



RAILS Survey Data
Institution #3

Statement	Disagree 1	2	No Opinion 3	4	Agree 5	Don't Know 0	Instit #3 Response Mean*	Institution #3 Comment Highlights	RAILS 2010-11 Mean*
Outcomes based assessment can be an effective way to assess learning.			18% (2)	27% (3)	55% (6)	N/A	4.36		4.62
A rubric can be an effective way to assess learning.			9% (1)	27% (3)	64% (7)	N/A	4.55		4.56
The rubric is visually clear and easy to read.				55% (6)	45% (5)		4.45	“ONCE WE REACHED A CONSENSUS ON ITS INTERPRETATION.” “WE WORKED IT OUT SO IT WAS CLEAR WHAT WAS EXPECTED FROM THE RATERS.”	4.76
I understand the words used in this rubric.				36% (4)	64% (7)		4.64	“THERE WAS A LITTLE UNCERTAINTY FOR ME ABOUT HOW ‘SYNTHESIS’ WAS BEING USED.” “AFTER DISCUSSION, I THOUGHT I UNDERSTOOD THEM...BUT STILL I OCCASIONALLY BECAME PUZZLED WHILE SCORING.”	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>45% (5)</p>	<p>45% (5)</p>	<p>9% (1)</p>	<p>4.50</p>	<p>“SPECIFICALLY, THE COMPONENT THAT WE WERE REVIEWING - BUT NOT INFO LIT IN ITS ENTIRETY? “</p> <p>“HARD TO SAY - ALONE, THE PART OF THE RUBRIC WE WORKED WITH WOULD NOT BE ADEQUATE, BUT I UNDERSTAND IT IS ONLY 1/5 (AT MOST) OF THE OVERALL RUBRIC... EVEN WITHIN THIS ASPECT OF INFORMATION LITERACY, HOWEVER, I FOUND IT HARD TO DISTINGUISH WHEN ANY PROBLEMS WERE BASED ON THE DESIGN (OR MY LACK OF KNOWLEDGE OF) THE ASSIGNMENT THE STUDENTS WERE RESPONDING TO. FOR INSTANCE, A NUMBER OF THE LATTER PAPERS WERE ALL ARRANGED AS THE FIRST HALF BEING A BIOGRAPHY AND THE SECOND HALF A LITERARY RESPONSE TO A PARTICULAR AUTHOR. I RATED ORGANIZATION ON LOW BECAUSE MOST OF THE CITED INFROMATION WAS NOT EVEN USED IN THE ANALYSIS--BUT IF THE STDUJETNS WERE FOLLOWING A TEMPLATE PROVIDED BY THE INSTRUCTOR (AS I BEGAN TO SUSPECT THE FOURTH OR SO TIME I ENCOUNTERED THE STRUCTURE), THEN...WELL, THE RESULTS WOULD BE OFF. FINALLY, WOULD THIS RUBRIC BE USED AT THE END OF A STUDENT'S LEARNING PROCESS OR ANY TIME? THIS ALSO MAKES A DIFFERENCE IN WHETHER I THINK THE RUBRIC IS AN ACCURATE MEASURE OF LITERACY SKILLS. OH--ONE MORE--I SOMETIMES THOUGHT THE PAPER PLAGIARIZED OR AT LEAST PARTIALLY PLAGIARIZED AND</p>	<p>4.00</p>
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								<p>WASN'T SURE WHETHER OUR PORTION OF THE RUBRIC ADDRESSED THIS. IS THERE A WAY TO ENSURE INFORMATION LITERACY ASSESSMENT IS WEEDING OUT PLAGIARISM?"</p>	
<p>The rubric is missing something that would improve its ability to measure student information literacy skills.</p>	<p>9% (1)</p>	<p>18% (2)</p>	<p>9% (1)</p>	<p>55% (6)</p>	<p>9% (1)</p>		<p>3.36</p>	<p>"FOR COMMUNICATES INFORMATION, THERE COULD BE GREATER CLARITY IN WHAT WE'RE LOOKING FOR."</p> <p>"DID NOT REALLY THE WORDING - BUT WE REACHED A WORKABLE CONSENSUS."</p> <p>"3RD ROW - I'M STILL A BIT UNCLEAR ON WHAT CONSTITUTES USING SOURCES IF THE ACTUAL CITING IS IN ANOTHER AREA. FOR A LITERARY ANALYSIS, DO WE NEED TO SEE PAGE NUMBERS? THE TEXT AND ATHOR INTRODUCED IN THE OPENING? (OR IS THAT IN ANOTHER PLACE?)"</p> <p>"TOO TIGHTLY FOCUSED TO BE USEFUL."</p>	<p>3.09</p>

