
15. The call number of a book...	85	15	84	16
16. A citation...	98	2	96	4
17. An abstract is...	74	26	69	31
ACRL Standard 2: Accesses needed information effectively and efficiently				
18. You can use the library's online catalog (LEOPAC) to find information on...	88	12	87	13
19a. Select the type of material cited in each example below...	88	12	89	11
19b. Select the type of material cited in each example below...	67	33	62	38
19c. Select the type of material cited in each example below...	92	8	81	19
19d. Select the type of material	97	3	93	7

cited in each example below...

23. When you request an item through the LEOdelivers service	66	34	72	28
25. What type of article usually has a section on methodology?	61	39	64	36
26. Which of the following search statements will get the most relevant results for the following topic: discuss capital punishment as a deterrent to crime...	62	38	66	34
27. The most efficient way to find academic or scholarly journal article on the topic of climate change is to...	92	8	85	15
28. If you are searching for scholarly journal articles on “the effect of eating disorders on college students’ academic achievement”, which of the following databases below would help you find the most appropriate articles?	80	20	83	17

ACRL Standard 3: Evaluates information and its sources critically and incorporates selected information into research

29. Which three criteria are the most important to consider when evaluating a website to use as a reference for an academic research project	66	34	75	25
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ACRL Standard 4: Uses information effectively to accomplish a specific purpose

24. Which of the following is NOT a primary function of a citation management program, such as RefWorks...	46	54	52	48
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ACRL Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally.

21. It is acceptable not to cite a source if...	92	8	89	11
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Appendix D

Table 4: Comparison of Main Campus and Other Campus Students

Table 4. ULV Wilson Library Information Literacy Assessment Campus Comparison: Correct and Incorrect Responses

Item	Main Campus (N=186)		Other Campuses (N=66)	
	Correct %	Incorrect	Correct %	Incorrect
ACRL Standards:				
ACRL Standard 1: Determine the nature and extent of the information needed				
13. A scholarly, peer-reviewed journal...	87	13	82	18
14. A magazine...	86	14	79	21
15. The call number of a book...	82	18	89	11
16. A citation...	98	2	94	6
17. An abstract is...	70	30	74	26
ACRL Standard 2: Accesses needed information effectively and efficiently				
18. You can use the library's online catalog (LEOPAC) to find information on...	90	10	82	18
19a. Select the type of material cited in each example below...	90	10	85	15
19b. Select the type of material cited in each example below...	67	33	56	44
19c. Select the type of material cited in each example below...	89	11	82	18
19d. Select the type of material	96	4	92	8

cited in each example below...

23. When you request an item through the LEOdelivers service	72	18	61	39
25. What type of article usually has a section on methodology?	64	36	58	42
26. Which of the following search statements will get the most relevant results for the following topic: discuss capital punishment as a deterrent to crime...	66	34	58	42
27. The most efficient way to find academic or scholarly journal article on the topic of climate change is to...	89	11	89	11
28. If you are searching for scholarly journal articles on “the effect of eating disorders on college students’ academic achievement”, which of the following databases below would help you find the most appropriate articles?	82	18	79	21

ACRL Standard 3: Evaluates information and its sources critically and incorporates selected information into research

29. Which three criteria are the most important to consider when evaluating a website to use as a reference for an academic research project.	70	30	68	32
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ACRL Standard 4: Uses information effectively to accomplish a specific purpose

24. Which of the following is NOT a primary function of a citation management program, such as RefWorks...	51	49	42	58
--	----	----	----	----

ACRL Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally.

