

RAILS Results
Institution #4

Statement	Disagree 1	2	No Opinion 3	4	Agree 5	Don't Know 0	Instit #4 Response Mean*	Institution #4 Comment Highlights	RAILS 2010-11 Mean*
Outcomes based assessment can be an effective way to assess learning.				27% (3)	73% (8)	N/A	4.73		4.62
A rubric can be an effective way to assess learning.				36% (4)	64% (7)	N/A	4.64		4.56
The rubric is visually clear and easy to read.				27% (3)	73% (8)		4.73		4.76
I understand the words used in this rubric.			9% (1)	18% (2)	73% (8)		4.64	<p>“‘FREQUENTLY’ = ?, ‘FEW’ = ?”</p> <p>“SOME OF THE LANGUAGE IS REPETITIVE.”</p> <p>“SOME WORDS HAVE MULTIPLE MEANINGS OR SERVE AS ‘STAND-INS’ FOR MORE COMPLICATED CONCEPTS.”</p>	4.73
I understand the concepts included in this rubric.			9% (1)	36% (4)	55% (6)		4.45	<p>“DIFFICULT TO DISTILL COMPLEX CONCEPTS INTO RUBRIC FORMAT.”</p>	4.65

<p>I believe this rubric will accurately measure student information literacy skills.</p>		<p>18% (2)</p>	<p>27% (3)</p>	<p>45% (5)</p>		<p>9% (1)</p>	<p>3.30</p>	<p>“I FEEL IT WILL GIVE SOME GREAT INFORMATION FOR US TO WORK WITH BUT AM NOT SURE IF IT WILL BE ‘ACCURATE’ SINCE THIS WAS THE FIRST GO-AROUND WITH THE RUBRIC.”</p> <p>“I HOPE SO BUT I DON'T KNOW FOR SURE!”</p> <p>“I THINK #3 AND #4 COULD BE COLLAPSED TO MORE ACCURATELY MEASURE STUDENT WORK.”</p> <p>“AFTER GOING THROUGH 100 PAPERS, I WAS STRUCK BY THE CRUDENESS OF THE RUBRIC. HUGE VARIATION IN MIDDLE ('2') BUCKET AND SO MANY PAPERS FELL IN THERE.”</p>	<p>4.00</p>
<p>The rubric is missing something that would improve its ability to measure student information literacy skills.</p>	<p>9% (1)</p>	<p>9% (1)</p>	<p>27% (3)</p>	<p>27% (3)</p>	<p>27% (3)</p>		<p>3.55</p>	<p>“THERE SHOULD BE SOME CUSHION FOR #3 COLUMN AS THERE IS CUSHION FOR COLUMN #1 AND #2.”</p> <p>“JUST MORE CLARITY AND SIMPLIFICATION WOULD HELP.”</p> <p>“STUDENTS' ABILITY TO FIND AND EVALUATE SOURCES -- PROBABLY COVERED IN OTHER RAILS RUBRICS.”</p> <p>“THOUGH IT WOULD MAKE IT A COMPLICATED FOR RATERS, I THINK A 4TH LEVEL WOULD HELP. 4 CHOICES INSTEAD OF 3.”</p> <p>“NEEDS FURTHER GRANULARITY TO DISTINGUISH LEVELS OF COMPETENCY.”</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).				9% (1)	91% (10)		4.91	<p>“YES - I WILL DEFINITELY BE ABLE TO TAKE MY OBSERVATIONS AND RESULTS TO IMPROVE TEACHING (AND SUPPORT FOR TEACHING IN THE FORM OF LIBGUIDES, ETC), ESP IN TERMS OF USE OF IMAGES AND MEDIA.”</p> <p>“POINTS OUT WHAT IS MISSING FROM ASSIGNMENTS.”</p>	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)	45% (5)	36% (4)		4.09	<p>“YES AND NO. AS LIBRARIANS DON'T DIRECTLY TEACH TO STANDARD 5 AT X, THIS PARTICULAR CATEGORY MIGHT NOT BE A TOP PRIORITY FOR US, DEVELOPED IN COLLABORATION WITH THE WRITING CENTER, I COULD SEE THIS BEING OF USE TO CAMPUS COMMUNITY MORE WIDELY.”</p>	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)	18% (2)	64% (7)			4.18	<p>“SAME ISSUE AS ABOVE - IF WE'RE NOT DIRECTLY TEACHING THIS IN CLASSES, WOULD IT BE WORTH IT TO SHARE WITH STUDENTS?”</p> <p>“I THINK THEIR EYES WILL GLAZE OVER.”</p> <p>“WITH SOME MODIFICATIONS.”</p> <p>“YES WITH MODIFICATIONS (IE, ADDITIONAL LEVELS).”</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)		18% (2)	64% (7)	9% (1)		4.40	<p>“AGAIN, I'M NOT SURE I CAN ENVISION MYSELF USING IT, BUT I WOULD IMAGINE THIS BEING A USEFUL TOOL FOR FACULTY (AND MAYBE WRITING CENTER PEER-TUTORS?).”</p> <p>“I DON'T TYPICALLY ASK STUDENTS TO PEER-REVIEW.”</p> <p>“WITH SOME MODIFICATIONS.”</p>	4.33
I believe other people using this rubric would probably assign the same scores as I would.		9% (1)	18% (2)	45% (5)	18% (2)	9% (1)	3.80	<p>“BUT IT'S HARD TO TELL.”</p> <p>“IN SOME CASES, IT WAS UNCLEAR WHETHER I WAS SCORING APPROPRIATELY (MY OWN LACK OF CONFIDENCE WITH UNFAMILIAR CITATION STYLES).”</p>	3.84