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).				55% (6)	45% (5)		4.45		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.				55% (6)	45% (5)		4.45		4.71
I can envision myself using this rubric, or an adaptation of it, to assess student information literacy skills.				45% (5)	45% (5)	9% (1)	4.50		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)	27% (3)	64% (7)		4.55	<p>“STUDENTS REALLY NEED TO UNDERSTAND WHAT IS EXPECTED OF THEM.”</p> <p>“LETTING STUDENTS KNOW IT'S NOT ARBITRARY WOULD BE GREAT - BUT TERMS MIGHT HAVE TO BE SIMPLIFIED AND/OR MORE FULLY EXPLAINED. NO JARGON!”</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.		18% (2)		45% (5)	36% (4)		4.00	<p>“ONLY WITH GUIDANCE.”</p>	4.33
I believe other people using this rubric would probably assign the same scores as I would.		18% (2)		55% (6)	18% (2)	9% (1)	3.80	<p>“I THINK A NORMING SESSION WOULD ALWAYS BE NEEDED -- AND IF USED IN CLASSROOM AS OPPOSED TO GROUP SCORING, FREQUENTLY REFRESHED.”</p>	3.84
I believe this rubric is free of cultural, ethnic, and gender stereotypes and biases.		9% (1)		9% (1)	73% (8)	9% (1)	4.18	<p>“THIS IS DEFINITELY A “WESTERN” APPROACH TO INFO LIT.”</p> <p>“I THINK THE RUBRIC ITSELF IS FREE OF SUCH BIAS, BUT THE TERM ‘PRIOR KNOWLEDGE’ COULD LEAD TO SOME GRADERS PRIVILEGING SOME TYPES OF ‘PRIOR KNOWLEDGE’ OVER OTHERS, WHICH IS HOW BIAS COULD CREEP IN. HOWEVER, I DO AGREE WE NEED TO KEEP ‘PRIOR KNOWLEDGE’ TO BE UNBIASED - PERHAPS MAKE PART OF THE NORMING.”</p>	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?

CONFIDENCE.
CONSISTENCY IN ASSIGNMENTS.
COLLEGE ADMINISTRATION.
WITH CLARIFICATION OF SOME TERMS, I WOULD MOVE FORWARD WITH USING IT.
PROFESSIONAL DEVELOPMENT OPPORTUNITIES.
A FULLER ASSESSMENT OF INFO LIT.
I WOULD LIKE TO SEE MORE TRAINING AND EXAMPLES OF RUBRIC SCORING.
COMPENSATIONS, TIME, TRAINING.
MORE DISCUSSION OF SYNTHESIS.
I WOULD NEED PERMISSION TO USE AND ACCESS TO IT.

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

JUST EXPOSURE TO IT. I BELIEVE IS IT VERY CLEAR.
REVISION OF SOME OF THE TERMINOLOGY.
A CLEAR UNDESTANDING OF THE RUBRIC IS WHAT WOULD BE NECESSARY.
BETTER WORDING.
CONSISTENT TEACHING PHILOSOPHIES.
TRAINING IS THE KEY TO IMPLEMENTING ANYTHING NEW.
COMPENSATION, TIME, TRAINING.
PROOF THAT THIS PART. RUBRIC POSITIVELY AFFECTS OUTCOMES.
A MONETARY REWARD.

