

**To:** College-Wide Assessment Committee  
**Cc:** Eric Daffron, Vice-Provost of Curriculum and Assessment  
Liz Siecke, Library Dean  
**From:** Christina Connor  
**Date:** June 1, 2015  
**Re:** AY 2014-2015 Library Information Literacy Assessment Report

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The library has 3 information literacy goals and 3 student learning outcomes. For AY2014-2015, librarians assessed all outcomes at all four course levels, and a total of 2,453 students were assessed.

For a complete breakdown:

<b>Total No. of Sessions Taught (Fall and Spring)</b>	168
<b>Total No. of Students Assessed (Fall and Spring)</b>	2,453
Total No. of Students Assessed in 100 Level Courses	1,653
Total No. of Students Assessed in 200 Level Courses	333
Total No. of Students Assessed in 300 Level Courses	427
Total No. of Students Assessed in 400 Level Courses	40

Librarians assessed 1,507 First Year students, 331 Sophomores, 251 Juniors, 257 Seniors, and 107 Transfers in Fall 2014 and Spring 2015.

	<b>100 Level Course</b>	<b>200 Level Course</b>	<b>300 Level Course</b>	<b>400 Level Course</b>
<b>First Year</b>	1,446	48	13	0
<b>Sophomore</b>	119	128	84	0
<b>Junior</b>	38	77	133	3
<b>Senior</b>	8	50	162	37
<b>Transfers</b>	42	30	35	0

Librarians assess by course level. Two direct in-class assessment tests have been developed by librarians: one test was developed for 100-200 level courses and one test was developed for 300-400 level courses. For a second measure, librarians reviewed Fall 2014 GECCo information literacy assessment data, which included faculty surveys (indirect measure).

Of the 3 outcomes directly assessed by librarians, most achievement targets were met.

# Ramapo College

## George T. Potter Library: Information Literacy Goals and Outcomes AY 2014/2015 Yearly Report

Information literacy is taught developmentally at the Potter Library. Classes are divided into three different tiers – Beginner Level Researcher (100 and 200 level classes), College Level Researcher (300 level classes), and Future Scholar (400 level classes). The Beginner Researcher Level focuses on the fundamental skills of information literacy, while the College and Future Scholar Levels transition to discipline-specific and non-traditional resources and methods. While all students are assessed on all three information literacy outcomes, the questions used in the assessment quiz, as well as the achievement targets, reflect the course-level developmental breakdown.

**Goal 1:** Determines the information needed

Outcome: Determines a manageable idea/paper topic (not too broad or narrow)

Measure 1: (Direct) Following all faculty-requested information literacy sessions (for both the fall and spring semesters), librarians will administer a short quiz that ask all students to apply information literacy skills discussed in session regarding topic development. Librarians will tabulate the results.

Achievement Targets:

- 70% of all 100 level students tested within an information literacy session will be able to identify the difference between a topic that is too broad and a topic that is too narrow.
- 70% of all 200 level students tested within an information literacy session will be able to identify the difference between a topic that is too broad and a topic that is too narrow.
- 75% of all 300 level students tested within an information literacy session will be able to identify an appropriate paper topic.
- 80% of all 400 level students tested within an information literacy session will be able to identify an appropriate paper topic.

Two information literacy quizzes have been developed to address the anticipated skill level of students in particular courses. Librarians have developed a set of questions for Beginner Level Researcher classes (100 and 200 level courses), and a separate set of questions for College and Future Scholar Level classes (300 and 400 level courses). Since 100 and 200 level courses fall under the Beginner Level Researcher tier, achievement targets are the same. Since the College and Future Scholar levels are on different tiers, achievement targets reflect the anticipated advancement among students with the skills tested.

Findings: 3 of the 4 course levels assessed in information literacy sessions met and exceeded achievement targets.

	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>	<b>Total # students assessed</b>
<b>100 Level Students</b>	68%	32%	1,653
<b>200 Level Students</b>	73%	27%	333
<b>300 Level Students</b>	88%	12%	427
<b>400 Level Students</b>	94%	6%	40

Assessment data collected indicate students in 200, 300 and 400 level courses met (and exceeded) achievement targets. One level where assessment results fell slightly short of the achievement target was at the 100 level.