<p>I believe this rubric is free of cultural, ethnic, and gender stereotypes and biases.</p>	<p>18% (2)</p>		<p>27% (3)</p>	<p>18% (2)</p>	<p>27% (3)</p>	<p>9% (1)</p>	<p>3.40</p>	<p>“INTERESTING QUESTION. GIVEN THAT DIFFERENT NATIONAL EDUCATION SYSTEMS VIEW THE ETHICAL USE OF INFORMATION IN DIFFERENT WAYS, I WONDER IF THIS RUBRIC DOES PRIVILEGE ONE CULTURALLY-SPECIFIC DEFINITION?”</p> <p>“SOME CULTURES DON'T PLACE ANY OR AS MUCH VALUE ON ATTRIBUTING SOURCES AS WE DO IN THE U.S.”</p> <p>“YES, BUT...I COULD TELL SOME OF THE WRITERS DID NOT SPEAK ENGLISH AS THEIR FIRST LANGUAGE, AND I FELT THAT AFFECTED HOW THEY SCORED ON COMMON KNOWLEDGE AND INTEGRATION.”</p> <p>“THE VERY NATURE OF WHAT IS CONSIDERED ‘ETHICAL USE OF SOURCES’ CANNOT BE SEPARATED FROM DOMINANT WESTERN CULTURE (IE IN CHINA NORMS AROUND CITATION DIFFER A LOT).”</p> <p>“MOSTLY--BUT THERE IS AN INHERENT BIAS IN WESTERN STYLES OF CITATION, WHAT IS COMMON KNOWLEDGE, WHAT SHOULD BE CITED, THIS IS NOT STANDARD.”</p>	<p>4.41</p>
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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?

SUPPORT FROM TEACHING AND LEARNING CENTER (AND DIRECTOR), WRITING CENTER, FACULTY. ALSO SUPPORT FROM MY LIBRARY DIRECTOR IN THE FORM OF TIME TO CONTINUE TO DEVELOP/ADAPT AND USE THE RUBRIC.
TIME, PARTICIPATION FROM LIBRARIAN COLLEAGUES.
TIME AND COLLEAGUE/STAFF SUPPORT FOR IMPLEMENTATION.
ASSIGNMENTS.
SUPPORT FROM FACULTY AND STUDENTS IN ORDER TO HAVE ACCESS TO PRODUCTS (WHICH I FEEL I WOULD). ALSO MORE ALIGNMENT IN THE CURRICULUM ADDRESSING THESE SKILLS (EITHER IMPLEMENTED BY LIBRARIANS, FACULTY, OR BOTH).
SEE WHAT THE INTER-RATER RELIABILITY IS.
LARGE-SCALE AGREEMENT UPON USING THE RUBRIC AND NORMING.
CONTEXT-SPECIFIC CONVERSATION AT INSTITUTION, PROGRAM, OR COURSE LEVEL.
BETTER UNDERSTANDING OF CITATION STYLES I DON'T OFTEN USE.

