

Session handouts for

From Tests to Rubrics: Strategies for Assessing Information Literacy at Three Institutions

Information literacy is an important competency for student learning and success. While most regional and disciplinary accrediting bodies expect institutions to offer library services and collections, several specifically encourage institutions to demonstrate student proficiency and progress in information literacy, a.k.a. library skills, digital literacy, or information fluency. Librarians embrace this call as an opportunity to collaborate with classroom faculty on teaching and assessing information literacy. This presentation will focus on using data from information literacy assessments to drive change at course, program, and curricular levels, changes that are designed to improve student learning outcomes.

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Tuesday, October 23, 2018 Room: Marriott 2 Time: 2:45 - 3:45 p.m.

#1 Emporia State University Libraries and Archives: Changes in UL100

#2 Information Literacy Assessments @James Madison University

#3 Carrick Enterprises: SAILS Info Sheet 2018

#4 Carrick Enterprises: TATIL Info Sheet 2018

Emporia State University Libraries and Archives:

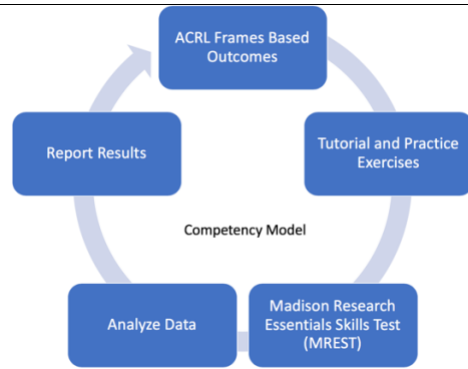
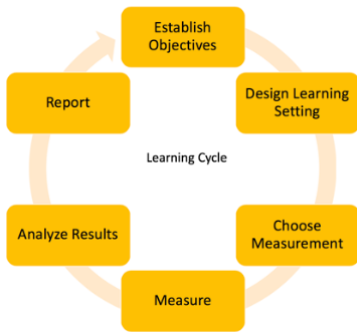
Changes in UL100 (Research Skills, Information, and Technology) Student Learning Outcomes

ACRL IL Framework	“Old” Outcome (2 credit hours)	“New” Outcome (3 credit hours, Fall 2018)
Authority is Constructed and Contextual	Apply critical thinking skills such as interpreting scholarly materials, considering multiple perspectives, and using reason and evidence in the evaluation of information	Define the concept of authority in various academic, professional, and societal contexts and recognize the value of diverse ideas and worldviews. Apply critical thinking skills such as identifying authority, interpreting scholarly materials, considering multiple perspectives, and using evidence in the evaluation and the determination of the credibility of information.
Information Creation as a Process	Identify ethical, legal, and social issues reflecting the changing nature of information in a technological society Cite sources in a format recognized by professional colleagues in scholarly communication	Assess how information products created through various processes meet their intended uses and conveyed messages. Recognize that information creation and dissemination is a dynamic process and begin to articulate the processes used in particular academic disciplines and professions.

		Identify ethical, legal, and social issues reflecting the changing nature of and access to information in a technological society, understanding that some constructs may vary by culture and socioeconomic status
		Describe how the commodification of personal information affects information that you receive, produce, and disseminate, along with issues related to personal privacy
		Credit original ideas of others through proper attribution and by citing sources in a format recognized by professional colleagues in scholarly communication
Research as Inquiry	Analyze and synthesize information for the purpose of creating new knowledge	Gather, organize, analyze and synthesize information from multiple sources and various viewpoints for the purpose of creating new knowledge or reexamining existing knowledge
	Define, narrow, and focus a topic for any research need	Define, narrow, and focus a topic for any research need by formulating research questions and determining an appropriate scope of investigation
		Identify appropriate research methods to fulfill the information need or type of inquiry

Scholarship as Conversation	(none)	<p>Understand that communities of scholars, researchers, and professionals engage in ongoing and infinite conversations with a variety of perspectives and interpretations</p> <p>Identify ways to contribute to the scholarly conversation in specific academic disciplines and professions at an appropriate level</p>
Searching as Strategic Exploration	Develop the skills necessary to access information effectively and efficiently	<p>Understand that information searching is a nonlinear and iterative process and develop the skills, persistence, and flexibility necessary to search and access information efficiently and effectively</p> <p>Select appropriate search tools and brainstorm search terms and strategies to match information needs</p> <p>Understand that a variety of scholars, organizations, governments, and industries may produce information on a topic</p>
Technology (NOT part of ACRL IL Framework, but included)	(none)	Demonstrate the use of a variety of technologies and multimodal media tools effectively through hands-on experience

Information Literacy Assessments @James Madison University



All (n=5000) first year students must take and pass the MREST prior to registration for sophomore year course work. Transfer students who need to complete any General Education requirements at JMU must also pass the MREST by the end of their first academic year at JMU.

