RAILS Survey Data
Institution #2

Statement	Disagree 1	2	No Opinion 3	4	Agree 5	Don't Know 0	Instit #2 Response Mean*	Institution #2 Comment Highlights	RAILS 2010-11 Mean*
Outcomes based assessment can be an effective way to assess learning.				18% (2)	**82% (9)**	N/A	4.82		**4.62**
A rubric can be an effective way to assess learning.			18% (2)	18% (2)	**64% (7)**	N/A	4.45		**4.56**
The rubric is visually clear and easy to read.				18% (2)	**82% (9)**		4.82		**4.76**
I understand the words used in this rubric.				45% (5)	**55% (6)**		4.55	"I THINK THE TERMS ARE SOMETIMES FLUID OR DIFFICULT TO CONSISTENTLY APPLY TO THE STUDENT WORK I UNDERSTAND THEN, BUT STILL SOMETIMES FEEL CONFUSED." "DEFININTELY AMBIGUITY WITH SOME TERMS. RELIABILITY AND ACCURACY = GOT CONFUSED ABOUT THE DIFFERENCE. 'AUTHOR', 'POINT OF VIEW' -- THESIS OF ARTICLE OR POTENTIAL BIAS?"	**4.73**
I understand the concepts included in this rubric.				27% (3)	**73% (8)**		4.73		**4.65**

I believe this rubric will accurately measure student information literacy skills.			9% (1)	**73% (8)**	18% (2)		4.09	"I THINK IT CAN HELP TREMENDOUSLY, BUT I THINK WE'LL STILL FIND INCONSISTENCIES." "THERE ARE TIMES WHEN THE ACCURATE RESPONSE TO THE RUBRIC IS NOT TECHNICALLY 'RIGHT' FOR THE STUDENT RESEARCHER. FOR EXAMPLE, CURRENCY IS NOT ALWAYS A 5 YR ISSUE."	**4.00**
The rubric is missing something that would improve its ability to measure student information literacy skills.	18% (2)	9% (1)	**45% (5)**	18% (2)	9% (1)		2.91	"IN THIS RUBRIC, WE ONLY EVALUATE 2 OUT OF 5 IL STANDARDS." "I WOULD LIKE TO SEE MORE CLARIFICATION BETWEEN RELIABILITY AND ACCURACY." "THIS IS A PARTIAL RUBRIC, SO IT DOES NEED MORE." "'CRITICAL' ELEMENT MISSING."	**3.09**

I can imagine how results from this rubric, or an adaptation of it, could be used to improve teaching and learning of information literacy skills in my class(es).				9% (1)	**82% (9)**	9% (1)	4.90		**4.76**
I can imagine how results from this rubric, or an adaptation of it, could be used to improve teaching and learning of information literacy skills across classes in my department, program, or over time.			18% (2)	27% (3)	**55% (6)**		4.36	"THIS CAN BE A JUMP START RUBRIC FOR FACULTY AND LIBRARIAN LIAISON TO CREATE SUBJECT SPECIFIC OR ASSIGNMENT RUBRIC."	**4.71**
I can envision myself using this rubric, or an adaptation of it, to assess student information literacy skills.	9% (1)		9% (1)	9% (1)	**64% (7)**	9% (1)	4.30	"WE ALREADY USE A RUBRIC FOR L.S.S." "I DON'T DIRECTLY TEACH THIS SUBJECT." "WE ALREADY DO."	**4.37**

I can envision myself sharing this rubric, or an adaptation of it, with students for them to use as a self-evaluation tool.	9% (1)			9% (1)	**82% (9)**		4.55		**4.43**
I can envision myself sharing this rubric, or an adaptation of it, with students for them to use as a peer-evaluation tool.	9% (1)		9% (1)		**82% (9)**		4.45		**4.33**
I believe other people using this rubric would probably assign the same scores as I would.		9% (1)	9% (1)	**64% (7)**	18% (2)		3.91	"ALWAYS SOMEBODY WHO WILL DISAGREE." "WITH SOME VARIATIONS (AS SEEN IN MORNING)." "THE DIFFERENCE BETWEEN 2 AND 3 IS OFTEN VERY SUBJECTIVE."	**3.84**
I believe this rubric is free of cultural, ethnic, and gender stereotypes and biases.			9% (1)	9% (1)	**73% (8)**	9% (1)	4.70		**4.41**

*This Likert scale is ordinal in nature. Answer choices are sequenced, but not continuous. Therefore, means (average scores) are not as meaningful as if the scale were continuous. However, it is still acceptable and common practice to report Likert scale means as they convey a "sense" of the overall survey response.