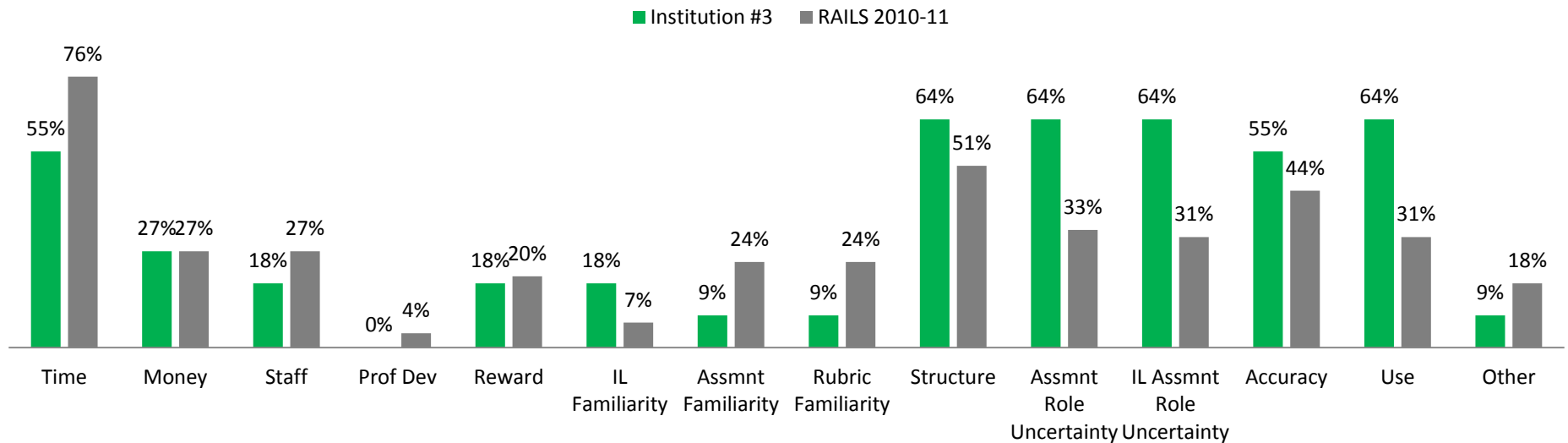
What was your favorite thing about the rubric assessment process?

THE PROCESS REPRESENTS A CONSISTENT WAY TO GAUGE STUDENT WORK. RUBRIC ASSESSMENT IS APPLICABLE TO ALL DISCIPLINES. ALSO, DISCUSSING AND REFINING OUR RUBRIC TO USE AT OUR INSTITUTION.
DISCUSSION WITH MY COLLEAGUES.
THE OPPORTUNITY TO DISCUSS THE SCORES DURING THE NORMING PROCESS.
THE MONETARY COMPENSATION WAS MY FAVORITE THING ABOUT THE PROCESS.
THE DIALOGUE.
DISCUSSION WITH COLLEAGUES.
IT WAS INTERESTING TO SEE HOW THE GENERAL POPULATION OF OUR STUDENTS RATE WHEN IT COMES TO THEIR INFORMATION LITERACY SKILLS.
I FOUND THE ACTUAL ASSESSING STRENUOUS.
EXCELLENT GROUP DYNAMIC AND FACILITATORS.
COLLABORATING WITH COLLEAGUES TO DETERMINE THE BEST LANGUAGE ON THE RUBRIC.

