THRESHOLD ACHIEVEMENT TEST FOR INFORMATION LITERACY

Evaluating Process & Authority
Sample Report
Goldfinch University
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Section 1: About the Test

The Threshold Achievement Test for Information Literacy is a tool for measuring student knowledge and dispositions regarding information literacy. The test is inspired by the Association of College and Research Libraries' Framework for Information Literacy for Higher Education and by expectations set by the nation's accrediting agencies. The Evaluating Process & Authority module focuses on the process of information creation and the constructed and contextual nature of source authority. It tests students' ability to recall and apply their knowledge of evaluating sources and it tests their metacognition about core information literacy dispositions that underlie their behaviors.

Information Literacy Knowledge

The knowledge items are based on information literacy outcomes and performance indicators created by the test developers and advisory board of librarians and other educators. 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.

Figure 1.1 Knowledge Outcomes for Evaluating Process & Authority

Outcome 1.1	Apply knowledge of source creation processes and context to evaluate the authority of a source.
Outcome 1.2	Apply knowledge of authority to analyze others' claims and to support one's own claims

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. Dispositions interact with a student's process of defining ill-structured information problems within a new environment so that the student can transfer this learning to new problems. Dispositions are latent traits that function at an unconscious level and determine whether or not a student can transfer learning and move beyond a superficial understanding of material.

Dispositions are at the heart of a student's temperament. While some dispositions can be seen as natural tendencies, they may also be cultivated over time through intentionally-designed instruction and through exposure to tacit expectations for student behavior.

To address dispositions in the test, we use scenario-based problem solving items. Students are presented with a scenario describing an ill-defined information literacy challenge related to the content of the module. Following the scenario, students are presented with strategies for addressing the challenge. Students evaluate the usefulness of each strategy.

Information Literacy Dispositions for Evaluating Process & Authority

Students who can evaluate sources based on the processes used to create them are more likely to critically examine the authority of information within a given context, rather than simply using a one-size-fits-all judgment of credibility. Since the credibility of a source is not absolute or stable, and varies, for example, by discourse community, students must be (1) mindful about the processes used to create the information, (2) comfortable with the fact that the same sources may be considered authoritative in one context but not in another, and (3) responsible to their academic community in looking beneath surface-level markers of authority.

The test assesses how students understand and value authority, how they define their role in evaluating sources, and how they perceive the relative value of different types of sources for common academic needs.

Figure 1.2 Dispositions for Evaluating Process & Authority

Disposition 1.1	Mindful self-reflection
Disposition 1.2	Toleration of ambiguity
Disposition 1.3	Responsibility to community

Section 2: About this Report

The report that follows is designed to help educators identify areas of strength and areas that need improvement in their students' ability to evaluate the process used to create information and the context-specific criteria that give sources their authority. The report will support evidence-based decision-making and inform actions for strengthening student outcomes.

How the Report is Organized

The report presents overall and detailed results for your students. The high-level summary of results on both the knowledge and disposition dimensions for students at your institution is provided in Section 3, along with cross-institutional comparisons. Your local results are compared to other institutions in order to give an indication of how your students performed relative to other students who may have similar exposure to information literacy instruction.

Sections 4 and 5 offer details about knowledge performance. Section 4 shows the overall mean score for all students and subgroup breakouts for the standard questions you selected and your custom questions. Section 4 also gives cross-institutional comparisons.

Section 5 provides more detail on the knowledge results by presenting data on each knowledge outcome, along with breakouts and cross-institutional comparisons. Section 5 also explores the performance indicators that make up each knowledge outcome by listing performance indicator rankings that identify your students' relative strengths and weaknesses.

Section 6 presents details about dispositional performance. Your disposition results are presented with level descriptions that align with your students' mean scores.

Section 7 offers suggestions for targeted readings that can assist you in following up on these results.

Knowledge Performance Levels

Three performance levels are used to describe student achievement on the knowledge section of the test. Students are assigned to one of the levels based on their mean score on the knowledge items. Levels are shown in Sections 4 and 5 and indicated by color.

Conditionally ready. Students who are conditionally ready define authorities as people who have gained expertise through relevant experiences. They are able to use familiar types of information but without consideration for how they were created. They are able to evaluate a source based on how easily they can incorporate it into their own knowledge base and research paper. Conditionally ready students accept information that they have used before and rely on sources that are easy to understand rather than sources created through a rigorous process of review and editing. The conditionally ready color in the charts is yellow.

College ready. Students who are college ready are able to select sources based on the idea that authority is more than simply having relevant experiences because it includes considerations like the author's field of study. They are able to define basic differences among sources when they are told about the process that was used to create them and they have an intuitive understanding of how sources fit into the information cycle. Based on their understanding of generic processes of information creation and of the information cycle, they are able to make basic distinctions among the information sources they are evaluating in order to

select the more authoritative and the more appropriate source for their information need. College ready students are prepared to follow clear and detailed assignment instructions about what types of information they are expected to use for their college papers or projects. The college ready color in the charts is green.

Research ready. Students who are research ready are able to determine if a source will strengthen their own authority by considering markers of the author's authority (e.g., credentials and prior publications) within the context of the student's own field and audience. They are able to judge how well a source is likely to satisfy their information need by identifying indicators of the process used to create that source (e.g., quoted sources, methods, citations). They know that standards for authority are socially constructed by people who share a set of scholarly or professional values and apply that knowledge to select information sources that are appropriate for the social context within which they will use the sources. They are confident enough in their own judgments about authority to selectively use sources that are not scholarly when the research literature is silent on the experience or topic they are studying. Research ready students are prepared to strategically employ sources as part of strengthening their own authority. The research ready color in the charts is blue.

Disposition Levels

Students who are weakly-disposed toward the dispositions in this module are unlikely to spontaneously demonstrate these traits without guided instruction and scaffolding to support their development. They may demonstrate strong dispositions in other areas not associated with information literacy, but these are not covered by this test. The weakly-disposed color in the charts is orange.

Students who are moderately-disposed toward the traits assessed by this test are more easily guided to apply them but may not consistently demonstrate these strengths when they are faced with new challenges. They may experience strain when there is a conflict between their information literacy dispositions and other strong dispositions. The moderately-disposed color in the charts is pink.

Students with strong dispositions toward the values and behaviors associated with information literacy are most likely to consistently react to new situations by drawing upon these underlying traits. The strongly-disposed color in the charts is blue.

Mean Scores and Standard Errors

Scoring on the knowledge portion is based on a partial credit model and on difficulty level. Students can achieve full, partial, or no credit on an item. Imagine a test item that has 4 possible answers, A, B, C, and D, with A and B being the correct responses. To achieve full credit, a student must select A and B and must not select C or D. A student who chooses A and B and C will receive less credit than someone who chooses just A and B.

