



RAILS Survey Data
Institution #1

Statement	Disagree 1	2	No Opinion 3	4	Agree 5	Don't Know 0	Instit #1 Response Mean*	Institution #1 Comment Highlights	RAILS 2010-11 Mean*
Outcomes based assessment can be an effective way to assess learning.			18% (2)	36% (4)	45% (5)	N/A	4.27		4.62
A rubric can be an effective way to assess learning.			18% (2)	36% (4)	45% (5)	N/A	4.27		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.				18% (2)	82% (9)		4.82		4.73
I understand the concepts included in this rubric.				45% (5)	55% (6)		4.55		4.65

<p>I believe this rubric will accurately measure student information literacy skills.</p>		<p>18% (2)</p>		<p>45% (5)</p>	<p>36% (4)</p>		<p>4.00</p>	<p>“I DON'T THINK IT'S A PERFECT MEASURE, BUT IS THERE A PERFECT MEASURE OUT THERE? IT'S CERTAINLY A STEP IN THE RIGHT DIRECTION FOR US, SINCE WE HAVEN'T FORMALLY ASSESSED STDUENT WORK BEFORE.”</p> <p>“I FOUND THAT I WANTED SOME CHOICE BETWEEN 1 AND 2. ‘PARTIALLY’ IS TOO VAGUE.”</p> <p>“THE RUBRIC WOULD NEED TO BE REVISED --CUSTOMIZED TO EITHER THE PHARM OR NURSING ASSIGNMENT.”</p>	<p>4.00</p>
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<p>The rubric is missing something that would improve its ability to measure student information literacy skills.</p>	<p>18% (2)</p>	<p>27% (3)</p>	<p>9% (1)</p>	<p>9% (1)</p>	<p>27% (3)</p>	<p>9% (1)</p>	<p>3.00</p>	<p>“IT MAY NOT BE MISSING ANYTHING, BUT IT MIGHT BE IMPROVED BY SPEARATING SOME CRITERIA AND ADDING A FEW ROWS.”</p> <p>“NEED TO CLARIFY -- USING THE ADVANCED FEATURES VS. USING THEM CORRECTLY, SEPARATE SEARCH PARAMETERS FROM CONTENT RELEVANCE.”</p> <p>“I THINK EACH CRITERIA NEEDS ‘HOW THEY ARE TO BE MEASURED’ IE ‘AS EVIDENCED BY’ ...IT STILL SEEMS SUBJECTIVE, MANY TIMES I WANTED TO RESORT TO MY OVERALL ‘BUT’ FEEL...ALSO WHERE EACH RATER SHOULD LOOK FOR INFOMRATION IN THE SEARCH. THIS WAS DIFFICULT BECAUSE DIFFERENT DATABASES AND DIFFERENT CONTENT.”</p>	<p>3.09</p>
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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).				18% (2)	82% (9)		4.82		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)	9% (1)	64% (7)	9% (1)	4.40	"I DON'T TEACH IN COURSES WHERE STUDENTS ARE REQUIRED TO ACCESS INFORMATION."	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)	9% (1)	55% (6)	18% (2)	4.22	<p>"I DON'T TEACH IN COURSES WHERE STUDENTS ARE REQUIRED TO ACCESS INFORMATION."</p> <p>"PREVIOUSLY, I HAVE ONLY PROVIDED FEEDBACK IN THE FORM OF MY COMMENTS, BUT I MIGHT TRY USING THIS RUBRIC, ADDING COMMENTS TO IT. MIGHT ACTUALLY BE EASIER AND QUICKER."</p>	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)		9% (1)	55% (6)	18% (2)	4.11	<p>"I DON'T TEACH IN COURSES WHERE STUDENTS ARE REQUIRED TO ACCESS INFORMATION."</p> <p>"A GOOD IDEA IF THERE IS TIME."</p> <p>"NO OPPORTUNITY."</p>	4.33
I believe other people using this rubric would probably assign the same scores as I would.		18% (2)	9% (1)	45% (5)	9% (1)	18% (2)	3.56	<p>"I THINK THE PHARM ASSIGNMENTS WILL BE MORE CONSISTENT, BUT MANY OF THE NURSING ASSIGNMENTS WILL ALSO BE THE SAME OR CLOSE."</p> <p>"I'M RATHER PICKY -- WOULD TEND NOT TO GIVE 3'S."</p> <p>"MOSTLY -- I WAS NOT AS FAMILIAR WITH CINAHL AND OVID AS OTHERS, SO I THINK THEY WOULD BE MORE ACCURATE."</p>	3.84
I believe this rubric is free of cultural, ethnic, and gender stereotypes and biases.				18% (2)	82% (9)		4.82		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?