Madison Research Essentials Toolkit: <https://www.lib.jmu.edu/mretoolkit/>

Scholarship is a Conversation: Part 1 - Components of Scholarly Work



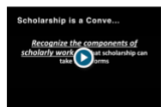
Narrator: Articles in newspapers, magazines (or their website versions) are called popular articles because they're meant to inform and entertain the general public. These kinds of articles don't require any specialized expertise in order to read them and are usually written by professional writers or journalists. Popular articles can be useful for background information, current news, and opinions on controversial topics. But, don't expect to find the full details or in-depth analysis. [IMAGE of two women reading a newspaper.]

Recognize the components of scholarly work and that scholarship can take many forms. General Education Learning Outcome

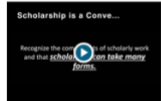
Practice Exercises Embedded into Human Communication Canvas Courses

1. Scholarship is a Conversation

In these tutorials you will be introduced to the unique information landscape that is a university and how it might differ from landscapes they have experienced previously and will experience subsequently. You will be shown how to listen to and speak to a source and the role scholarship plays on a university campus and in the creation of knowledge. You will see the hallmarks of scholarly sources and how sources can be used differently depending on your information need.



Scholarship is a Conversation: Part 2 - Scholarly Forms



Scholarship is a Conversation Practice Quiz

Question 1

1 pts

For her communication class, Madison has to attend a number of campus events. She can attend lectures, debates, student organization meetings, or volunteer for a study, but she has to record her attendance and what she learned. Which of the following statements is the MOST LIKELY reason professors make assignments like this?

- To extend the amount of time students have to spend on classes
- To help expose students to varying kinds of scholarly events
- To keep students busy so that they have less time for social events
- To make sure campus events have adequate audiences

Canvas Course Tutorial Content

Canvas Course Practice Exercises

Taking the MREST

Once you have acquired the information literacy skills listed above you are ready to take the JMU's graduation requirement, Madison Research Essential Skills Test (MREST). Because information literacy is critical to the mission of the university you must complete this test during your first academic year. MREST is a proctored, secured competency test given only in the Assessment and Testing Center during [lab hours](#). For Questions regarding the Assessment and Testing Center at testingcenter@jmu.edu. You must successfully pass the MREST prior to Spring Break of your first academic year.

Successful passing of the MREST will be noted on your transcript. Students who score high will earn an advanced status. Students who fail may review the Madison Research Toolkit. Students who do not pass by the deadline will have a registration hold placed on their academic record. This registration hold will prevent you from dropping, adding or swapping courses. Within two weeks of successful completion of this graduation milestone you will be able view your passing scores via [myMadison](#). There are several places within MyMadison where your MREST scores are visible (use the drop down menu labeled "Other Academic" and chose one of the following; academic requirements, view test scores, or transcript: view unofficial).

You may take the MREST as many times as you need to in order pass, but you are only allowed one attempt per day. If you are struggling to pass the MREST, tutoring assistance is available to you in the [Communication Center](#) housed in the Student Success Center. Any additional questions regarding the MREST may be directed to Kathy Clarke (clarkeke@jmu.edu).