The score a student achieves on an item is based on the difficulty of receiving a particular amount of credit for that item. Difficulties are calibrated based on a database of student scores from all participating institutions. Items have different levels of difficulty and therefore different maximum scores. Scores are presented on a 1,000-point scale, where a perfect score is 1,000.

A student's overall score is the mean of their item scores. The overall score for a group or institution is the mean of the students' scores.

The standard error indicates the likely range of scores if the test were given again to the same students. For example, a mean score of 500 ±10 for freshmen indicates that the true score for freshmen falls between 490

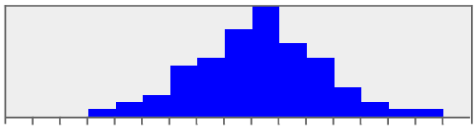
and 510. To determine if mean scores of groups are meaningfully different, it is important to take the standard error into account. For example, if the mean score for sophomores is 505 ±10, then it is accurate to say that the freshmen and sophomores who were tested did not score differently. Sample size effects the standard error. An increase in sample size can result in a smaller standard error.

Note that a subgroup must consist of at least three students in order for a score to be generated. We do not recommend making results for subgroups public if they include fewer than 10 students because of concerns about identifiability and privacy.

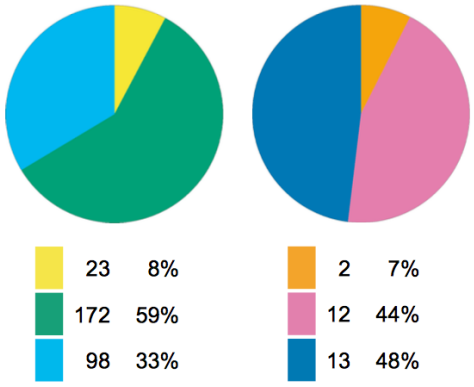
Scoring for disposition items is based on a student's judgments regarding strategies. Students earn high scores on these items if they judge behaviors associated with the disposition to be useful and behaviors not associated with the disposition to be not useful. A student's score for a disposition is the sum of the points they score on each of the strategies. Scores with their standard errors are presented on a 100-point scale.

Performance Bars, Histograms, and Pie Charts

Performance bars display where the mean score, shown in orange, for a group or subgroup falls within the three performance levels. The standard error associated with the mean is shown in black. Each performance level has a different background color: Conditionally ready is yellow, college ready is green, and research ready is blue.



Histograms are used to visually represent the relative distribution of scores in a group or subgroup. These graphs allow you to have an overall sense of how the scores fall around the mean.



Pie charts in the knowledge sections show the number and percentage of students who scored in each of the three performance levels for a group or subgroup. Each performance level has a different background color: Conditionally ready is yellow, college ready is green, and research ready is blue.

Pie charts in the disposition section show the number and percentage of students who scored in each of the three disposition levels for a group or subgroup. Each disposition level has a different background color: Weakly-disposed is orange, moderately-disposed is pink, and strongly-disposed is blue.

Associated Files

In addition to this report, the following files are included in your zip file:

1. Test Item document. A PDF document with a description of each test item.
2. Raw data file. Contains all of the scores presented in this report.
3. Student data file. Contains scores for each of your students.
4. Student data codebook. Describes the demographic options that you configured for your test.
5. Student Report zip file. Contains a directory of PDF documents with an analysis of each student's performance.

Section 3: Summary of Results

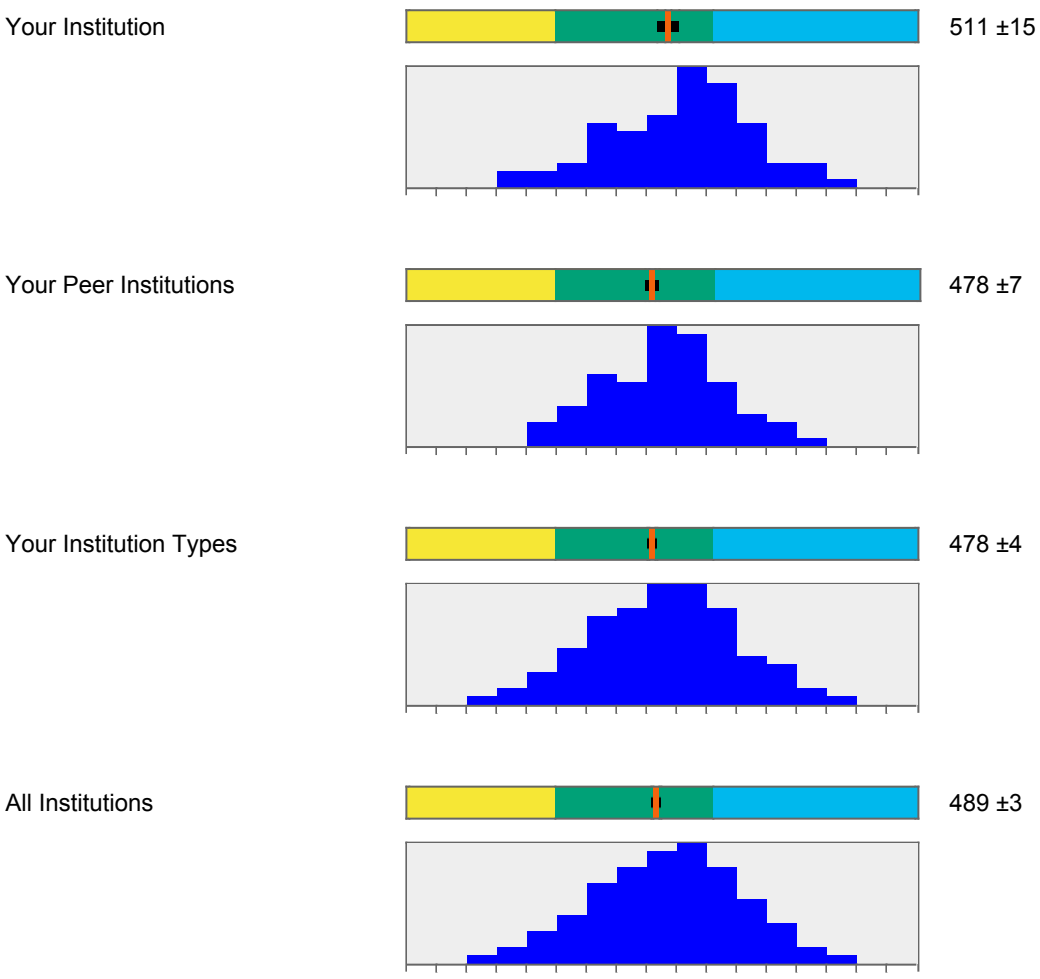
This section provides an overview of how your students performed on the Threshold Achievement Test for Information Literacy: Evaluating Process & Authority. For detailed knowledge results organized by subgroups, including standard and custom questions, refer to Section 4 and Section 5. For detailed disposition results, refer to Section 6. For additional analysis, you may wish to collaborate with your institution's research office. Consultants are also available through Carrick Enterprises.