21. It is acceptable not to cite a source if...	91	9	88	12
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Appendix E

Table 5: Comparison of Responses by College

Table 5. ULV Wilson Library Information Literacy Assessment College Comparisons: Correct and Incorrect Responses

Item	CAS (N=70)		CBPM (N=80)		CEOL (N=90)	
	Correct	Incorrect %	Correct	Incorrect %	Correct	Incorrect %
ACRL Standards:						
ACRL Standard 1: Determine the nature and extent of the information needed						
13. A scholarly, peer-reviewed journal...	87	13	85	15	87	13
14. A magazine...	86	14	86	14	82	18
15. The call number of a book...	81	19	81	19	99	1
16. A citation...	99	1	94	6	74	26
17. An abstract is...	71	29	68	32	87	13
ACRL Standard 2: Accesses needed information effectively and efficiently						
18. You can use the library's online catalog (LEOPAC) to find information on...	93	7	85	15	85	15
19a. Select the type of material cited in each example below...	94	6	89	11	70	30
19b. Select the type of material cited in each example below...	61	39	63	37	88	12
19c. Select the type of material cited in each example below...	87	13	86	14	95	5
19d. Select the type of material cited in each example below...	98	2	93	7	92	8
23. When you request an item through the LEODelivers service	76	24	68	32	55	45
25. What type of article usually has a section on methodology?	61	39	59	41	65	35

26. Which of the following search statements will get the most relevant results for the following topic: discuss capital punishment as a deterrent to crime...	64	36	61	39	90	10
27. The most efficient way to find academic or scholarly journal article on the topic of climate change is to...	90	10	86	14	90	10
28. If you are searching for scholarly journal articles on “the effect of eating disorders on college students’ academic achievement”, which of the following databases below would help you find the most appropriate articles?	86	14	68	32	70	30

ACRL Standard 3: Evaluates information and its sources critically and incorporates selected information into research

29. Which three criteria are the most important to consider when evaluating a website to use as a reference for an academic research project	64	36	75	25	65	35
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ACRL Standard 4: Uses information effectively to accomplish a specific purpose

24. Which of the following is NOT a primary function of a citation management program, such as RefWorks...	49	51	43	57	68	32
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ACRL Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally.

21. It is acceptable not to cite a source if...	94	6	86	14	66	34
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Appendix F

Table 6: Comparison of students who have been at La Verne less than one year with those more than one year

Table 6. ULV Wilson Library Information Literacy Assessment Length of Time at University of La Verne: Correct and Incorrect Items

Item	1 st Semester & Less than one Year (N=85)		One Year or More (N=167)	
	Correct %	Incorrect	Correct %	Incorrect
ACRL Standards:				
ACRL Standard 1: Determine the nature and extent of the information needed				
13. A scholarly, peer-reviewed journal...	77	23	90	10
14. A magazine...	79	21	87	13
15. The call number of a book...	82	18	85	15
16. A citation...	95	5	98	2
17. An abstract is...	65	35	74	26
ACRL Standard 2: Accesses needed information effectively and efficiently				
18. You can use the library's online catalog (LEOPAC) to find information on...	86	14	90	10
19a. Select the type of material cited in each example below...	86	14	90	10
19b. Select the type of material cited in each example below...	54	46	70	30
19c. Select the type of material cited in each example below...	84	16	87	13
19d. Select the type of material	94	6	96	4

cited in each example below...

23. When you request an item through the LEOdelivers service	54	46	77	23
--	----	----	----	----

25. What type of article usually has a section on methodology?	48	52	70	30
--	----	----	----	----

26. Which of the following search statements will get the most relevant results for the following topic: discuss capital punishment as a deterrent to crime...	55	45	68	32
--	----	----	----	----

27. The most efficient way to find academic or scholarly journal article on the topic of climate change is to...	85	15	92	8
--	----	----	----	---

28. If you are searching for scholarly journal articles on “the effect of eating disorders on college students’ academic achievement”, which of the following databases below would help you find the most appropriate articles?	69	31	87	13
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ACRL Standard 3: Evaluates information and its sources critically and incorporates selected information into research

25. What type of article usually has a section on methodology?	48	52	70	30
--	----	----	----	----

29. Which three criteria are the most important to consider when evaluating a website to use as a reference for an academic research project	60	40	74	26
--	----	----	----	----

ACRL Standard 4: Uses information effectively to accomplish a specific purpose

24. Which of the following is NOT a primary function of a citation management program, such as RefWorks...	32	68	58	42
--	----	----	----	----

ACRL Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally.

21. It is acceptable not to cite a source if...	87	13	92	8
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