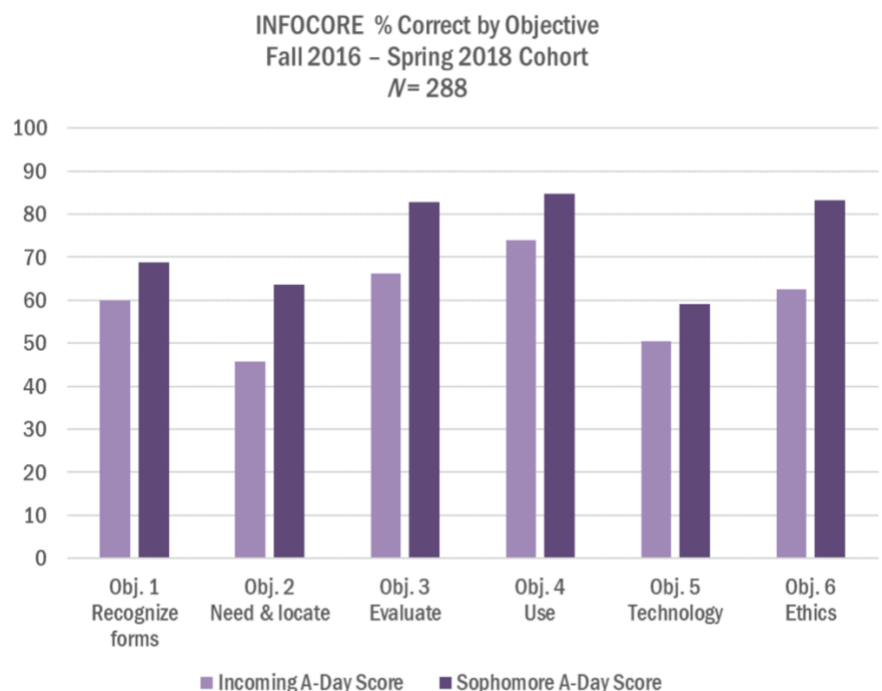
Instructions for Students



Assessment & Testing Lab

Change Over Time Model

InfoCore=Subset of MREST Test Questions given on A-Days to selected students. JMU has two assessment days, first year A-Day (the Friday before classes start and sophomore A-Day (February). Classes are not held on these days. A random group of students are given this test on A-Days. The chart at right is based on our old outcomes (ACRL's Standards) and notes gains across all objectives.



This is an enormous campus effort and represents much cooperation between General Education, JMU Libraries, JMU's Learning Centers and JMU's Center for Assessment and Research Studies (CARS). Questions can be directed to Kathy Clarke (clarkeke@jmu.edu).



JAMES MADISON
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Assessment made simple



Project SAILS

Standardized Assessment of Information Literacy

The SAILS tests are nationally-recognized assessments that measure how well students can navigate the complex world of information. SAILS is a knowledge test with multiple-choice questions targeting a variety of information literacy skills. Use SAILS to identify strengths and weaknesses of your students' abilities and to gain direction for your information literacy course or program in order to better develop the skills of your students.

Based on the 2000 ACRL Information Literacy Competency Standards for Higher Education, the Standardized Assessment of Information Literacy Skills has been helping librarians and other educators better understand the information literacy skills of their students since 2006.

SAILS Cohort Test

The SAILS Cohort Test offers multiple features to meet your needs. The Cohort Test allows you to efficiently test large groups of students. Results are reported out by SAILS skill sets as well as by ACRL standards. Use the SAILS Cohort Test to gain understanding of your students as a whole; for longitudinal testing; for comparing one group of students to another; and for comparing your institution to others.

SAILS Individual Scores Test

The SAILS Individual Scores Test gives an overall information literacy score for each student. Reports show how each student performed, including which questions they answered correctly. Use the report data to delve into specific test questions and objectives that challenge your students.

SAILS Build Your Own Test

The Build Your Own Test option allows you to select the test questions that are presented to your students from our validated item bank of 161 questions. This will allow you to create your own individual scores test and match your local information literacy outcomes and objectives.

SAILS Skill Sets

For the Cohort Test, Project SAILS groups the ACRL Information Competency Standards for Higher Education outcomes and objectives into skill sets that reflect a pedagogical approach to information literacy. The Cohort Test report shows how your students are doing in each skill set. Knowing how well your students do on the skill sets allows you to identify successes and focus your instruction on needed areas.

SAILS Skill Sets
Developing a Research Strategy
Selecting Finding Tools
Searching
Using Finding Tool Features
Retrieving Sources
Evaluating Sources
Documenting Sources
Understanding Economic, Legal, and Social Issues

Pricing: Testing and Measurement that Respects Your Budget

We offer pricing that is straightforward and easy to understand. Pricing is calculated on a per-student basis. You are charged only for students that complete the test. Your total price will be determined at the end of your testing period. Payment can be made by credit card or by requesting an invoice.