Knowledge Results

Students who attain knowledge of information literacy concepts and practices are well-positioned to effectively address their information needs and contribute meaningfully to the information ecosystem. The knowledge dimension measured by this module specifically addresses students' ability to apply their knowledge of source context and creation processes to judging source authority, analyzing claims, and supporting their own claims.

Figure 3.1 shows the average score for your students and the averages for institutional groups. The average score for your students, 511, falls within the performance level of college ready. The blue histograms show how scores were distributed.

Figure 3.1 Knowledge Results



Disposition Results

Dispositions are the qualities students cultivate that underlie and shape their actions. Strong dispositions in the information literacy areas covered by the Threshold Achievement Test for Information Literacy are associated with lifelong learning and critical thinking. Students' dispositions also contribute to the climate of the institution. They can be strengthened through high-impact pedagogical practices and social learning.

Your students earned the following mean scores:

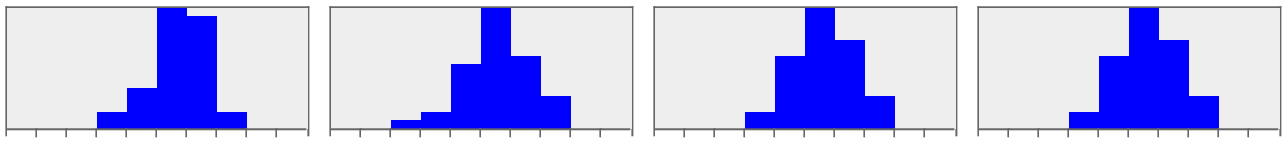
- 54 for Mindful self-reflection
- 55 for Toleration of ambiguity
- 66 for Responsibility to community

Figure 3.2 shows your institution's mean scores plus the means for institutional groups. Mean scores reflect a weak, moderate, or strong inclination toward the corresponding disposition. For information about disposition levels as well as details about scoring and reading the figures, please see Section 2 of this report.

Figure 3.2 Disposition Results

Disposition 1.1 Mindful self-reflection

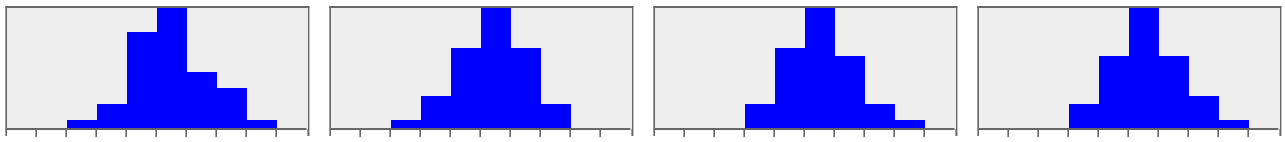
Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
54	±1	53	±1	54	±0	53	±0



Disposition levels: 0 - 44 is weak; 45 - 65 is moderate; 66 - 100 is strong.

Disposition 1.2 Toleration of ambiguity

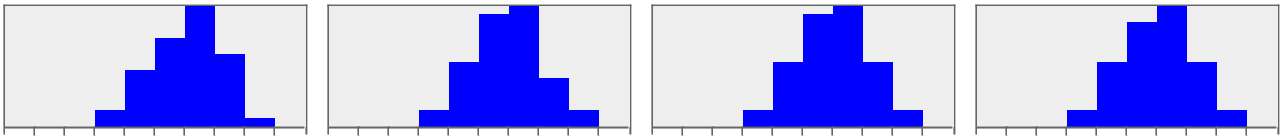
Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
55	±1	55	±1	56	±0	56	±0



Disposition levels: 0 - 44 is weak; 45 - 67 is moderate; 68 - 100 is strong.

Disposition 1.3 Responsibility to community

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
66	±1	63	±1	65	±0	65	±0



Disposition levels: 0 - 52 is weak; 53 - 79 is moderate; 80 - 100 is strong.

Section 4: Overall Knowledge Results

Your students answered 24 knowledge items in the Evaluating Process & Authority module. The knowledge items are based on the outcomes listed in Figure 1.1. Figure 4.1 shows the mean score and standard error for your students.

The number and percentage of students in the three performance levels is displayed in the corresponding pie chart, with the legend underneath. Also shown are your selected peer institutions, your selected institution types, and all institutions. See Section 2 for descriptions of performance levels. Students are assigned to performance levels based on their mean scores as follows:

Score of 1-324: conditionally ready (in yellow)
Score of 325-528: college ready (in green)
Over 528: research ready (in blue)

Figure 4.2 presents mean scores and standard errors for breakouts based on the standard questions you selected and your custom questions.

'n/a' is used when there is no score for the group. A subgroup must consist of at least three students in order for a score to be generated.

Figure 4.1 Knowledge Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
511	±15	478	±7	478	±4	489	±3