Open-ended Questions:

What support would you need to move forward with assessing information literacy using this rubric, or an adaptation of it?

I THINK THE RAILS SITE RUBRIC PAGE IS VERY HELPFUL.
NO REAL OUTSIDE SUPPORT NEEDED -- BEYOND COOPERATION/COMMUNICATION WITH SPECIFIC LIBRARIANS.
TIME, WILLING FACULTY TO PARTICIPATE, A WAY TO VALIDATE THE TOOL.
MORE SESSIONS LIKE THIS -- DISCUSSION, NORMING, DEVELOPMENT.
THE ENGLISH DEPARTMENT AND LIBRARY ARE ALREADY IN A POSTIIVE RELATIONSHIP REGARDING RUBRICS IN FOR L.S. (AND OTHER THINGS).
PERHAPS BETTER DEFINITION OF "SUPERFICIAL".
THE RESULTS OF YOUR STUDY!
TIME TO ADJUST EXISTING RUBRIC WITH WHAT WE HAVE LEARNED TODAY.

What do you think it would take to convince *your colleagues* to assess information literacy using this rubric, or an adaptation of it?

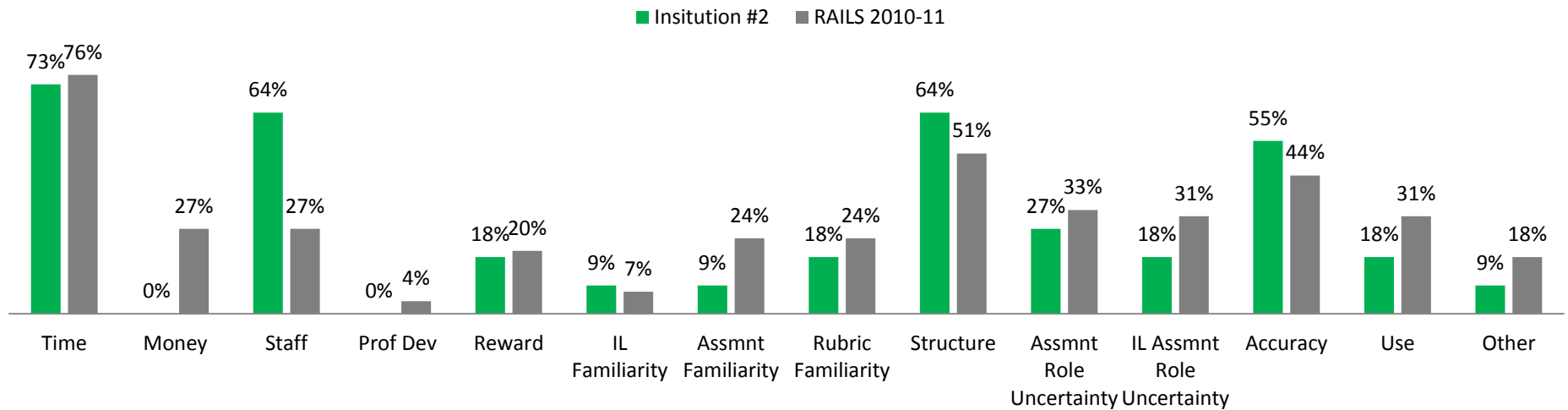| |
|---|
| LIBRARIANS HERE HAVE ALREADY USED RUBRICS. WE WILL NEED TO START CONVERSATIONS ON HOW WE CAN ADAPT SOME OF THE WORDINGS TO IMPROVE OUR RUBRIC. |
| NOT MUCH MORE THAN A MEETING -- WE HAVE HAD SEVERAL IN RECENT YEARS, SO THAT COULD BE AN ISSUE. |
| TIME TO LEARN HOW TO EFFECTIVELY USE THE RUBRIC. |
| I THINK MY DEPT IS CONVINCED BUT OVERWHELMED. |
| RETIREMENT? SERIOUSLY, THERE ARE VERY FEW BARRIERS TO RUBRICS IN OUR DEPARTMENT. FEAR OF OVER-STANDARDIZATION MAY BE A CONCERN WITH SOME, BUT THESE WOULD BE THE FEW. |
| I THINK THEY WOULD BE FINE WITH IT AFTER DISCUSSION TO DEFINE TERMS. |
| HIGHLIGHTING THE BENEFITS OF A STANDARDIZED, STRUCTURED BENCHMARK FOR ASSESSMENT. |
| NOT MUCH -- WE ALREADY USE A VERSION OF IT AND I DON'T THINK IT WOULD BE HARD TO EVERYONE TO WORK ON ADJUSTING IT IF NEEDED. |

What was your favorite thing about the rubric assessment process?

