To: College-Wide Assessment Committee
Cc: Eric Daffron, Vice-Provost of Curriculum and Assessment
Liz Siecke, Library Dean
From: Christina Connor
Date: June 6, 2016
Re: AY 2016-2017 Library Information Literacy Assessment Report

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The library has 3 information literacy goals and 3 student learning outcomes. For AY2016-2017, librarians assessed all outcomes at all four course levels.

For a complete breakdown:

Total No. of Sessions Taught (Fall and Spring)	130
Total No. of Students Assessed (Fall and Spring)	1,760
Total No. of Students Assessed in 100 Level Courses	1,114
Total No. of Students Assessed in 200 Level Courses	322
Total No. of Students Assessed in 300 Level Courses	324
Total No. of Students Assessed in 400 Level Courses	0

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

	100 Level Course	200 Level Course	300 Level Course	400 Level Course
First Year	991	73	7	n/a
Sophomore	63	96	27	n/a
Junior	36	83	49	n/a
Senior	12	41	13	n/a
Transfers	38	85	24	n/a

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. While a second measure was planned for the library's Information Literacy assessment, due to heavy demands on librarians to provide extensive data for an upcoming renovation project, the second measure was not implemented.

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 2016/2017
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:

	2015-2016			2016-2017		
	Meets Expectations	Does Not Meet Expectations	Total Students Assessed	Meets Expectations	Does Not Meet Expectations	Total Students Assessed
100 Level Students	66%	34%	1,001	70%	30%	1,114
200 Level Students	67%	33%	274	70%	30%	322
300 Level Students	86%	14%	264	89%	11%	324
400 Level Students	82%	18%	48	n/a	n/a	0

All course levels assessed in information literacy sessions met and exceeded achievement targets. Librarians were happy to see improvement in findings from the previous year.

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: Indirect Measure 2 was not implemented.

Past Actions: In summer of 2016, librarians met with First Year Seminar Director Yvette Kisor to discuss developing online information literacy modules geared toward the outcomes associated with First Year Seminar. Librarians shared results with the Writing Across the Curriculum (WAC) Committee. WAC members want to explore ways to improve topic development among students.

Current Actions: On July 20,2017 librarians plan to go to a Library Information Literacy Assessment workshop to explore options for new assessment measures that could be implemented at the College. For the summer of 2017, librarians will continue to meet with the Director of First Year Seminar to make adjustments to the current online module for the course and additional online resources will be developed during this summer. The Directors of Critical Reading and Writing and Studies in Arts and Humanities also would like online modules developed for those courses. The online components will complement the outcomes designated for each course. Librarians are focusing on these General Education Courses since the new GE will modify how information literacy is delivered to these 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:

	2015-2016			2016-2017		
	Meets Expectations	**Does Not Meet Expectations**	**Total**	**Meets Expectations**	**Does Not Meet Expectations**	**Total**
100 Level Students	82%	18%	1,001	80%	20%	1,114
200 Level Students	81%	19%	274	77%	23%	322
300 Level Students	64%	36%	264	67%	33%	324
400 Level Students	63%	37%	48	n/a	n/a	0

2 of the 3 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. Assessment results fell short of the achievement target was at the 300 level, however there was improvement from AY15/16 to AY16/17 by 3%.

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: Indirect Measure 2 was not implemented.

Past Actions: In fall of 2015, librarians adjusted the questions associated with Direct Measure 1 in order to better capture the skills associated with the outcome. Librarians also implemented a plan to make sure advanced search strategies was a major component of all upper level information literacy courses.

Current Actions: On July 20,2017 librarians plan to go to a Library Information Literacy Assessment workshop to explore options for new assessment measures that could be implemented in the fall for IL sessions. Our hope is to develop a better way to assess this goal possibly by reworking the current questions or implementing a more hands on method.

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:

	2015-2016			2016-2017		
	Meets Expectations	**Does Not Meet Expectations**	**Total**	**Meets Expectations**	**Does Not Meet Expectations**	**Total**
100 Level Students	71%	29%	1,001	70%	30%	1,114
200 Level Students	74%	30%	274	70%	30%	322
300 Level Students	80%	20%	264	83%	17%	324
400 Level Students	84%	16%	48	n/a	n/a	0

Assessment data collected indicate students in all four course levels met achievement targets.

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: Indirect Measure 2 was not implemented.

Past Actions: In summer 2016, librarians met with the Director of the First Year Seminar program to develop an academic integrity and evaluation online module for all FYS courses to help students understand the evaluation and incorporation of information in their projects.

<u>Current Actions:</u> In the new GE program, evaluation is a major outcome emphasized with Studies in the Arts and Humanities. The Studies in Arts and Humanities director has expressed a willingness to partner with librarians to develop online resources and tools to increase achievement targets associated with evaluation in the modified GE course. Librarians have also developed stand-alone workshops addressing evaluation of source material, particularly with news sources.