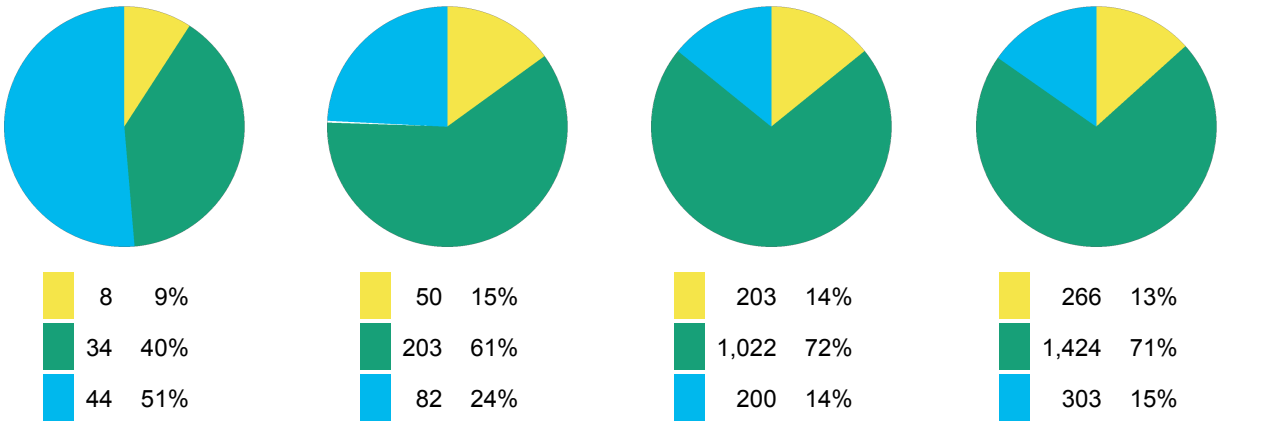


Figure 4.2 Subgroup Knowledge Results

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Freshman	n/a		446	±9	459	±7	468	±6
Sophomore	529	±15	496	±15	494	±7	496	±6
Junior	458	±28	490	±21	508	±11	491	±8
Senior	574	±68	493	±19	478	±13	507	±9
MAJORS								
Mathematics	n/a		n/a		558	±45	484	±63
Business	n/a		442	±25	450	±18	471	±17
Biology	n/a		559	±25	496	±19	516	±18
Engineering	n/a		n/a		525	±55	556	±16
Computer Sciences	551	±17	n/a		525	±55	556	±16
Communication and Journalism	n/a		421	±38	440	±19	444	±19
Criminal Justice	n/a		n/a		n/a		441	±46
Humanities & General Studies	n/a		511	±39	530	±26	544	±25
Chemistry	n/a		432	±29	485	±26	519	±22
Physics and Space Sciences	n/a		432	±29	485	±26	519	±22
Psychology	n/a		520	±24	513	±13	523	±12
Aeronautics, Aviation, &Flight	450	±22	n/a		438	±29	458	±14
Pre-law	n/a		n/a		n/a		n/a	
Pre-medical	n/a		444	±14	443	±7	444	±7

Section 5: Individual Knowledge Outcome Results

This section provides details for the individual knowledge outcomes in this module. Under each outcome, the first figure presents the mean score and standard error for your students. The number and percentage of students in the three performance levels is displayed in the corresponding pie chart, with the legend underneath. Also shown are your selected peer institutions, your selected institution types, and all institutions. See Section 2 for descriptions of performance levels. Students are assigned to performance levels based on their mean scores as follows:

Outcome 1.1	Outcome 1.2
Score of 1-277: conditionally ready (in yellow)	Score of 1-388: conditionally ready (in yellow)
Score of 278-456: college ready (in green)	Score of 389-623: college ready (in green)
Over 456: research ready (in blue)	Over 623: research ready (in blue)

The second figure shows mean scores and standard errors for breakouts based on the standard questions you selected and your custom questions.

The third figure is a listing of the performance indicators for each outcome ranked by your students' overall performance from the strongest to the weakest. The ranking is a relative ordering and does not indicate how well your students performed on a particular performance indicator. Through the use of color bars, these figures also compare your students' performance with your peer institutions on each performance indicator. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A red bar indicates that your students' mean score is lower than the mean score of your peer institutions.

Outcome 1.1: Apply knowledge of source creation processes and context to evaluate the authority of a source.

Figure 5.1 Overall Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
513	±16	470	±8	473	±4	484	±4

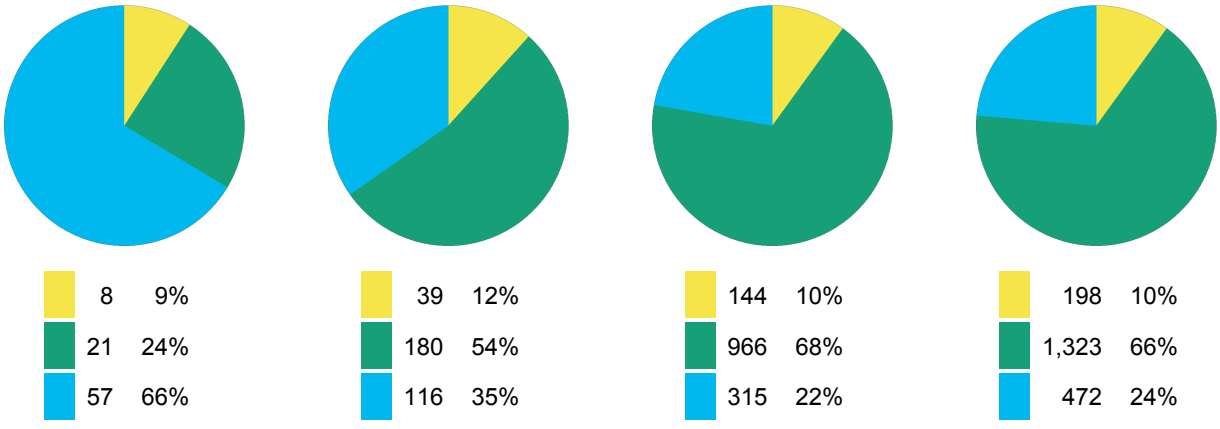
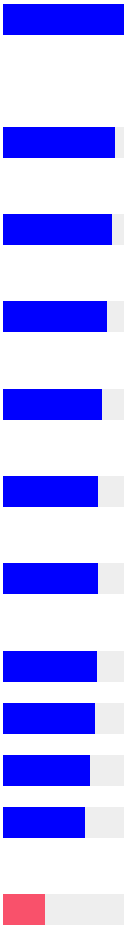


Figure 5.2 Subgroup Results

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Freshman	n/a		433	±10	450	±7	456	±7
Sophomore	534	±17	491	±16	489	±8	493	±6
Junior	453	±30	488	±22	512	±12	492	±9
Senior	579	±76	498	±20	485	±13	507	±10
MAJORS								
Mathematics	n/a		n/a		602	±68	487	±86
Business	n/a		413	±25	440	±20	464	±18
Biology	n/a		574	±34	514	±21	526	±18
Engineering	n/a		n/a		554	±58	569	±18
Computer Sciences	558	±20	n/a		554	±58	569	±18
Communication and Journalism	n/a		444	±38	457	±21	460	±20
Criminal Justice	n/a		n/a		n/a		460	±43
Humanities & General Studies	n/a		510	±32	517	±24	531	±24
Chemistry	n/a		410	±32	487	±29	518	±24
Physics and Space Sciences	n/a		410	±32	487	±29	518	±24
Psychology	n/a		513	±27	505	±13	515	±12
Aeronautics, Aviation, &Flight	446	±23	n/a		443	±31	456	±15
Pre-law	n/a		n/a		n/a		n/a	
Pre-medical	n/a		449	±17	442	±9	443	±9

Figure 5.3 Performance Indicators Ranked

Performance indicators are ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering and does not indicate how well your students performed on a particular performance indicator. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A red bar indicates that your students' mean score is lower than the mean score of your peer institutions.



