

To: College-Wide Assessment Committee
Cc: Elizabeth Siecke, Library Dean
From: Christina Connor
Date: June 28, 2016
Re: AY 2017-2018 Library Information Literacy Assessment Report

The library has 3 information literacy goals and 3 student learning outcomes. For AY2017-2018, librarians assessed all outcomes at the 100 and 200 course levels. Of the 3 outcomes directly assessed by librarians, all achievement targets were met, many of which were exceeded.

Generally, librarians assess by course level since 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.

For AY2017-2018, librarians assessed all outcomes at the 100 and 200 course levels and suspended assessment at the 300 and 400 levels in order to pilot new assessment software.

Total No. of Sessions Taught (Fall and Spring)	138
Total No. of Students Assessed (Fall and Spring)	1,285
Total No. of 100 Level Courses Assessed	76 (accounts for almost the entire FY population)
Total No. of 200 Level Courses Assessed	28

	100 Level Course	200 Level Course	Total No. of Students
First Year	915	38	953
Sophomore	82	88	170
Junior	12	81	93
Senior	9	38	47
Transfers	53	83	136

Ramapo College

George T. Potter Library: Information Literacy Goals and Outcomes AY 2017/2018 Annual Report

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 an assessment tool 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.

Findings:

Course Level	2016-2017			2017-2018		
	Meets Expectations	Does Not Meet Expectations	Total Students Assessed	Meets Expectations	Does Not Meet Expectations	Total Students Assessed
100 Level	70%	30%	1,114	83%	17%	1,026
200 Level	70%	30%	322	79%	21%	259

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 the spring semester, librarians will administer a short survey to faculty who request information literacy sessions in the library. The survey will ask faculty to identify how well students apply 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. In an effort to maximize responses, librarians will be sure to highlight that this survey is for assessment purposes, the results of which will be used to ensure library information literacy sessions are best meeting the needs of students. Librarians will tabulate the results.

Achievement Targets:

- 75% of faculty surveyed will report that students in their classes have effectively defined the scope of their research question or thesis.

Findings: 69% of faculty agreed that students who participated in an information literacy session could identify manageable topics for papers or projects.

Past Actions: Librarians attended a statewide Information Literacy Assessment Workshop in July 2017, which was offered and attended by librarians from around New Jersey. The workshop provided information about a new online tool for administering assessment. It was implemented September

2017. The appeal of the new software is that it allowed students to see if a question is answered correctly and the rationale for the correct (or incorrect) answer.

Current Actions: Librarians will meet to discuss the findings and how to better assist students with topic development within information literacy sessions to address faculty concerns. With the new software available, librarians will look into the development of online tutorials and modules so students have a resource post-session on which to refer.

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 an assessment tool 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.

Findings:

Course Level	2016-2017			2017-2018		
	Meets Expectations	Does Not Meet Expectations	Total	Meets Expectations	Does Not Meet Expectations	Total
100 Level	80%	20%	1,114	89%	11%	1,026
200 Level	77%	23%	322	87%	13%	259

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 the spring semester, librarians will administer a short survey to faculty who request information literacy sessions in the library. The survey will ask faculty to identify how well students apply 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. In an effort to maximize responses, librarians will be sure to highlight that this survey is for assessment purposes, the results of which will be used to ensure library information literacy sessions are best meeting the needs of students. Librarians will tabulate the results.

Achievement Target:

- 75% of faculty surveyed will report that students in their classes frequently find appropriate sources that support their research question or topic.

Findings: 82% of faculty agreed that students who participated in an information literacy session frequently found appropriate sources that supported their research question or topic.

Past Actions: Librarians attended a statewide Information Literacy Assessment Workshop in July 2017, which was offered and attended by librarians from around New Jersey. The workshop provided information about a new online tool for administering assessment. It was implemented September 2017. The appeal of the new software is that it allowed students to see if a question is answered correctly and the rationale for the correct (or incorrect) answer.

Current Actions: Librarians will consider increasing achievement targets since student responses to questions have been improving.

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 an assessment tool 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.

Findings:

Course Level	2016-2017			2017-2018		
	Meets Expectations	Does Not Meet Expectations	Total	Meets Expectations	Does Not Meet Expectations	Total
100 Level	70%	30%	1,114	75%	25%	1,026
200 Level	70%	30%	322	81%	19%	259

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 the spring semester, librarians will administer a short survey to faculty who request information literacy sessions in the library. The survey will ask faculty to identify how well students apply 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. In an effort to maximize responses, librarians will be sure to highlight that this survey is for assessment purposes, the results of which will be used to ensure library information literacy sessions are best meeting the needs of students. Librarians will tabulate the results.

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: 75% of faculty surveyed will report that students in their classes mostly or consistently incorporate appropriate sources in their paper to support their research question or topic.

Past Actions: Librarians met with the Director for the Studies in Arts and Humanities (formally Readings in Humanities) to discuss implementing information literacy in the course starting Fall 2018. Objectives include developing more robust instruction on evaluation of information and sources.

Current Actions: Librarians will continue to work with the Director for the Studies in Arts and Humanities in order to develop information literacy instruction within the course.