COOPERATION FROM FACULTY, WHICH I HAVE IN MANY CASES. TIME--OF COURSE I NEED MORE TIME TO ASSESS STUDENT WORK!
MORE TIME WITH STUDENTS IN CLASSES, COLLABORATION WITH CLASSROOM INSTRUCTORS.
FACULTY BUY IN/SUPPORT.
MORE BUY IN FROM FACULTY, MORE LIBRARY FACULTY.
I WOULD NEED TO KNOW FROM MY SUPERVISOR THAT THE DATA I WOULD COLLECT WOULD BE OF VALUE.
CONSISTENT OPERATIONAL DEFINITIONS OF CONCEPTS. THIS WOULD ALLOW US TO DISSEMINATE TO COLLEAGUES FOR THEIR USE.
TIME, WILLING FACULTY TO PARTICIPATE, A WAY TO VALIDATE THE TOOL.
LIBRARY STAFF SUPPORT.
INTERNET AVAILABILITY OF WORD DOCUMENT.
CLARIFICATION OF SOME SPECIFIC CONCEPTS RELATED TO THE ASSIGNMENT. WHAT WERE STUDENTS TOLD?

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

THEY WOULD BE WILLING TO TRY IT, BUT WOULD NEED TO SEE RESULTS -- DID IT IMPROVE OUR TEACHING, STUDENT LEARNING, ETC. WAS IT WORTH THE TIME AND EFFORT?
MY COLLEAGUES WERE HERE -- THEY ALREADY AGREE! AS TO CLASSROOM FACULTY -- RUBRICS ARE ALL THE BUZZ HERE, SO PEOPLE SHOULD WORK WITH US.
MY COLLEAGUES WERE IN THE WORKSHOP, SO I THINK THEY'RE CONVINCED.
100TH MONKEY -- START USING IT, MORE START USING IT, AND SUDDENLY ALL ARE USING IT. EARLY ADOPTERS BEING CHEERLEADERS.
FOR THEM TO SEE THE VALUE IF INTERRATER RELIABILITY, EASE OF USING A TOOL.
I BELIEVE COLLEAGUES WOULD SUPPORT.
FACULTY AND STAFF EDUCATION -- FAMILIARITY.
THAT YOU DON'T HAVE TO ASSESS EVERYTHING WITH A % GRADE.

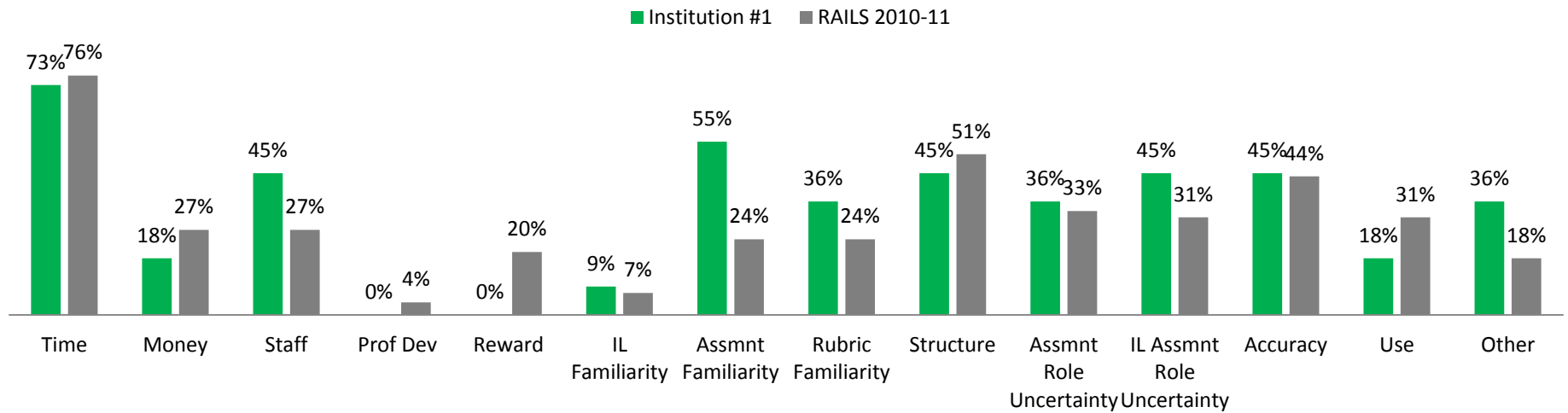
What was your favorite thing about the rubric assessment process?