- Identify types of scholarly products and communication modes that fall outside of the typical publication processes but are still worthy of use (e.g., conference presentations, contributed papers, discussions on association websites). (1.1.8)
- Match a description of a review process, such as editorial and peer review, to the source type it describes. (1.1.4)
- Identify relevant questions to ask about sources' origins and context when considering them as support for a claim. (1.1.9)
- Match an information need to the most authoritative source types (e.g., news agency, government website, scholarly article) for fulfilling that need. (1.1.6)
- Recognize that information is created to serve varying interests of information consumers. (1.1.12)
- Arrange a sample set of sources into their appropriate positions on the information cycle. (1.1.5)
- Match the elements of a source record to what they reveal about the process used to create the source (e.g., publisher name, authors' names, date, subject terms, source type). (1.1.3)
- Identify factors that would compromise the authority of the peer review process. (1.1.10)
- Identify the audience for whom a source was created. (1.1.7)
- Match a description of a creation process to the source type it describes. (1.1.1)
- Match descriptions of popular, polemic, and primary documents to scenarios where it would be appropriate to use them. (1.1.11)
- Match the source type with the amount of time it usually takes to publish it. (1.1.2)

Outcome 1.2: Apply knowledge of authority to analyze others' claims and to support one's own claims

Figure 5.4 Overall Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
509	±17	489	±8	486	±4	496	±4

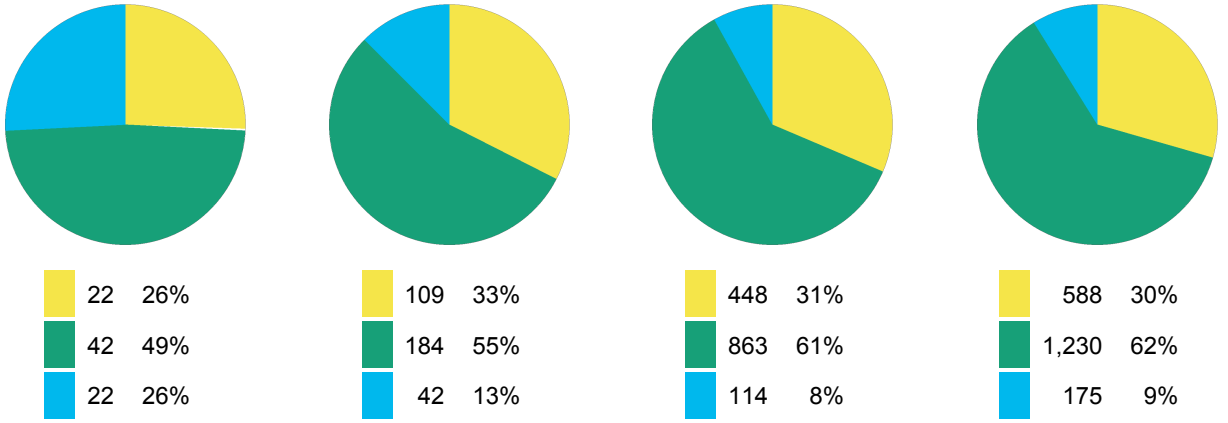


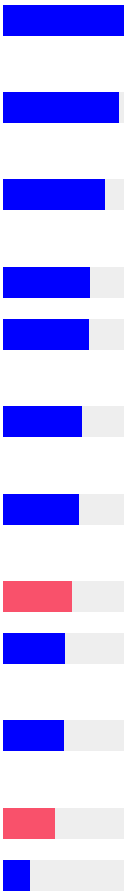
Figure 5.5 Subgroup Results

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Freshman	n/a		465	±11	471	±8	484	±8
Sophomore	523	±20	505	±20	503	±9	502	±7
Junior	465	±35	494	±26	503	±14	491	±10
Senior	569	±64	488	±24	469	±15	508	±11
MAJORS								
Mathematics	n/a		n/a		501	±28	481	±41
Business	n/a		481	±34	464	±24	481	±20
Biology	n/a		542	±32	473	±23	504	±21
Engineering	n/a		n/a		487	±56	541	±20
Computer Sciences	543	±23	n/a		487	±56	541	±20
Communication and Journalism	n/a		390	±46	418	±24	424	±22

Criminal Justice	n/a		n/a		n/a		416	±58
Humanities & General Studies	n/a		512	±58	548	±33	562	±31
Chemistry	n/a		462	±31	482	±31	523	±29
Physics and Space Sciences	n/a		462	±31	482	±31	523	±29
Psychology	n/a		529	±34	524	±18	534	±16
Aeronautics, Aviation, &Flight	457	±26	n/a		432	±33	460	±17
Pre-law	n/a		n/a		n/a		n/a	
Pre-medical	n/a		439	±17	444	±9	445	±9

Figure 5.6 Performance Indicators Ranked

Performance indicators are ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering and does not indicate how well your students performed on a particular performance indicator. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A red bar indicates that your students' mean score is lower than the mean score of your peer institutions.



Evaluate the effectiveness of an author's use of different source types (e.g., news, research articles, blogs) to support arguments. (1.2.10)

Determine the reason why a quote is used in a given passage (e.g., show significance, give authoritative support, provide context, emphasize, summarize). (1.2.11)

Recognize the pitfalls of using the superficial indicator "peer review" when evaluating sources for authority. (1.2.8)

Distinguish the key works cited in a passage from the peripheral works. (1.2.12)

Recognize that polished, visually appealing presentation of web content does not equate to authoritative, high-quality content. (1.2.4)

Know the importance of determining the author when evaluating the authority of a source. (1.2.3)

Recognize that expertise is contextual and positional (e.g., credentials alone are not a per se indicator of author's expertise). (1.2.5)

Identify the sponsor, organization, or institution that provides support for a site. (1.2.1)

Recognize when a quote from a well-known author or recognized expert is being used by an author to gain authority. (1.2.9)

Identify relevant questions to ask about the suitability of a source when considering it as support for a claim. (1.2.6)

Identify information directly relevant to an argument. (1.2.7)

Identify relevant elements of an author's expertise. (1.2.2)

Section 6: Individual Disposition Results

This test measures the strength of students' information literacy dispositions. See Section 1, About the Test, for more information about dispositions and Section 2 for details about disposition performance levels. In the pie charts below, each disposition level has a different background color: Weakly-disposed is orange, moderately-disposed is pink, and strongly-disposed is blue.

Although dispositions related to personality are generally thought to be relatively stable over time, the situational dispositions assessed in this module should be expected to strengthen as students have sustained exposure to an academic community that cultivates these approaches to problem solving.

Each results section below is introduced with an explanation of your students' mean score on the items associated with that disposition, followed by students' overall and subgroup results.

