Mission / Purpose

Cameron University Library's mission is to provide access to scholarly information related to Cameron University programs and Lawton community needs, to facilitate the location, comprehension, mastery, application, and synthesis of that information, and to provide environments conducive to the creation of knowledge.

Goals

G 1: Educational Role
Cameron University Library partners in the University's educational mission to develop and support information literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Connected Documents
- Analysis of Student Bibliographies
- Information Literacy Survey Results

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O 1: Students will be able to distinguish among different types of information sources
Students who attend an information literacy class taught by a librarian will report an increase in their ability to distinguish among different types of information sources.

Connected Document
- Information Literacy Survey Results

Relevant Associations:

General Education/Core Curriculum Associations
1.2 The student will separate material into component parts and or organize material into relevant categories or groups.

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to distinguish among different types of information sources."

Connected Document
- Information Literacy Survey Results

Finding (2009-2010) - Target: Met
91.4% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to distinguish among different types of information sources."

Connected Document
- Information Literacy Survey Results

O 2: Students will be able to select sources appropriate to the type of information needed.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to select sources appropriate to the type of information needed.

Connected Document
- Information Literacy Survey Results

Relevant Associations:

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to select sources appropriate to the type of information needed."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
92.8% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to select sources appropriate to the type of information needed."

Connected Document
Information Literacy Survey Results

O 3: Students will be able to evaluate information sources.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to evaluate information sources on the basis of authority, objectivity, accuracy, and currency.

Connected Document
Information Literacy Survey Results

Relevant Associations:
General Education/Core Curriculum Associations
1.4 The student will assimilate information by applying critical thinking strategies in order to draw reasoned conclusions.

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to evaluate information sources on the basis of authority, objectivity, accuracy, and currency."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
91.7% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to evaluate information sources on the basis of authority, objectivity, accuracy, and currency."

Connected Document
Information Literacy Survey Results

O 4: Students will be able to use information legally and ethically.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to use information legally and ethically.

Connected Document
Information Literacy Survey Results

Relevant Associations:
General Education/Core Curriculum Associations
2.2 The student will identify moral issues and common standards of moral judgment and be aware of common errors of moral reasoning.
2.3 The student will think and act morally, logically, and responsibly in varied environments.

Institutional Priority Associations
1.3.1 professional success
1.3.2 responsible citizenship
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other
Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to use information legally and ethically."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
87.3% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to use information legally and ethically."

Connected Document
Information Literacy Survey Results

O 5: Students will be able to understand the purpose of online library catalogs.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to understand the purpose of online library catalogs.

Connected Document
Information Literacy Survey Results

Relevant Associations:
General Education/Core Curriculum Associations
1.1 The student will demonstrate multiple methods to search for and retrieve information.

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand the purpose of online library catalogs."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
87.3% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand the purpose of online library catalogs."

Connected Document
Information Literacy Survey Results

O 6: Students will be able to conduct catalog searches.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to conduct catalog searches.

Connected Document
Information Literacy Survey Results

Relevant Associations:
General Education/Core Curriculum Associations
1.1 The student will demonstrate multiple methods to search for and retrieve information.

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to conduct catalog searches."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
93.2% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to conduct catalog searches."

Connected Document
Information Literacy Survey Results
O 7: Students will be able to understand how the Library of Congress classification system is used.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to understand how the Library of Congress classification system is used to organize books on shelves according to subject.

Connected Document
Information Literacy Survey Results

Relevant Associations:
Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand how the Library of Congress classification system is used to organize books on shelves according to subject."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
85.0% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand how the Library of Congress classification system is used to organize books on shelves according to subject."

O 8: Students will be able to understand the purpose of scholarly article electronic databases.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to understand the purpose of scholarly article electronic databases.

Connected Document
Information Literacy Survey Results

Relevant Associations:
Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand the purpose of scholarly article electronic databases."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
91.6% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand the purpose of scholarly article electronic databases."

O 9: Students will be able to construct subscription article database searches.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to construct subscription article database searches.

Connected Document
Information Literacy Survey Results

Relevant Associations:
General Education/Core Curriculum Associations
1.1 The student will demonstrate multiple methods to search for and retrieve information.

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to construct subscription article database searches."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
89.7% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to construct subscription article database searches."

Connected Document
Information Literacy Survey Results

O 10: Students will be able to limit database search results.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to limit database search results.

Connected Document
Information Literacy Survey Results

Relevant Associations:

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to limit database search results."

Connected Document
Information Literacy Survey Results

Finding (2009-2010) - Target: Met
92.7% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to limit database search results."

Connected Document
Information Literacy Survey Results

O 11: Students will be able to understand how information literacy skills can benefit them after graduation.
Students who attend an information literacy class taught by a librarian will report an increase in their ability to understand how information literacy skills can benefit them after graduation.

Connected Document
Information Literacy Survey Results

Relevant Associations:

Institutional Priority Associations
1.2.3 experiential learning
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures

M 1: Survey
836 students who attended information literacy classes taught by librarians during the 2009-2010 academic year completed an assessment survey. The students rated various statements related to the learning of information literacy skills as "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

Source of Evidence: Academic indirect indicator of learning - other

Target:
85% or more of all student respondents will select either "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand how the skills discussed in this class can benefit me after graduation."
Finding (2009-2010) - Target: Met
86.3% of all student respondents either selected "Strongly Agree" or "Agree" when presented with the statement: "This class increased my ability to understand how the skills discussed in this class can benefit me after graduation."

O 12: Student bibliographies will contain a variety of resources, including authoritative resources.
Bibliographies of Composition I and II students who attended an information literacy class will contain a variety of resources, including authoritative resources.

Relevant Associations:
Institutional Priority Associations
1.3.1 professional success
1.3.3 life-long learning
2.1 Student learning

Related Measures
M 2: Analysis of Student Bibliographies
An analysis of 73 Composition I and Composition II student bibliographies was conducted to gather more information about the resources used by the students for their class papers.
Source of Evidence: Academic direct measure of learning - other

Finding (2009-2010) - Target: Met
The mean number of resources per bibliography was 5.44 resources. Out of the 397 resources cited, the most commonly used resources were journal articles which comprised 49.4% of all resources used. This was followed by websites at 29.0%, books at 18.6%, and "other" (videos, interviews, etc.) at 3%. A little over half of all journal articles used were authoritative (52.6%), while a little under half of all websites used were authoritative (47.0%). Excluding "other" resources, 90.0% of all resources used were authoritative (including books).