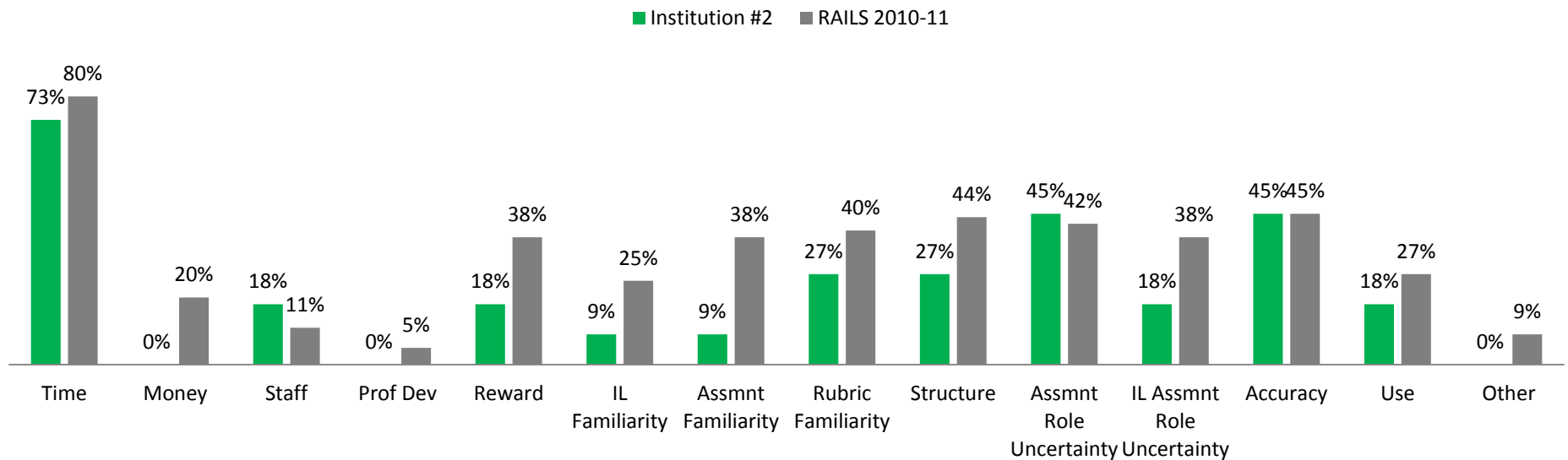| |
|---|
| I ENJOYED THE NORMING SESSION VERY MUCH. AND ONCE ONE DEVELOPED A *PERFECT* RUBRIC, GRADING CAN BE PLEASANT TOO. |
| I LIKE NORMING AND I COULD DISCUSS SUCH THINGS ALL DAY. |
| DISCUSSING THE RUBRIC AND MAKING THE ADAPTATIONS. |
| I ENJOYED/FOUND GREAT VALUE IN THE WHOLE PROCESS. GLAD TO HAVE TAKEN PART! THANK YOU. |
| DISCUSSION OF RUBRIC WAS INTERESTING AND HELPFUL. |
| GENERALLY, HELPS ME STAY OBJECTIVE WHILE GIVING STUDENTS CONCRETE PARAMETERS. TODAY, I FEEL BETTER PREPARED TO PREPARE MY STUDETNS FOR THE UPCOMING L.S. SKILLS WORKSHOPS. |
| THE COLLEGIAL ATMOSPHERE OF THE READING. |
| THE NORMING PROCESS WAS EXTREMELY HELPFUL TO UNDERSTAND HOW OTHERS APPROACH THIS ASSESSMENT. |
| THE NORMING PROCESS -- DISCUSSION OPINIONS OF HOW TO CREATE A RUBRIC, WHAT LANGUAGE TO USE. |
| THINKING ABOUT WHAT CRITERIA CONSITUTES GOOD EVALUATION OF SOURCES. |
| GETTING IDEAS FOR HOW WE CAN IMPROVE OUR CURRENT RUBRIC, WORKING WITH FACULTY OUTSIDE OF THE ENG DEPT. |

What was your least favorite thing about the rubric assessment process?