Unlike the overall knowledge results detailed in Section 4, there is no overall dispositional score for this module because each disposition is distinct and some dispositions may work in opposition to one another. For example, feeling responsible to conform to the norms and values of the academic community may sometimes be at odds with mindfully reflecting on one's own assumptions and actions. Higher-scored dispositions should represent an area of relative strength for your students while lower-scored dispositions should represent an area of relative weakness. Areas of strength can be built upon by intensifying the challenges presented to students. Areas of weakness can be directly targeted for improvement through assignments that strengthen metacognition about associated information literacy behaviors.

Disposition 1.1: Mindful self-reflection

Learners who are disposed to demonstrate self-reflection when they are evaluating sources of information consistently question their assumptions about what makes a source authoritative.

Example behaviors:

- Looking for features that challenge one's assumptions about the trustworthiness of one's preferred sources.
- Questioning one's own assumptions about the reliability of traditional forms of scholarly authority.
- Recognizing when there are good reasons to change one's position on an issue.

Your students' mean score for the set of problem-solving items about mindful self-reflection fell in the moderately-disposed range. Scores in this range suggest that students are able to recognize the difference between their own information preferences and the sources considered authoritative by the academic community so they are likely to follow their professors' and librarians' guidelines about the types of sources to select. They are less likely to consider outsider or non-traditional sources without direct guidance. They are unlikely to see the relevance of criteria they associate with academic information needs when they are evaluating information for other purposes even if those criteria would help them identify more authoritative and reliable sources.

Figure 6.1 Overall Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
54	±1	53	±1	54	±0	53	±0

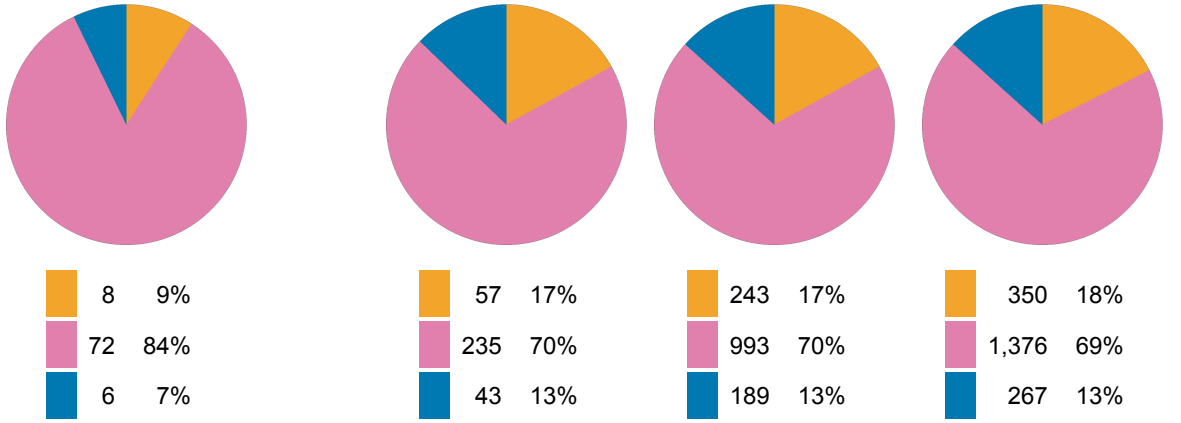


Figure 6.2 Subgroup Results

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Freshman	n/a		52	±1	53	±1	53	±1
Sophomore	54	±1	53	±1	54	±1	54	±0
Junior	54	±2	53	±2	54	±1	54	±1
Senior	56	±5	56	±2	54	±1	54	±1
MAJORS								
Mathematics	n/a		n/a		47	±2	52	±4
Business	n/a		52	±2	52	±2	52	±1
Biology	n/a		55	±2	55	±2	56	±1
Engineering	n/a		n/a		53	±3	53	±1
Computer Sciences	54	±2	n/a		53	±3	53	±1
Communication and Journalism	n/a		48	±4	51	±2	53	±2
Criminal Justice	n/a		n/a		n/a		51	±3
Humanities & General Studies	n/a		55	±2	56	±2	56	±2
Chemistry	n/a		51	±4	55	±2	53	±2
Physics and Space Sciences	n/a		51	±4	55	±2	53	±2
Psychology	n/a		52	±3	55	±1	54	±1
Aeronautics, Aviation, &Flight	54	±1	n/a		50	±2	54	±1
Pre-law	n/a		n/a		n/a		n/a	
Pre-medical	n/a		53	±2	55	±1	54	±1

Disposition 1.2: Toleration of ambiguity

Learners who are disposed to demonstrate toleration for ambiguity when they are evaluating sources of information treat authority as subjective because it is based on the context of the information need.

Example behaviors:

- Deciding what to do when authorities disagree.
- Flexibly using traditional and non-traditional information sources at appropriate points in the research process.
- Treating authority as a flexible concept when information needs can only be met with less traditional sources.

Your students' mean score for the set of problem-solving items about tolerating ambiguity and thinking flexibly about evaluating sources fell in the moderately-disposed range. Scores in this range suggest that students are likely to approach source evaluation with some flexibility because they have learned from their professors the value of using challenging academic sources alongside the familiar sources they prefer. However, because these students perceive authority primarily through the lens of relevance and utility, once they meet the minimum standards set by their professors, they are unlikely to address the nuances of authority among the sources within the paper itself.

Figure 6.3 Overall Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
55	±1	55	±1	56	±0	56	±0