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

I THINK MY COLLEAGUES (LIBRARIANS AND FACULTY) WOULD HAVE TO BE CONVINCED THAT THE AMOUNT OF TIME SPENT DEVELOPING A GOOD RUBRIC WOULD PAY OFF IN THE LONG RUN (IN TERMS OF TIME SAVED ASSESSING WORK, SOLID DATA ABOUT STUDENT PERFORMANCE, ETC).
INCENTIVES - COULD BE TIME, FINANCIAL, RECOGNITION. SOME MAY NEED CONVINCING OF BOTH THE VALUE OF THE PROCESS ITSELF AND THE INFO WE GAIN FROM DOING IT.
A PLAN FOR USE AND IMPLEMENTATION OF THE RUBRIC. CLEAR LEARNING OBJECTIVES/OUTCOMES FOR ITS USE.
IF IT WERE PART OF A PROGRAMMATIC INITIATIVE, I THINK PEOPLE WOULD GO FOR IT.
I THINK THEY WOULD NEED TIME ALLOTTED AND COMPENSATED FOR TO DO THIS WORK. ALSO A STRONG INDICATION THAT THE RESULTS OF THIS WORK COULD BE USED TO PROMOTE CHANGE ON THIS CAMPUS BEYOND THE LIBRARIANS' ACTIVITIES (IE, TO FACULTY WHO MAY NOT USE IL INSTRUCTION OR DON'T SEE ITS VALUE).
EVIDENCE THAT IT IS AN ACCURATE TOOL FOR ASSESSMENT SOME WAY OF MAKING IT EASY TO DO.
EVIDENCE OF VALIDITY/EVIDENCE TO BRING TO FACULTY/INSTITUTION.
COLLECTIVE USE OF DATA, REWARDS FOR TRAINING.
A LOT OF CHOCOLATE FOR STARTERS -- BUT THEN A COMPELLING ARGUMENT FOR THE BENEFITS.
THAT THEY HAVE THE TIME, THAT IT WOULD IMPROVE STUDENT WORK.

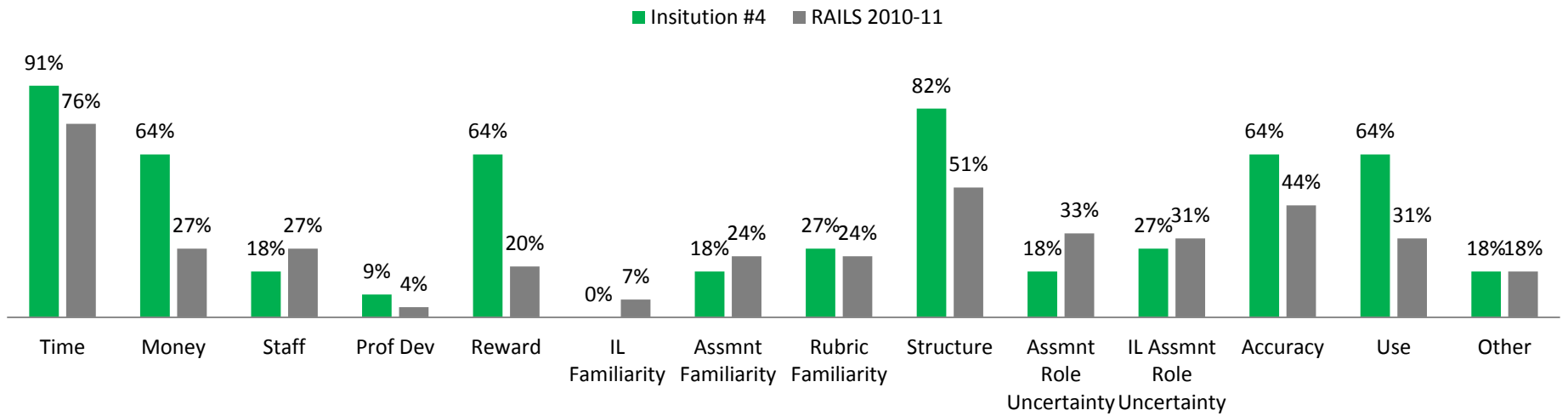
What was your favorite thing about the rubric assessment process?