Measure 2: (Indirect) Toward the end of both the fall and spring semesters, librarians will administer a short survey to faculty who request information literacy sessions in the library. The survey will ask faculty to identify if students did not meet, met, or exceeded expectations in applying information literacy skills in their research papers or projects. Taking into consideration that many faculty request sessions every semester, librarians will compile a random sampling of unique participants each semester, which will hopefully encourage participation.

Achievement Targets:

- 75% of faculty surveyed will report that students in their classes have met (or exceeded) expectations in their understanding of how to develop research question or thesis.

Findings: Information literacy was part of the GECCo assessment cycle for AY2014-2015. Librarians decided to review the assessment data from GECCo instead of duplicating the assessment. GECCo's assessment was a sixteen question online survey was sent to all instructors teaching First Year Seminar (FYS) and/or Critical Reading and Writing (CRWT) 102. The survey was administered December 8, 2014. In total, 24 instructors responded (57.14% response rate). The questions were designed to assess all three of the information literacy assessment outcomes.

After reviewing the GECCo assessment, librarians found 54% of faculty reported that students in their courses (FYS and/or CRWT) effectively defined the scope of a research topic. This assessment results fell short of the librarian's achievement target of 75%.

<b>Survey Question</b>	For the level of your class, do you feel students developed appropriate topics based on the parameters of your assignment?
<b>Responses</b>	a. 13.0% said they had difficulty defining the scope of the topic
	b. 33.0% said they defined the scope of the topic incompletely (remains too broad or too narrow)
	c. 54.0% said the effectively defined the scope of the topic

Librarians had hoped to survey faculty in upper level courses in the Spring 2015 semester (when the majority are requested), but there was a serious decline in information literacy session requests due to inclement weather and high volume of class cancellations. Librarians decided to wait until next academic year when there could be a more diverse amount of classes to survey/assess.

Actions: Both the library quiz (Direct Measure 1) and faculty survey (Indirect Measure 2) indicate first year students struggle with the concept of topic development. Librarians plan to share these results with the Writing Across the Curriculum (WAC) Committee. While librarians do cover topic development in library sessions, and the other level assessment results are hitting achievement targets, teaching faculty in FYS and CRWT do report students struggle with developing their own topics. The WAC Committee may be able to provide insight and support to the library, as well as other groups on campus concerned with this issue (i.e., the Writing Center and GECCo). In addition, librarians plan to survey faculty in upper level classes in the upcoming academic year to see if students improve over time. There is also discussion to adjust the achievement target for the faulty surveys to better align with the GECCo achievement target.

Report on Past Actions: In the fall 2013 and 2014 semesters, librarians adjusted their in-session quiz because they wanted to focus more on questions that measured student's proficiency in information

literacy. However, when the questions became more rigorous, the librarians noticed students did not meet the assigned achievement targets. In the summer of 2014, librarians met and discussed lowering the achievement targets by 5%. The assessment data this past academic year seems to indicate the new achievement targets are now a better reflection of student performance, without lowering the standard or rigor of the assessment measure.

**Goal 2:** Finds and obtains the information needed

Outcome: Constructs and implements a search strategy and uses various information resources to obtain information in the library and beyond

Measure 1: (Direct) Following all faculty-requested information literacy sessions (for both the fall and spring semesters), librarians will administer a short quiz that ask all students to apply information literacy skills discussed in session regarding finding information. Librarians will tabulate the results.

Achievement Targets:

- 70% of all 100 level students tested within an information literacy session will be able to identify the difference between library resources.
- 70% of all 200 level students tested within an information literacy session will be able to identify the difference between library resources.
- 75% of all 300 level students tested within an information literacy session will be able to identify effective search strategies when using the catalog or databases.
- 80% of all 400 level students tested within an information literacy session will be able to identify effective search strategies when using the catalog or databases.

Two information literacy quizzes have been developed to address the anticipated skill level of students in particular courses. Librarians have developed a set of questions for Beginner Level Researcher classes (100 and 200 level courses), and a separate set of questions for College and Future Scholar Level classes (300 and 400 level courses). Since 100 and 200 level courses fall under the Beginner Level Researcher tier, achievement targets are the same. Since the College and Future Scholar levels are on different tiers, achievement targets reflect the anticipated advancement among students with the skills tested.

Findings: 2 of the 4 course levels assessed in information literacy sessions met and exceeded achievement targets.