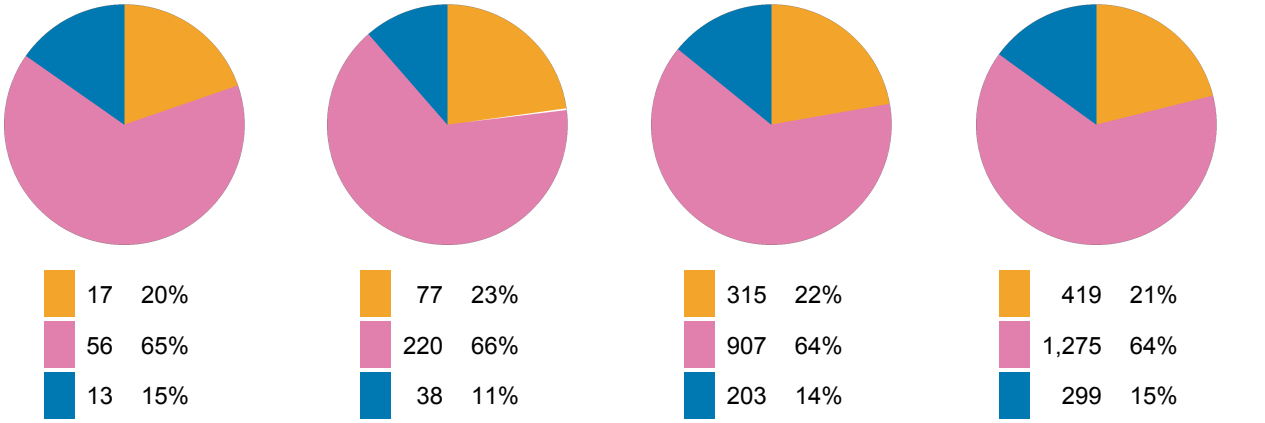


Figure 6.4 Subgroup Results

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	**Mean**	**Std Err**	**Mean**	**Std Err**	**Mean**	**Std Err**	**Mean**	**Std Err**
CLASS STANDING								
Freshman	n/a		54	±1	55	±1	56	±1
Sophomore	54	±2	55	±2	56	±1	56	±1
Junior	55	±2	52	±2	56	±1	56	±1
Senior	64	±6	54	±2	53	±1	55	±1
MAJORS								
Mathematics	n/a		n/a		55	±5	52	±5
Business	n/a		58	±4	56	±2	55	±2
Biology	n/a		53	±4	55	±2	56	±1
Engineering	n/a		n/a		53	±2	58	±2
Computer Sciences	58	±2	n/a		53	±2	58	±2
Communication and Journalism	n/a		53	±5	53	±2	53	±2
Criminal Justice	n/a		n/a		n/a		53	±2
Humanities & General Studies	n/a		57	±3	60	±2	61	±2
Chemistry	n/a		59	±3	58	±2	57	±2
Physics and Space Sciences	n/a		59	±3	58	±2	57	±2
Psychology	n/a		52	±3	53	±1	54	±1
Aeronautics, Aviation, &Flight	52	±2	n/a		51	±2	53	±1
Pre-law	n/a		n/a		n/a		n/a	
Pre-medical	n/a		50	±2	53	±1	54	±1

Disposition 1.3: Responsibility to community

Learners who are disposed to demonstrate a sense of responsibility to their community when they are evaluating sources of information are conscientious about how they invoke authority in order to gain credibility with their audiences.

Example behaviors:

- Fulfilling one's responsibility to one's discourse community by using sources carefully.
- Recognizing that the sources one is permitted to use will depend on one's discourse community.
- Taking responsibility for critically evaluating and explaining sources' authority to one's audience when stating and standing by their claims.

Your students' mean score for the set of problem-solving items about internalizing the norms and values of the academic community fell in the moderately-disposed range. Scores in this range suggest that students are likely to have an appreciation for how the academic community values, creates, and uses sources and are thus likely to incorporate some of these sources into their own work. Students who are moderately-disposed to feel responsible to the academic community see the strengths of this approach for evaluating information during their research but have not yet internalized these values as part of their responsibility as information creators.

Figure 6.5 Overall Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
66	±1	63	±1	65	±0	65	±0

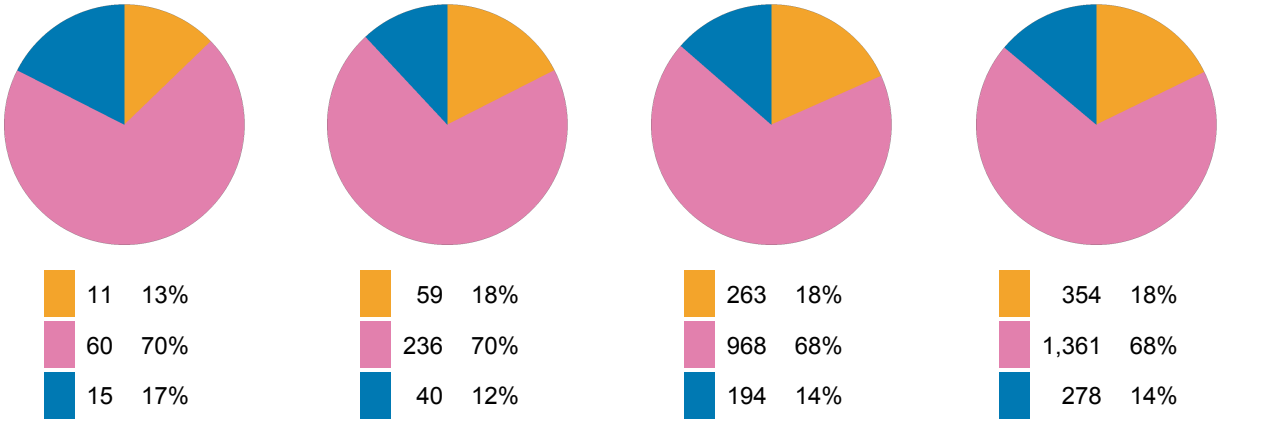


Figure 6.6 Subgroup Results

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Freshman	n/a		62	±1	64	±1	64	±1
Sophomore	67	±2	64	±1	65	±1	65	±1
Junior	65	±3	67	±2	68	±1	67	±1
Senior	63	±5	63	±2	64	±1	65	±1
MAJORS								
Mathematics	n/a		n/a		64	±1	59	±4
Business	n/a		64	±3	65	±2	65	±2
Biology	n/a		70	±4	67	±2	66	±2
Engineering	n/a		n/a		63	±4	67	±2
Computer Sciences	67	±2	n/a		63	±4	67	±2
Communication and Journalism	n/a		61	±2	63	±2	63	±2
Criminal Justice	n/a		n/a		n/a		62	±4
Humanities & General Studies	n/a		65	±5	65	±3	66	±3
Chemistry	n/a		62	±6	62	±2	65	±2
Physics and Space Sciences	n/a		62	±6	62	±2	65	±2
Psychology	n/a		68	±2	68	±1	68	±1
Aeronautics, Aviation, &Flight	66	±2	n/a		62	±2	64	±1
Pre-law	n/a		n/a		n/a		n/a	
Pre-medical	n/a		64	±2	66	±1	66	±1

Section 7: Targeted Reading Recommendations

Following up on assessment results is the most important step in the assessment cycle. Below are some articles and reports that may help you to formulate a plan for next steps based on the results of your Threshold Achievement assessment.