THE "NORMING" SESSION IN THE MORNING, HEARING FROM EVERYONE ABOUT THEIR INTERPRETATIONS OF RUBRIC AND STUDENT ARTIFACTS.
THE NORMING PROCESS - IT'S BEEN A COUPLE YEARS SINCE I DID THAT. ALSO SEEING THE STUDENT WORK.
IT PROVIDES CLEAR GUIDELINES THAT I CAN APPLY TO INFORMATION THAT SOMETIMES FALLS INTO "GREY" AREAS (AT LEAST FOR ME, SUBJECTIVELY). I LIKE THAT THE RUBRIC PROVIDES DEFINITION.
I LOVED DISCUSSING DURING THE NORMING PART (SECOND HALF OF THE MORNING).
THE "NORMING" PROCESS/GETTING TO HEAR OTHERS' PERSPECTIVES ON THE OUTCOMES AND VARYING INTERPRETATIONS OF THE RUBRICS.
DISCUSSING WITH OTHER RATERS HOW TO NORM OUR ASSESSMENT.
WORKING TOGETHER TO NORM AND READING STUDENT WORK.
NORMING -- HELPED CLARIFY TERMS IN RUBRIC DESIGN.
LEARNING "BIG PICTURE" OF RESEARCH PROJECT.
CLARIFYING MUTUAL EXPECTATIONS.
DISCUSSING THE RUBRIC.

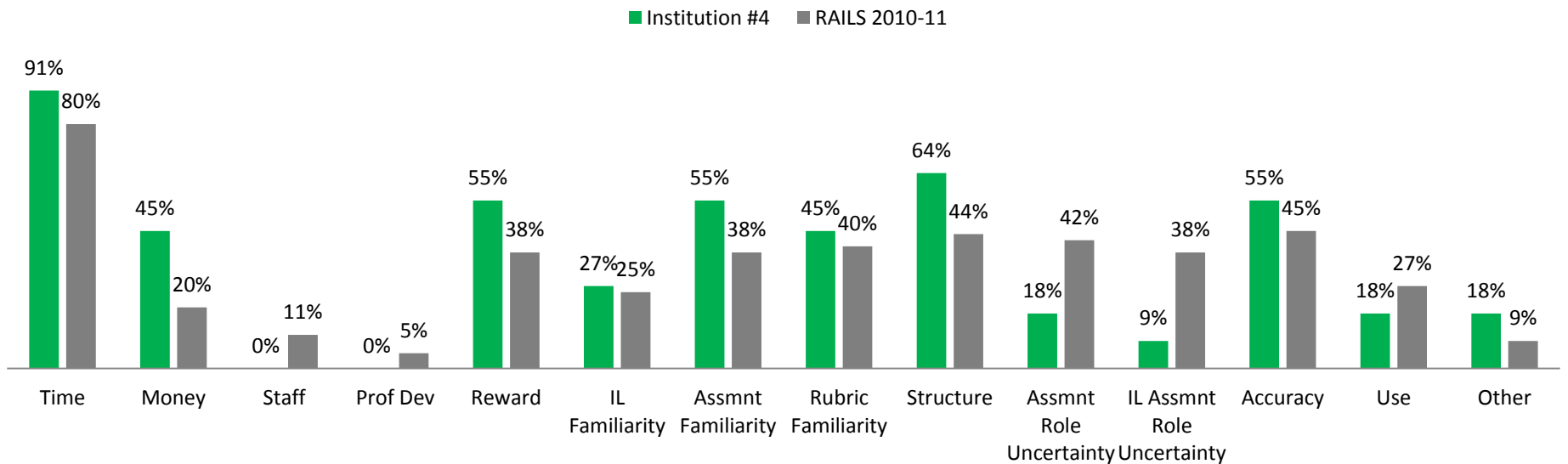
What was your least favorite thing about the rubric assessment process?

