



RAILS Survey Data
Institution #5

Statement	Disagree 1	2	No Opinion 3	4	Agree 5	Don't Know 0	Instit #5 Response Mean*	Institution #5 Comment Highlights	RAILS 2010-11 Mean*
Outcomes based assessment can be an effective way to assess learning.				9% (1)	91% (10)	N/A	4.91		4.62
A rubric can be an effective way to assess learning.				9% (1)	91% (10)	N/A	4.91		4.56
The rubric is visually clear and easy to read.					100% (11)		5.00		4.76
I understand the words used in this rubric.					100% (11)		5.00		4.73
I understand the concepts included in this rubric.					100% (11)		5.00		4.65

I believe this rubric will accurately measure student information literacy skills.		9% (1)		64% (7)	27% (3)		4.09	<p>“I THINK RATERS MAY INTERPRET A ‘REASONED RATIONALE’ OR ‘LIMITED OR INCOMPLETE RATIONALE’ DIFFERENTLY IN THE CRITICAL EVALUATION SECTION. THERE WERE MANY ASSIGNMENTS THAT USED 4-5 OF THE EVALUATION CRITERIA BUT HAD LIMITED OR INCOMPLETE RAIONALE IN MY JUDGMENT, AND I GAVE THOSE A ‘2’.”</p> <p>“I FELT THERE WAS A DISCONNECT BETWEEN THE RUBRIC AND WHAT WAS TAUGHT.”</p>	4.00
The rubric is missing something that would improve its ability to measure student information literacy skills.		45% (5)	36% (4)	9% (1)		9% (1)	2.60		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)		91% (10)			4.73		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.				9% (1)	91% (10)		4.91		4.71
I can envision myself using this rubric, or an adaptation of it, to assess student information literacy skills.	9% (1)			9% (1)	82% (9)		4.55	"WE HAVE REFINED THE RUBRICS FOR TEACHING SO I WILL CONTINUE TO USE THOSE."	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)		4.64		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)	18% (2)	73% (8)		4.64		4.33
I believe other people using this rubric would probably assign the same scores as I would.			9% (1)	73% (8)	18% (2)		4.09		3.84

I believe this rubric is free of cultural, ethnic, and gender stereotypes and biases.			9% (1)	27% (3)	55% (6)	9% (1)	4.50		4.41
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*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 NEED AN INSTITUTIONALIZED EXPECTATION OUTSIDE THE LIBRARIES FROM THE OFFICE OF ASSESSMENT AND RETENTION, AN ACCREDITING BODY, THE COUNCIL OF DEANS, FACULTY SENATE, STUDENT EVALUATION OF INSTRUCTION COMMITTEE, OR PROVOST'S OFFICE THAT ASSESSMENT OF INFORMATION LITERACY CAPABILITIES OF STUDENTS IS A CRITICAL PRIORITY FOR OUR CAMPUSES.
TIME, COOPERATION WITH TEACHING FACULTY.
FACULTY APPROVAL, AGREEMENT OF A UNIFORM RUBRIC FOR ALL CURRICULUM OR LIB INSTRUCTION.
TIME AND AUTHORITY (POSSIBLY I WOULD TAKE IT).
COOPERATION FROM COURSE INSTRUCTOR IN INCLUDING ASSIGNMENT IN SYLLABUS. MAKING IT COUNT TOWARD GRADE.
ADDITIONAL MEASURES AFTER CONSULTATION.
I THINK WE GENERALLY HAVE ORGANIZATIONAL SUPPORT FOR ASSESSMENT OF INFORMATION LITERACY.
ADDITIONAL NORMING OPPORTUNITIES -- FOR CLARIFICATION.

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

MORE EXPOSURE TO THE VALUE RUBRIC APPROACH AND PRACTICE DESIGNING RUBRICS OF THIS TYPE.
A PRESENTATION LIKE WE HAD IN THE AM, AND POSSIBLY A PRESENTATION OF THE OUTCOMES OF THE RAILS STUDY.
ASSESSMENT COMMITTEE TO AGREE AND COME UP WITH RUBRICS.
THEY WOULD HAVE TO BE REQUIRED TO DO IT BY THE DEAN.
ASSESSMENT WOULD HAVE TO BE MUCH HIGHER ON THE LIST OF LIBRARIAN EXPECTATIONS FOR JOB PERFORMANCE.
WE USE THEM NOW, NO CONVINCING NEEDED.
THAT IT WOULD NOT TAKE TOO MUCH TIME.
AN INFORMATION SESSION LIKE THIS MORNING'S DISCUSSION/PRESENTATION. AN OPPORTUNITY (OR MULTIPLE OPPORTUNITIES) TO USE A RUBRIC (RUBRICS) FOR IL ASSESSMENT.
UNDERSTANDING HOW IT WORKS AND WHAT IT DOES.