Snapshot Comparison of the SAILS Tests

	SAILS Cohort Test	SAILS Individual Scores Test	SAILS Build Your Own Test
Use	Detailed results for groups of students. Results reported by eight skill sets.	One overall information literacy score for each student.	Custom testing of information literacy skills for each student.
Cross-institution comparison	Includes comparisons with similar type institutions, selected peer institutions, and all SAILS Cohort institutions.	Includes comparisons with similar type institutions, selected peer institutions, and all SAILS Individual Scores institutions	No comparison data are included.
Number of questions	45. 90% of students complete the test in under 35 minutes.	55. 90% of students complete the test in under 45 minutes.	Up to 50 of your choosing.
Number of students	Minimum of 50 needed; 200 or more recommended.	No minimum.	No minimum.
Administration requirements	Current web browser and desktop or tablet. No special software required. Can be administered in-class or individually on the student's own time.		
Cost	\$6.00 per student		



Carrick Enterprises is the leading provider of information literacy assessment tools to colleges and universities in the United States and Canada. For more than ten years we have worked with over 250 institutions of higher learning to help them accomplish their mission. We are committed to making information literacy assessment a powerful tool for assisting librarians and other educators in contributing to the success of their students.



Threshold Achievement Test for Information Literacy (TATIL)

The Threshold Achievement Test for Information Literacy (TATIL) helps faculty and academic librarians better understand the level of information literacy achievement of their students. Inspired by the ACRL Framework for Information Literacy for Higher Education, TATIL is organized in four modules designed to be administered separately according to the outcomes you want to assess. Each module can be completed in a standard class hour.

Information Literacy Knowledge

The test knowledge items are based on outcomes and performance indicators created by the test developers and advisory board. Items assess an array of cognitive processes that college students develop as they transition from pre-college to college ready to research ready. The items are presented in a variety of structured response formats to assess students' information literacy knowledge, skills, and abilities ranging from understanding to critical thinking to problem solving.

Information Literacy Dispositions

Dispositions play an important role in learning transfer, indicating students' willingness to consistently apply the skills they have learned in one setting to novel problems in new settings. The ACRL Framework highlights dispositions, which constitute affective facets of information literacy, because they are essential to students' information literacy outcomes. Some dispositions may be cultivated over time through intentionally designed instruction and through exposure to tacit expectations for student behavior.

To address dispositions we use problem solving items that present scenarios describing an ill-defined information literacy challenge. Students evaluate the usefulness of strategies for addressing the challenge.

Reports

TATIL reports help educators identify student areas of strength and areas that need improvement. The reports support evidence-based decision-making and inform actions for strengthening student outcomes. Institutional reports include detailed knowledge and disposition results along with cross-institutional comparisons. A personalized report for each student is also available as an option.

Snapshot of the Threshold Achievement Test Modules

TATIL Modules	Dispositions Measured	Knowledge Outcomes Tested	ACRL IL Frame(s)
Evaluating Process & Authority	Mindful self-reflection Responsibility to community Toleration of ambiguity	Apply knowledge of source creation processes and context to evaluate the authority of a source. Apply knowledge of authority to analyze others' claims and to support one's own claims	"Information Creation as a Process" "Authority is Constructed and Contextual"
Strategic Searching	Productive persistence	Plan, conduct, evaluate, and revise searches to achieve relevant results. Compare and contrast a range of search tools.	"Searching as Strategic Exploration"
Research & Scholarship	Mindful self-reflection Productive persistence Responsibility to community	Understand the processes of scholarly communication and knowledge building. Understand stages of the research process.	"Research as Inquiry" "Scholarship as a Conversation"
The Value of Information	Mindful self-reflection Responsibility to community	Recognize the rights and responsibilities of information creation. Recognize social, legal, and economic factors affecting access to information.	"Information Has Value"

	Cross-institution comparison scores	Administration requirements	Cost
All Modules	Select your own peer institutions; all institutions of selected types; all institutions.	Current web browser. No special software required. Can be administered in class or individually on the student's own time.	\$9/student Special introductory price of \$6/student.



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