	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>	<b>Total # students assessed</b>
<b>100 Level Students</b>	80%	20%	1,653
<b>200 Level Students</b>	80%	20%	333
<b>300 Level Students</b>	67%	33%	427
<b>400 Level Students</b>	70%	30%	40

Assessment data collected indicate students in 100 and 200 level courses met (and exceeded) achievement targets. Two levels where assessment results fell short of the achievement target was at the 300 and 400 level.

Measure 2: (Indirect) Toward the end of both the fall and spring semesters, librarians will administer a short survey to faculty who request information literacy sessions in the library. The survey will ask faculty to identify if students did not meet, met, or exceeded expectations in applying information literacy skills in their research papers or projects. Taking into consideration that many faculty request sessions every semester, librarians will compile a random sampling of unique participants each semester, which will hopefully encourage participation.

Achievement Target:

- 75% of faculty surveyed will report that students in their classes have met (or exceeded) expectations in their understanding of how to find appropriate sources that support their research question or topic.

Findings: Information literacy was part of the GECCo assessment cycle for AY2014-2015. Librarians decided to review the assessment data from GECCo instead of duplicating the assessment. GECCo's assessment was a sixteen question online survey was sent to all instructors teaching First Year Seminar (FYS) and/or Critical Reading and Writing (CRWT) 102. The survey was administered December 8, 2014. In total, 24 instructors responded (57.14% response rate). The questions were designed to assess all three of the information literacy assessment outcomes.

After reviewing the GECCo assessment, librarians found 75% of faculty reported that students in their courses (FYS and/or CRWT) accessed some significant or highly significant information relevant to their papers (It is important to note 21% of faculty reported they tell their students which sources they can use). In addition, 50% of faculty reported students frequently incorporate appropriate sources for the level of their class. 46% of faculty reported students occasionally incorporate appropriate sources for the level of their class.

<b>Survey Question</b>	Based on the types of sources used in their papers, does the bibliography give you the impression that:
<b>Responses</b>	a. 4.0% said students accessed information randomly because the sources used lacked relevance and quality.
	b. 54.0% said students accessed some significant information because they found/used partially relevant information sources.
	c. 21.0% said students accessed highly significant information because the sources used directly related to concepts or answered the research topic.
	d. 21.0% said they tell their students which sources they can use.

<b>Survey Question</b>	Do you feel your students incorporated appropriate sources for the level of your class?
<b>Responses</b>	a. 50.0% said "frequently".
	b. 46.0% said "occasionally".
	c. 4.0% said "rarely".

Librarians had hoped to survey faculty in upper level courses in the Spring 2015 semester (when the majority are requested), but there was a serious decline in information literacy session requests due to inclement weather and high volume of class cancellations. Librarians decided to wait until next academic year when there could be a more diverse amount of classes to survey/assess.

Actions: Librarians plan to survey faculty in upper level classes in AY2015-2016 to see if the low assessment results (Direct Measure 1) are a reflection of issues with the question and/or achievement target or how the students are actually performing. Assessment data shows students in 300 and 400 level classes understand beginner-level concepts since the 300-400 assessment quiz does contain some introductory-level questions and the 100-200 level achievement targets are being met and exceeded. However, the data shows upper-level students struggle with advanced concepts. Librarians plan to focus primarily on higher-level search strategies in the 300 and 400 level courses since the data allows for the assumption students in upper-level classes have a solid understanding of basic strategies.

Two additional questions were included in the library session assessment that captured students understanding of the difference between library resources. Data still shows students struggle with when to use which resource. Librarians continue to discuss how to best teach library resources, particularly when upper level library sessions focus on disciplinary sources and may not include the general resources like the library catalog. Librarians have also discussed adjusting the achievement target for the faulty surveys to better align with the GECCo achievement target.

Report on Past Actions: In the fall 2013 and 2014 semesters, librarians adjusted their in-session quiz because they wanted to focus more on questions that measured student’s proficiency in information literacy. However, when the questions became more rigorous, the librarians noticed students did not meet the assigned achievement targets. In the summer of 2014, librarians met and discussed lowering the achievement targets by 5%. The assessment data this past academic year seems to indicate the new achievement targets are now a better reflection of student performance, without lowering the standard or rigor of the assessment measure.