I LEARNED A LOT ABOUT CREATING ASSIGNMENTS. I IMPROVED MY TEACHING FOR THESE CLASSES ALREADY, JUST BY DEVELOPING A RUBRIC AND BEING MORE FOCUSED ON THE LEARNING OUTCOMES.
THE METHOD OF SCORING ONE ASSIGNMENT, THEN DISCUSSING/DEFENDING OUR SCORES TO COME TO CONSENSUS ABOUT THE WORDING OF EACH COMPONENT OF THE RUBRIC.
APPRECIATION OF THE POTENTIAL UTILITY OF RUBRICS AND IMPROVED UNDERSTANDING/FAMILIARITY WITH RUBRICS.
FINDING OUT HOW STUDENTS SEARCH.
THAT WE COULD USE THAT DATA TO PROVIDE NUMBERS/FIGURES/PERCENTAGES TO OUR ADMINISTRATION TO DEMONSTRATE THE VALUE OF THE WORK WE ARE DOING.
WORKING TOGETHER AS A GROUP.
WORKING WITH OTHER COLLEAGUES, SEEING THE "PROCESS" STUDENTS ENDURED TO DO THEIR SEARCHES, SEEING THE "END PRODUCT" OF THEIR SEARCH.
COLLABORATION, "NORMING" PROCESS MADE ACTUAL SCORING EASIER.
LEARNING ABOUT IT, THE "NORMALIZING".
THE NORMING PROCESS WAS VALUABLE AND I ENJOYED THE INTERDISCIPLINARY DIALOG THAT WE HAD.
DISCUSSING EXPECTATIONS -- WHAT DO WE EXPECT OF STUDENTS? WHERE DO WE AGREE? HOW CAN WE MAKE THE RUBRIC MORE USER FRIENDLY FOR BOTH FACULTY AND STUDENTS?

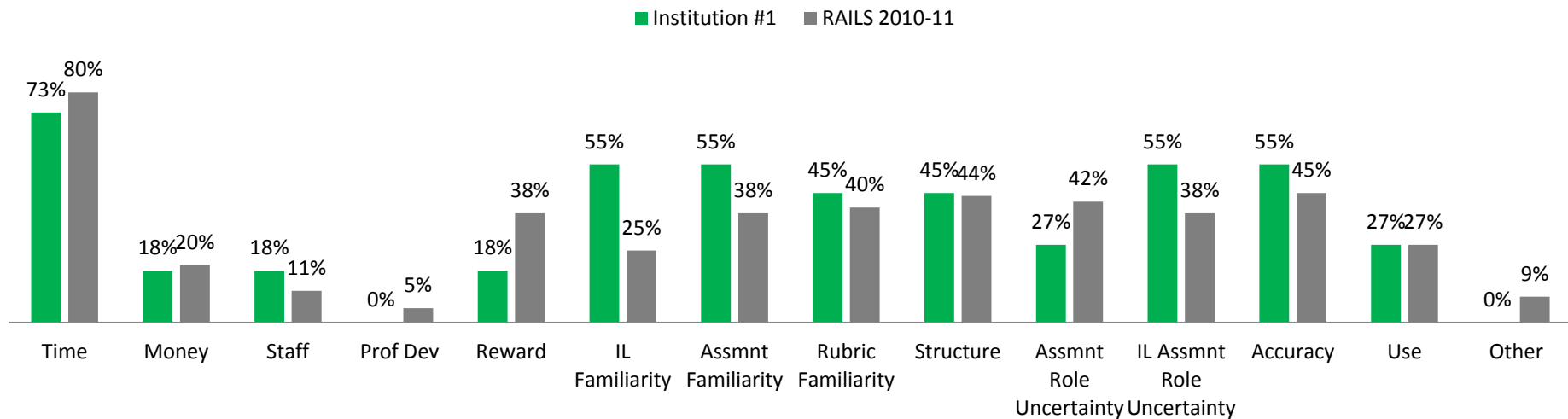
What was your least favorite thing about the rubric assessment process?