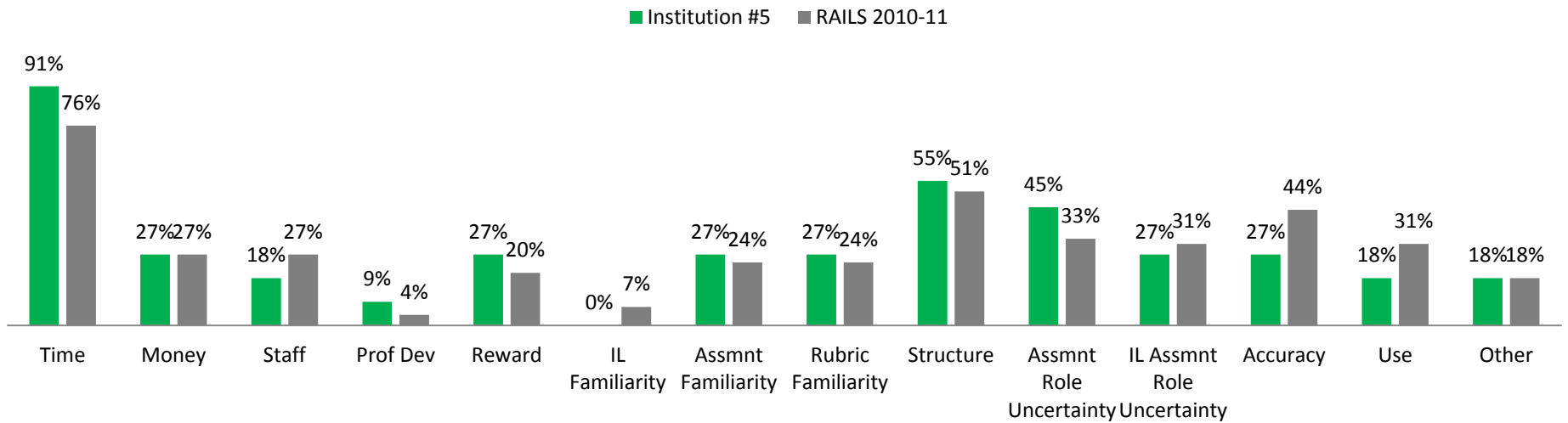
What was your favorite thing about the rubric assessment process?

IT WAS EXCITING TO BE PART OF THE FIRST YEAR OF RAILS, TO MEET AND WORK WITH MEGAN AND THE OTHER PARTICIPANTS, AND TO LEARN MORE ABOUT ASSESSMENT OF INFORMATION LITERACY CAPABILITIES.
LEARNING SOMETHING NEW, EMPLOYING A USEFUL TOOL TO ACTUALLY ASSESS INFORMATION LITERACY SKILLS.
TIME TO TALK AND THINK. I REALLY WANT THAT BUT DON'T DO IT.
THE MORNING DISCUSSION AND NORMING.
LAUGHING AT FUNNY THINGS IN THE PAPERS.
DISCUSSING THE ASSESSMENT PROCESS AND LEARNING MORE DETAILS ABOUT RUBRICS.
LEARNING ABOUT HOW NORMING WORKS.
THE OPPORTUNITY TO DISCUSS AND NORM THE RUBRIC.
HOW MUCH I LEARNED.

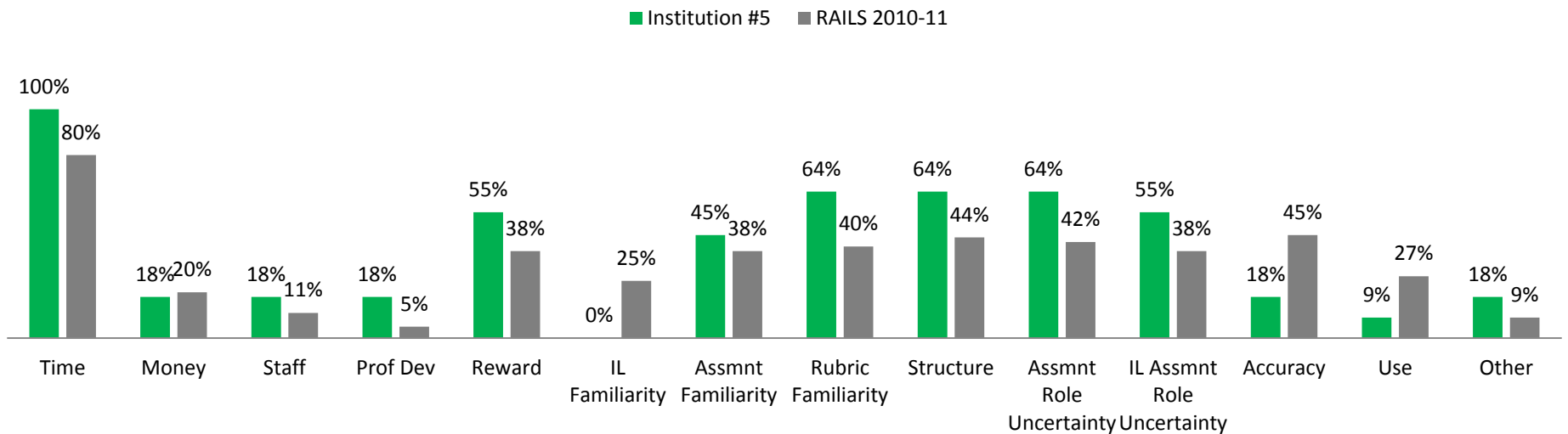
What was your least favorite thing about the rubric assessment process?