**Goal 3:** Evaluates and incorporates the appropriate information

Outcome: Understands the difference between types of sources

Measure 1: (Direct) Following all faculty-requested information literacy sessions (for both the fall and spring semesters), librarians will administer a short quiz that ask all students to apply information literacy skills discussed in session regarding evaluating information. Librarians will tabulate the results.

Achievement Targets:

- 70% of all 100 level students tested within an information literacy session will be able to identify appropriate sources to use in their projects.
- 70% of all 200 level students tested within an information literacy session will be able to identify appropriate sources to use in their projects.
- 75% of all 300 level students tested within an information literacy session will be able to identify some ways to evaluate information.
- 80% of all 400 level students tested within an information literacy session will be able to identify some ways to evaluate information.

Two information literacy quizzes have been developed to address the anticipated skill level of students in particular courses. Librarians have developed a set of questions for Beginner Level Researcher classes (100 and 200 level courses), and a separate set of questions for College and Future Scholar Level classes (300 and 400 level courses). Since 100 and 200 level courses fall under the Beginner Level Researcher tier, achievement targets are the same. Since the College and Future Scholar levels are on different tiers, achievement targets reflect the anticipated advancement among students with the skills tested.

Findings: Assessment data collected indicate students in all four course levels met (and exceeded) achievement targets.

	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>	<b>Total # students assessed</b>
<b>100 Level Students</b>	70%	30%	1,653
<b>200 Level Students</b>	72%	28%	333
<b>300 Level Students</b>	83%	17%	427
<b>400 Level Students</b>	84%	16%	40

Measure 2: (Indirect) Toward the end of both the fall and spring semesters, librarians will administer a short survey to faculty who request information literacy sessions in the library. The survey will ask faculty to identify if students did not meet, met, or exceeded expectations in applying information

literacy skills in their research papers or projects. Taking into consideration that many faculty request sessions every semester, librarians will compile a random sampling of unique participants each semester, which will hopefully encourage participation.

Achievement Target:

- 75% of faculty surveyed will report that students in their classes have met (or exceeded) expectations in their understanding of how to effectively incorporate appropriate sources in their paper to support their research question or topic.

Findings: Information literacy was part of the GECCo assessment cycle for AY2014-2015. Librarians decided to review the assessment data from GECCo instead of duplicating the assessment. GECCo’s assessment was a sixteen question online survey was sent to all instructors teaching First Year Seminar (FYS) and/or Critical Reading and Writing (CRWT) 102. The survey was administered December 8, 2014. In total, 24 instructors responded (57.14% response rate). The questions were designed to assess all three of the information literacy assessment outcomes.

After reviewing the GECCo assessment, librarians found 96% of faculty reported students in their courses (FYS and/or CRWT) incorporated or mostly incorporated appropriate sources in their papers.

<b>Survey Questions</b>	How do you feel your students evaluate and incorporate different types of sources?
<b>Responses</b>	a. 4.0% said students incorporate information sources that have little connection to the paper topic and select sources using no criteria.
	b. 75.0% said students incorporate a variety of sources mostly appropriate to the paper topic and select sources using basic criteria (i.e. relevance).
	c. 21.0% said students incorporate a variety of sources appropriate to the paper topic and select sources using multiple criteria (i.e. relevance, authority, currency).

Librarians had hoped to survey faculty in upper level courses in the Spring 2015 semester (when the majority are requested), but there was a serious decline in information literacy session requests due to inclement weather and high volume of class cancellations. Librarians decided to wait until next academic year when there could be a more diverse amount of classes to survey/assess.

Actions: Even though all achievement targets were met (Direct Measure 1), Librarians plan to survey faculty in upper level classes in the upcoming academic year to see the student development. Librarians have also discussed adjusting the achievement target for the faulty surveys to better align with the GECCo achievement target.

Report on Past Actions: In the fall 2013 and 2014 semesters, librarians adjusted their in-session quiz because they wanted to focus more on questions that measured student’s proficiency in information literacy. However, when the questions became more rigorous, the librarians noticed students did not meet the assigned achievement targets. In the summer of 2014, librarians met and discussed lowering the achievement targets by 5%. The assessment data this past academic year seems to indicate the new achievement targets are now a better reflection of student performance, without lowering the standard or rigor of the assessment measure.