

**To:** College-Wide Assessment Committee  
**Cc:** Eric Daffron, Vice-Provost of Curriculum and Assessment  
 Liz Siecke, Library Dean  
**From:** Christina Connor  
**Date:** June 1, 2016  
**Re:** AY 2015-2016 Library Information Literacy Assessment Report

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The library has 3 information literacy goals and 3 student learning outcomes. For AY2015-2016, librarians assessed all outcomes at all four course levels.

For a complete breakdown:

<b>Total No. of Sessions Taught (Fall and Spring)</b>	141
<b>Total No. of Students Assessed (Fall and Spring)</b>	1,587
Total No. of Students Assessed in 100 Level Courses	1,001
Total No. of Students Assessed in 200 Level Courses	274
Total No. of Students Assessed in 300 Level Courses	264
Total No. of Students Assessed in 400 Level Courses	48

Librarians assessed 945 First Year students, 215 Sophomores, 197 Juniors, 207 Seniors, and 148 Transfers in Fall 2015 and Spring 2016.

	<b>100 Level Course</b>	<b>200 Level Course</b>	<b>300 Level Course</b>	<b>400 Level Course</b>
<b>First Year</b>	904	34	6	1
<b>Sophomore</b>	63	114	36	2
<b>Junior</b>	15	70	102	10
<b>Senior</b>	18	46	109	34
<b>Transfers</b>	27	59	53	9

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 surveyed faculty who requested information literacy sessions in Fall 2015. Spring faculty were not surveyed because most were repeats from the Fall semester and librarians did not want to over-survey faculty.

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 2015/2016 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:

	2014-2015			2015-2016		
	Meets Expectations	Does Not Meet Expectations	Total Students Assessed	Meets Expectations	Does Not Meet Expectations	Total Students Assessed
<b>100 Level Students</b>	68%	32%	1,653	66%	34%	1,001
<b>200 Level Students</b>	73%	27%	333	67%	33%	274
<b>300 Level Students</b>	88%	12%	427	86%	14%	264
<b>400 Level Students</b>	94%	6%	40	82%	18%	48

2 of the 4 course levels assessed in information literacy sessions met and exceeded achievement targets. Assessment data collected indicate students in 300 and 400 level courses met (and exceeded) achievement targets. 100 and 200 levels results fell just short of achievement targets, but only by 3-4%. Librarians were also disappointed to see lower results as compared to previous years, but wonder if this is a result of a lower sample size.

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:

	2014-2015 (GECCo IL Assessment of CRWT and FYS faculty)			2015-2016 (Library Assessment of 100-400 Level Courses)		
	Meets Expectations	Does Not Meet Expectations	Total Faculty Surveyed	Meets Expectations	Does Not Meet Expectations	Total Faculty Surveyed
<b>Majority of students will develop an appropriate topic based on the parameters of the assignment</b>	54%	46%	24	71%	29%	7

While survey results fall short of achievement targets, data shows significant improvement among students. Librarians do recognize the 2014-15 assessment results reflect a larger sample size compared to the 2015-16 data and only look at two courses.

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. In summer of 2015, librarians developed a survey for faculty in order to help librarians see if students improve in thesis/topic development throughout the semester.

Current Actions: Both the library quiz (Direct Measure 1) and faculty survey (Indirect Measure 2) indicate first year and sophomore level students struggle with the concept of topic development. Librarians will share these results with the Writing Across the Curriculum (WAC) Committee as

thesis/topic development is also a concern among writing faculty. 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). Librarians also think looking at GECCo writing assessment results could be helpful. Lastly, librarians have begun discussions with the First Year Seminar (FYS) Director to create targeted video tutorials, with accompanying assessment modules. Both the FYS Director and librarians feel this could help strengthen information literacy skill development. This effort has been successfully piloted in select upper level major courses.

**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:

	2014-2015			2015-2016		
	Meets Expectations	Does Not Meet Expectations	Total	Meets Expectations	Does Not Meet Expectations	Total
<b>100 Level Students</b>	80%	20%	1,653	82%	18%	1,001
<b>200 Level Students</b>	80%	20%	333	81%	19%	274
<b>300 Level Students</b>	67%	33%	427	64%	36%	264
<b>400 Level Students</b>	70%	30%	40	63%	37%	48

2 of the 4 course levels assessed in information literacy sessions met and exceeded achievement targets. 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. Librarians were happy to see improvement over the past year within the lower levels.

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:

	2014-2015 (GECCo IL Assessment of CRWT and FYS faculty)			2015-2016 (Library Assessment of 100-400 Level Courses)		
	Meets Expectations	Does Not Meet Expectations	Total Faculty Surveyed	Meets Expectations	Does Not Meet Expectations	Total Faculty Surveyed
<b>Majority of students will find appropriate sources based for the assignment</b>	21%	79%	24	85%	15%	7

Survey results students meet (and exceed) achievement targets. Librarians are also happy to see the significant improvement between the 2014-15 and 2015-16 results. Librarians do recognize the earlier assessment is a larger sample size and surveying faculty who teach students in their first semester. The drastic jump in achievement may reflect an assessment of a broader range of students.

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.

Current Actions: 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.

**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:

	2014-2015			2015-2016		
	Meets Expectations	Does Not Meet Expectations	Total	Meets Expectations	Does Not Meet Expectations	Total
<b>100 Level Students</b>	70%	30%	1,653	71%	29%	1,001
<b>200 Level Students</b>	72%	28%	333	74%	30%	274
<b>300 Level Students</b>	83%	17%	427	80%	20%	264
<b>400 Level Students</b>	84%	16%	40	84%	16%	48

Assessment data collected indicate students in all four course levels met (and exceeded) achievement targets. . Librarians were happy to see improvement over the past year within the lower levels.

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:

	2014-2015 (GECCo IL Assessment of CRWT and FYS faculty)			2015-2016 (Library Assessment of 100-400 Level Courses)		
	Meets Expectations	Does Not Meet Expectations	Total Faculty Surveyed	Meets Expectations	Does Not Meet Expectations	Total Faculty Surveyed
<b>Majority of students will evaluate and incorporate different type of sources appropriate to the assignment</b>	96%	4%	24	71%	29%	7

Assessment data collected indicates student did not meet assigned achievement target for this outcome. Comparing data in Direct Measure 1 of this outcome and Indirect Measure2 leads librarians to believe while students can identify appropriate sources for their work, they struggle with incorporating those sources.

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%.

Current Actions: Even though all achievement targets were met in the Direct Measure 1 for this outcome, it is unfortunate the faculty surveyed falls short of the achievement target. However, this outcome is missed by just 4%. Librarians will share these results with the Writing Across the Curriculum (WAC) Committee as evaluation and incorporation of resources is a part of the writing process. 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). Librarians also think looking at GECCo writing assessment results could be helpful.