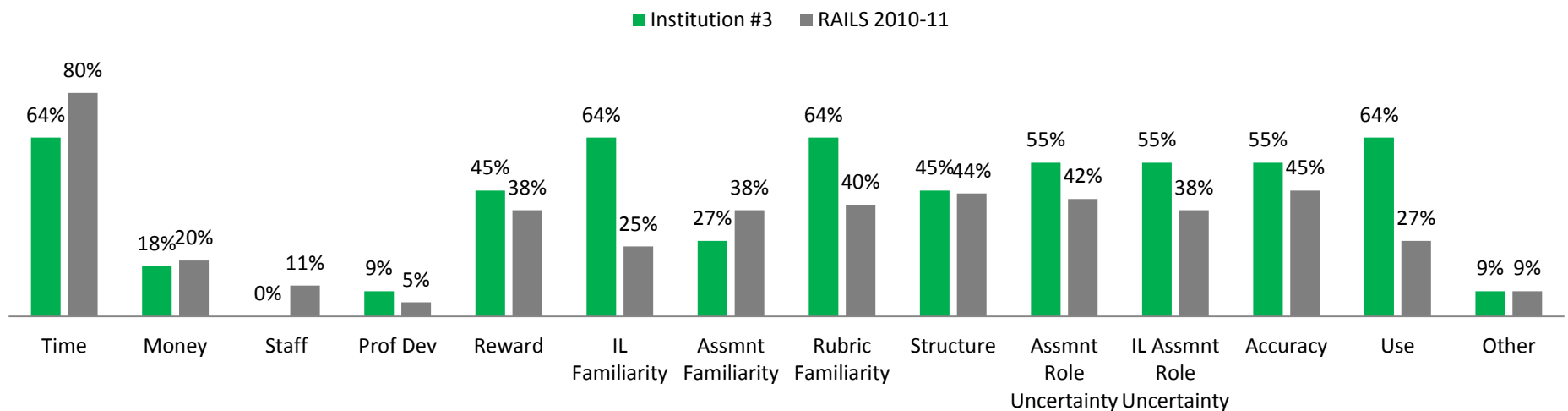
What was your least favorite thing about the rubric assessment process?

I BELIEVE THAT MUCH LEARNING CAN BE GAINED FROM THE NORMING EXERCISE. OUR DISCUSSIONS INVOLVING THE WORDING AND CONTEXT HELPED OUR GROUP REFINE THE LEVELS WHICH BROUGHT CLARITY AND GREATER UNDERSTANDING OF RUBRIC USAGE.
LENGTH OF TIME, INCONSISTENCY IN ARTIFACTS - LENGTH.
FELT RUSHED TO READ A LOT OF MATERIAL. A LOT OF MATERIAL.
THE NUMBER OF ARTIFACTS THAT HAD TO BE SCORED IN A SHORT TIME FRAME.
THE TIME IT TOOK TO RATE EACH PAPER AND THE NUMBER OF PAPERS WAS MY LEAST FAVORITE THING ABOUT THE PROCESS.
WORDING.
EYE FATIGUE.
THE RUBRIC TO BE MORE SPECIFIC WITH SPECIFIC DETAILS IN THE WORDING. IN ADDITION, EXAMPLES OF RATINGS WOULD HAVE BEEN MORE HELPFUL.
READING THE PAPERS (AT ABOUT 2 HOUR MARK).
THE VOLUME OF ARTIFACTS TO BE ASSESSED.

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



	3	2	1
Organizes Content Are the sources in the right places?	Consistently organizes cited information in a manner that supports the purposes and format of the product/performance. <i>Students rated as 3: 35%</i>	Inconsistently organizes cited information in a manner that supports the purposes and format of the product/performance. <i>Students rated as 2: 45%</i>	Does not organize cited information in a manner that supports the purposes and format of the product/performance. <i>Students rated as 1: 20%</i>
Synthesizes New and Prior Information Do the sources help to support new claims or make points?	Consistently connects new and prior information to create a product/performance. <i>Students rated as 3: 27%</i>	Inconsistently connects new and prior information to create a product/performance. <i>Students rated as 2: 48%</i>	Does not connect new and prior knowledge to create a product/performance. <i>Students rated as 1: 25%</i>
Communicates Information Do they have sources?	Consistently communicates information from sources via products/performances. <i>Students rated as 3: 37%</i>	Inconsistently communicates information from sources via products/performances. <i>Students rated as 2: 50%</i>	Does not communicate information from sources via products/performances. <i>Students rated as 1: 13%</i>