LUNCH IS TOO SHORT. TOO MANY ARTIFACTS. 50 WOULD BE GOOD.
THE 100 IN 4 HOURS STARTED TO AFFECT MY EYES, STIFF NECK, ETC. BUT I UNDERSTAND THE CONSTRAINTS.
IT WAS HARD TO GET THROUGH 100 ANNOTATIONS.
IT WAS DIFFICULT -- IN TERMS OF TIME AND ENERGY. IT'S A LOT TO GET THROUGH.
TOO MANY TO ASSESS AT ONE TIME. ALSO HARD FOR THOSE WITH REPETITIVE STRESS ISSUES AND MIGRAINE SENSITIVITY (COMPUTER MONITORS CAN TRIGGER).
TIME CONSTRAINTS (I'M A SLOW READER).
THE SENSE OF RUSHING TO FINISH THE 100 ARTIFACTS IN THE ALLOTTED TIME.
IT IS REALLY HARD TO BE CONFIDENT IN MY CHOICE OF RANKING GIVEN THE TIME ALLOTTED AND NOT HAVING ARTICLE AVAILABLE. I MIGHT CHANGE MY OPINION AFTER EXAMINING THE ARTICLE.
THE GRADING PROCESS WAS TOO INENSE. BUILD IN MORE GRADING TIME.
READING ALL THE BAD WRITING!
WHEN DISCUSSION/NORMING GOT OFF TOPIC, WHEN WE GOT BOGGED DOWN IN DETAILS, WHEN PEOPLE TRIED TO INCORPORATE THINGS THAT WE WEREN'T ADDRESSING IN THIS PROJECT.

Top 5 Barriers that May Impede You from Assessing IL Using this Rubric

■ Insitution #2 ■ RAILS 2010-11

Category	Institution #2	RAILS 2010-11
Time	73%	76%
Money	0%	27%
Staff	64%	27%
Prof Dev	0%	4%
Reward	18%	20%
IL Familiarity	9%	7%
Assmnt Familiarity	9%	24%
Rubric Familiarity	18%	24%
Structure	64%	51%
Assmnt Role Uncertainty	27%	33%
IL Assmnt Role Uncertainty	18%	31%
Accuracy	55%	44%
Use	18%	31%
Other	9%	18%

Top 5 Barriers that May Impede Your Colleagues from Assessing IL Using this Rubric

■ Insitution #2 ■ RAILS 2010-11

Category	Institution #2	RAILS 2010-11
Time	73%	80%
Money	0%	20%
Staff	18%	11%
Prof Dev	0%	5%
Reward	18%	38%
IL Familiarity	9%	25%
Assmnt Familiarity	9%	38%
Rubric Familiarity	27%	40%
Structure	27%	44%
Assmnt Role Uncertainty	45%	42%
IL Assmnt Role Uncertainty	18%	38%
Accuracy	45%	45%
Use	18%	27%
Other	0%	9%

	Accomplished	Developing	Inadequate
Evaluates Authority	Student shows sufficient evidence of the author's credentials and qualifications. *Students rated as Accomplished: 46%*	Student briefly identifies the author's credentials and qualifications. *Students rated as Developing: 35%*	Student does not identify the author's credentials or qualifications. *Students rated as Inadequate: 19%*
Evaluates Currency	Student comments on the source's publication year and retrieves the source that is published within the last five years. *Students rated as Accomplished: 68%*	Student either comments on the source's publication year or retrieves a source that is published in the last five years, but does not do both. *Students rated as Developing: 26%*	Student does not comment on the source's publication year and does not retrieve a source that is published in the last five years. *Students rated as Inadequate: 6%*
Evaluates Reliability	Student shows adequate evidence of whether or not the source is trustworthy. *Students rated as Accomplished: 23%*	Student shows superficial evidence of whether or not the source is trustworthy. *Students rated as Developing: 53%*	Student does not show evidence of whether or not the source is trustworthy. *Students rated as Inadequate: 24%*
Evaluates Accuracy	Student provides a thorough explanation of the accuracy of the source. *Students rated as Accomplished: 21%*	Student provides superficial explanation of the accuracy of the source. *Students rated as Developing: 51%*	Student does not explain the accuracy of the source. *Students rated as Inadequate: 28%*
Evaluates Perspective	Student identifies the author's point of view in detail. *Students rated as Accomplished: 27%*	Student briefly identifies the author's point of view. *Students rated as Developing: 53%*	Student does not identify the author's point of view. *Students rated as Inadequate: 20%*
Evaluates Reflection of Source	Student explains in detail how the source contributes to his/her knowledge. *Students rated as Accomplished: 29%*	Student identifies how the source contributes to his/her knowledge. *Students rated as Developing: 51%*	Student does not identify how the source contributes to his/her knowledge. *Students rated as Inadequate: 20%*
Access the Needed Information	Student accesses information using effective, well-designed search strategies. *Students rated as Accomplished: 27%*	Student accesses information using simple strategies, including both search term(s) and tool(s). *Students rated as Developing: 53%*	Student does not specify strategy with both search term(s) and tool(s). *Students rated as Inadequate: 20%*