I HAVE TWO. I WAS THE FIRST LIBRARIAN AND INSTRUCTIONAL REPRESENTATIVE FROM THE FIRST RAILS COHORT. I FELT PRETTY EXPOSED AND MY INSECURITIES WERE ON DISPLAY! ALSO, THE IRB EXEMPTION LETTER PROCESS WAS A NIGHTMARE ON MY CAMPUS.
I THOUGHT HAVING TO EVALUATE 100 PAPERS ON A FRIDAY AFTERNOON WAS A BIT MUCH. I AM MORE OF A MORNING PERSON AND THINK I COULD HAVE DONE THIS MORE EFFECTIVELY IN THE AM, WHEN PEOPLE SPOKE UP ABOUT THE MISSING PAGES, IT WAS VERY DISTRACTING TO ME. IT ALSO MADE ME REALIZE I WAS PRETTY FAR BEHIND EVERYONE ELSE, WHICH MADE ME PANIC.
TOO MUCH DISTRACTION AND TALKING -- MISSING OR UN-NUMBERED PAGES -- MADE IT DIFFICULT TO FOCUS AND TOOK LONGER BECAUSE OF THAT.
THE LACK OF COFFEE IN THE AFTERNOON. OTHERWISE, GREAT EXPERIENCE.
THE EXPECTATION THAT A VALID, THOUGHTFUL ASSESSMENT COULD BE DONE IN 2-3 MINUTES.
SOMEWHAT MONOTONOUS AT TIMES.
TOO MANY ARTIFACTS. MAYBE THE GRADING/RATING SHOULD HAVE BEEN SPLIT INTO 2 DAYS, OR DONE AT THE LEISURE OF THE RATER.
HOW MANY WE HAD TO ASSESS IN A LIMITED AMOUNT OF TIME.
IT WOULD HAVE BEEN HELPFUL TO HAVE A FOLLOW UP (POST-PM) SESSION TO SHARE OUR EXPERIENCES. PERHAPS WE CAN?
SITTING TOO MUCH.

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



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



	Advanced	Developing	Beginning
Access the Needed Information	<p>Student:</p> <ul style="list-style-type: none"> • Searches and locates websites or journal articles using effective search techniques demonstrated. • Finds relevant and diverse information sources for assignment. • Demonstrates persistence and ability to refine search when necessary. <p><i>Students rated as Advanced: 51%</i></p>	<p>Student:</p> <ul style="list-style-type: none"> • Searches and locates websites or journal articles using simple search strategies demonstrated. • Finds information with partial relevance and quality for assignment. <p><i>Students rated as Developing: 41%</i></p>	<p>Student:</p> <ul style="list-style-type: none"> • Accesses websites or journal articles randomly. • Does not apply new techniques demonstrated. • Retrieves information that lacks relevance and quality for assignment. <p><i>Students rated as Beginning: 9%</i></p>
Use Information Ethically and Legally	<p>Student:</p> <ul style="list-style-type: none"> • Follows style guide conventions correctly. • Citations are mostly complete and accurate. <p><i>Students rated as Advanced: 41%</i></p>	<p>Student:</p> <ul style="list-style-type: none"> • Follows style guide conventions with errors. • Citations have partially correct information. <p><i>Students rated as Developing: 48%</i></p>	<p>Student:</p> <ul style="list-style-type: none"> • Does not follow style guide conventions. • Citations are not included. <p><i>Students rated as Beginning: 11%</i></p>
Evaluate Information and its Sources Critically	<p>Student:</p> <ul style="list-style-type: none"> • Uses 4-5 of the points on the comprehensive list of evaluation criteria provided. • Provides a reasoned rationale for using information for a given context. <p><i>Students rated as Advanced: 48%</i></p>	<p>Student:</p> <ul style="list-style-type: none"> • Uses a 2-3 points on the comprehensive evaluation criteria list provided. • Provides a limited or incomplete rationale for using information for a given context. <p><i>Students rated as Developing: 39%</i></p>	<p>Student:</p> <ul style="list-style-type: none"> • Does not apply the evaluation criteria provided or uses only 1 of 5. • Provides no rationale for selecting sources for analysis. <p><i>Students rated as Beginning: 13%</i></p>