

To: College-Wide Assessment Committee
 Dr. Michael Unger, Director of Assessment
Cc: Elizabeth Siecke, Library Dean
From: Christina Connor
Date: June 5, 2019
Re: AY 2018-2019 Library Information Literacy Assessment Report

The library has 3 information literacy goals and 3 student learning outcomes. For AY2018-2019, librarians assessed all outcomes in all course levels. Of the 3 outcomes directly assessed by librarians, all achievement targets were met, many of which were exceeded.

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 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. For AY2018-2019, 300 and 400 level assessment was re-implemented using the new software.

For AY2018-2019, librarians adjusted their second measure for all outcomes. Previous second measures included faculty surveys and student papers. However, due to low participation, it was decided to add an indirect survey question to the First Year Experience (FYE) end of semester survey. The FYE survey was ideal since the library conducts sessions for almost all First Year Seminar courses.

Total No. of Sessions Taught (Fall and Spring)	151
Total No. of Students Assessed (Fall and Spring)	1,637
Total No. of 100 Level Courses Assessed	72
Total No. of 200 Level Courses Assessed	45
Total No. of 300 Level Courses Assessed	31
Total No. of 400 Level Courses Assessed	3

	100 Level Course	200 Level Course	300 Level Course	400 Level Course	Total No. of Students
First Year	825	128	3	0	956
Sophomore	81	204	14	0	299
Junior	22	184	40	1	247
Senior	10	48	74	3	135
Transfers	36	166	33	2	237

Ramapo College

George T. Potter Library: Information Literacy Goals and Outcomes AY 2018/2019 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.
- 75% of all 300 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.
- 80% of all 400 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	2017-2018		2018-2019	
	Meets Expectations	Does Not Meet Expectations	Meets Expectations	Does Not Meet Expectations
100 Level	83%	17%	84%	16%
200 Level	79%	21%	86%	14%
300 Level	N/A		89%	11%
400 Level	N/A		100%	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) FYE Fall 2018 Survey Information Literacy Questions.

Achievement Targets: 70% of all FYE students surveyed will report that the library session improved the student's ability to construct a manageable paper topic.

Findings: 76% strongly agreed or agreed that the library session improved their ability to construct a manageable paper 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 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.
- 75% of all 300 level students tested within an information literacy session will be able to identify the difference between library resources.
- 80% of all 400 level students tested within an information literacy session will be able to identify the difference between library resources.

Findings:

Course Level	2017-2018		2018-2019	
	Meets Expectations	Does Not Meet Expectations	Meets Expectations	Does Not Meet Expectations
100 Level	89%	11%	88%	12%
200 Level	87%	13%	90%	10%
300 Level	N/A		91%	9%
400 Level	N/A		100%	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) FYE Fall 2018 Survey Information Literacy Questions.

Achievement Target: 70% of all FYE students surveyed will report that the library session improved the student's ability to find appropriate sources for research.

Findings: 83% of students strongly agreed or agreed that that library session improved their ability to find appropriate sources for research.

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

Findings:

Course Level	2017-2018		2018-2019	
	Meets Expectations	Does Not Meet Expectations	Meets Expectations	Does Not Meet Expectations
100 Level	75%	25%	71%	29%
200 Level	81%	19%	78%	22%
300 Level	N/A		79%	21%
400 Level	N/A		100%	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) FYE Fall 2018 Survey Information Literacy Questions.

Achievement Target: 70% of all FYE students surveyed will report the library session improved the student's ability to understand the meaning of a scholarly or peer-reviewed source.

Findings: 80% of students strongly agreed or agreed that the library session improved their understanding of a scholarly peer-reviewed source.

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.