THE RUBRIC SOMETIMES SEEMS VERY SUBJECTIVE.
I FOUND I WANTED MORE THAN 3 CHOICES OF RATINGS. FOR A NUMBER OF THE SAMPLES, NONE OF THE 3 CHOICES DESCRIBED MY ASSESSMENT OF THE WORK AS ACCURATELY AS I WANTED.
NAILING DOWN THE LANGUAGE (IN CREATING THE RUBRIC). CONFLICTING UNDERSTANDING OF TERMS.
RATING 100 STUDENTS ALL IN ONE GO -- THAT'S A LOT TO PROCESS!
FOR THIS, THE AMOUNT OF TIME TO GET THROUGH 100 STUDENT SEARCH HISTORIES AND JOURNAL ARTICLES. IT WAS INTENSE.
IT FELT, A BIT, LIKE WE WERE ASSESSING "APPLES AND ORANGES" AS WE COMPARED/EVALUATED THE RESEARCH ASSIGNMENT OF THE TWO DISCIPLINES.
A LITTLE TEDIOUS GRADING 100 PIECES OF WORK. GRADING A PHARM EXAMPLE THEN NURSING THEN PHARM -- IT BROKE UP MY MOMENTUM -- I FELT LIKE I HAD TO READ THE SEARCHES DIFFERENTLY BASED ON THE DISCIPLINE AND DATABASE.
NONE -- I LEARNED SOMETHING NEW.
I WAS NOT AS FAMILIAR WITH LITERACY ASSESSMENT SO THERE WAS A STEEP LEARNING CURVE FOR ME, PERSONALLY.
ASSESSING ASSIGNMENTS OUTSIDE MY FIELD. I FELT MORE COMFORTABLE ASSESSING THE ASSIGNMENT THAT I HELPED TEACH.

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
Determines Key Concepts	<p>Student determines keywords/subject/subheadings that fully describe the research question/thesis.</p> <p><i>Students rated as Advanced: 44%</i></p>	<p>Student determines keywords/subject /subheadings that partially describe the research question/thesis.</p> <p><i>Students rated as Developing: 50%</i></p>	<p>Student does not determine keywords/subject /subheadings that describe the research question/thesis.</p> <p><i>Students rated as Beginning: 6%</i></p>
Accesses the Needed Information	<p>Student accesses information using a logical progression of advanced search strategies such as limits, Boolean searches, or combined searches.</p> <p><i>Students rated as Advanced: 27%</i></p>	<p>Student accesses information using advanced search strategies, such as limits, Boolean searches, or combined searches.</p> <p><i>Students rated as Developing: 62%</i></p>	<p>Student accesses information using only simple search strategies.</p> <p><i>Students rated as Beginning: 11%</i></p>
Retrieves Relevant Information	<p>Student retrieves information sources that fully fit search parameters and relate to concepts.</p> <p><i>Students rated as Advanced: 37%</i></p>	<p>Student retrieves information sources that partially fit search parameters or relate to concepts.</p> <p><i>Students rated as Developing: 53%</i></p>	<p>Student does not retrieve information sources that either fit search parameters or relates to concepts.</p> <p><i>Students rated as Beginning: 10%</i></p>