SCORING SO MANY SAMPLES OF STUDENT WORK!
THE SOLID, LONG, CHUNK OF TIME IN WHICH WE HAD TO DO IT.
ONLY HAVING THREE CATEGORIES TO APPLY TO ALL STUDENT WORK WAS SOMETIMES CHALLENGING. SOMETIMES WORKS SEEMED TO FALL INTO MORE THAN ONE CATEGORY OR NONE OF THEM. AN ADDITIONAL SET OF CRITERIA/ADDITIONAL CATEGORY TO ADD THE EVALUATION SCALE COULD BE USEFUL.
I HATED SITTING IN ONE PLACE FOR 5 HOURS DOING THE ACTUAL ASSESSMENT. I WAS TIRED AFTER 10 PAPERS! (SAD, I KNOW.) IT WAS LIKE TRYING TO RUN A MARATHON WITHOUT TRAINING.
I WOULD HAVE LIKED FOR THE EVALUATION COMPONENT TO BE BROKEN DOWN INTO STRUCTURED BREAKS. IT WAS HARD TO SIT IN A ROOM FOR SO LONG WITHOUT INTERACTING WITH THE OTHER PARTICIPANTS.
THE TIME SPENT RATING PAPERS.
THE AMOUNT OF WORK AND TIME EXPECTED FOR EACH ASSIGNMENT.
SITTING FOR HOURS.
UM...COMPLETELY MIND NUMBING DOING ALL 100 IN A DAY.
RATING SO MANY IN ONE SITTING, BUT THAT'S AN OCCUPATIONAL HAZARD.
RATING STUDENT WORK FOR THE MANY MANY MANY HOURS.

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 <i>Applies outcome successfully; Many strengths are present</i>	Developing <i>Shows skill in this outcome; Improvement needed</i>	Beginning <i>Evidence of the outcome may be minimally or not at all present; Need for improvement outweighs apparent strengths</i>
Style conventions	Follows style guide conventions with few errors. <i>Students rated as Advanced: 22%</i>	Follows style guide conventions with frequent errors. <i>Students rated as Developing: 65%</i>	Does not follow style guide conventions. <i>Students rated as Beginning: 13%</i>
Correspondence of bibliography and in-text citations	Bibliography and in-text citations correspond. <i>Students rated as Advanced: 39%</i>	Bibliography and in-text citations do not correspond. <i>Students rated as Developing: 53%</i>	Does not include a functional bibliography and/or in-text citations. <i>Students rated as Beginning: 8%</i>
Common knowledge and attribution of ideas	Consistently distinguishes between common knowledge and ideas requiring attribution. <i>Students rated as Advanced: 33%</i>	Inconsistently distinguishes between common knowledge and ideas requiring attribution. <i>Students rated as Developing: 59%</i>	Does not distinguish between common knowledge and ideas requiring attribution. <i>Students rated as Beginning: 8%</i>
Paraphrasing, summarizing, quoting	Summarizes, paraphrases, or quotes in order to integrate the work of others into their own. <i>Students rated as Advanced: 43%</i>	Summarizes, paraphrases, or quotes, but does not always select appropriate method for integrating the work of others into their own. <i>Students rated as Developing: 53%</i>	Does not summarize, paraphrase, or quote in order to integrate the work of others into their own. <i>Students rated as Beginning: 4%</i>

Percentage of Student Performance Including All Rater Responses