Corrall, S. (2017). Crossing the threshold: Reflective practice in information literacy development. *Journal of Information Literacy, 11*(1), 23-53. http://dx.doi.org/10.11645/11.1.2241

Graf, A. J., & Harris, B. R. (2016). Reflective assessment: Opportunities and challenges. *Reference Services Review, 44*(1), 38-47. https://doi.org/10.1108/RSR-06-2015-0027

Hinchliffe, L. J. (2015). Professional development for assessment: Lessons from reflective practice. *Journal of Academic Librarianship, 41*(6), 850-852. doi:10.1016/j.acalib.2015.10.004

Markless, S., & Streatfield, D. (2017). How can you tell if it's working? Recent developments in impact evaluation and their implications for information literacy practice. *Journal of Information Literacy, 11*(1), 106-119. http://dx.doi.org/10.11645/11.1.2201

Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. *In the Library with the Lead Pipe*. http://www.inthelibrarywiththeleadpipe.org/2016/10/

You assessed students as part of an effort to measure information literacy at the institution-level. Your TATIL results may provide evidence for your accreditation self-study report. The following resources may help you to draft an ongoing assessment plan as you think about how to contribute to a culture of assessment on your campus:

Baker, G. R., Jankowski, N., Provezis, S. & Kinzie, J. (2012). *Using assessment results: Promising practices of institutions that do it well*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Blank, J. M., McGaughey, K. J., Keeling, E. L., Thorp, K. L., Shannon, C. C., & Scaramozzino, J. M. (2016). A novel assessment tool for quantitative evaluation of science literature search performance: Application to first-year and senior undergraduate biology majors. *College & Research Libraries, 77*(6), 682-702. https://doi.org/10.5860/crl.77.6.16551

Gross, M., Latham, D., & Armstrong, B. (2012). Improving below-proficient information literacy skills: Designing an evidence-based educational intervention. *College Teaching, 60*(3), 104-111. doi:10.1080/87567555.2011.645257

Squibb, S. D., & Mikkelsen, S. (2016). Assessing the value of course-embedded information literacy on student learning and achievement. *College & Research Libraries, 77*(2), 164–183. https://doi.org/10/5860/crl.77.2.164

Suskie, L. A. (2018). *Assessing student learning: A common sense guide*. 3d ed. San Francisco, CA: Jossey-Bass.

Wakimoto, D. K., Alexander, S., Bussman, J. D., Winkelman, P. & Jiansheng, G. (2016). Campus-wide information literacy assessment: An opportunity for library leadership through understanding faculty perspectives. *Library Leadership & Management, 31*(1), 1-19.

Whitlock, B. & Ebrahimi, N. (2016). Beyond the library: Using multiple, mixed measures simultaneously in a college-wide assessment of information literacy. *College & Research Libraries, 77,* 236-262. doi:10.5860/crl.77.2.236

If you have not already completed a curriculum map at Goldfinch University, curriculum analysis may be an

important next step for identifying courses or milestones where information literacy instruction could significantly affect student outcomes. Your TATIL results could provide you with the foundational findings you need to get faculty interested in helping you map their curriculum. The following resources explain the process and provide case studies:

Buchanan, H., Webb, K. K., Houk, A. H., & Tingelstad, C. (2015). Curriculum mapping in academic libraries. *New Review of Academic Librarianship, 21*(1), 94-111. doi:10.1080/13614533.2014.1001413

Franzen, S., & Bannon, C. M. (2016). Merging information literacy and evidence-based practice in an undergraduate health sciences curriculum map. *Communications in Information Literacy, 10*(2), 245-263.

If your results suggest a need to develop new curriculum or create a college-wide dialogue about students' information literacy among faculty, the following resources suggest possible models:

Bowles-Terry, M., & Donovan, C. (2016). Serving notice on the one-shot: Changing roles for instruction librarians. *International Information & Library Review, 48*(2), 137-142.

Cowan, S. & Eva, N. (2016). Changing our aim: Infiltrating faculty with information literacy. *Communications in Information Literacy, 10*(2), 163-177.

Hoffmann, D., & Wallace, A. (2013). Intentional informationists: Re-envisioning information literacy and re-designing instructional programs around faculty librarians' strengths as campus connectors, information professionals, and course designers. *Journal of Academic Librarianship, 39,* 546-551. doi:10.1016/j.acalib.2013.06.004

Johnson-Grau, G., Archambault, S. G., Acosta, E. S., & McLean, L. (2016). Patience, persistence, and process: Embedding a campus-wide information literacy program across the curriculum. *Journal of Academic Librarianship, 42*(6), 750-756. https://doi.org/10.1016/j.acalib.2016.10.013

Jumonville, A. (2014). The role of faculty autonomy in a course-integrated information literacy program. *Reference Services Review, 42,* 536-551. http://dx.doi.org/10.1108/RSR-07-2014-0020

Junisbai, B., Lowe, M. S., & Tagge, N. (2016). A pragmatic and flexible approach to information literacy: Findings from a three-year study of faculty-librarian collaboration. *Journal of Academic Librarianship, 42*(5), 604-611. https://doi.org/10.1016/j.acalib.2016.07.001

Smith, P. A. (2016). Integrate and assess: Information literacy as quality enhancement of undergraduate curriculum. *Communications in Information Literacy, 10*(2), 214-244.

If you are interested in the disposition portion of the test, you may want to learn more about the connection between dispositions and learning. Consider how understanding of dispositions can be used to promote training transfer, as described in the following sources:

Bereiter, C. (1995). A dispositional view of transfer. In A. McKeough, J. Lupart, & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 21–34). Mahwah, NJ: Lawrence Erlbaum.

Bonnet, J. L., Cordell, S. A., Cordell, J., Duque, G. J., MacKintosh, P. J., & Peters, A. J. (2013). The apprentice researcher: Using undergraduate researchers' personal essays to shape instruction and services. *portal: Libraries and the Academy, 13,* 37-59. https://doi.org/10.1353/pla.2013.0007

Dempsey, P. R., & Jagman, H. (2016). ”I felt like such a freshman”: First-year students crossing the library threshold. *portal: Libraries & the Academy, 16*(1), 89-107. doi:10.1353/pla.2016.0011

Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher, 44,* 237-251. doi:10.3102/0013189X15584327

Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*. Chicago, IL: University of Chicago Consortium on Chicago School Research.

Folk, A. L. (2016). Academic reference and instruction librarians and Dweck's theories of intelligence. *College & Research Libraries, 77*(3), 302-313. https://doi.org/10.5860/crl.77.3.302

Lenker, M. (2016). Motivated reasoning, political information, and information literacy education. *portal: Libraries & the Academy, 16*(3), 511-528. http://dx.doi.org/10.1353/pla.2016.0030

Perkins, D. N., & Salomon, G. (2012). Knowledge to go: A motivational and dispositional view of transfer. *Educational Psychologist, 47*(3), 248–258. https://doi.org/10.1080/00461520.2012.693354

Ross, M., Perkins, H., & Bodey, K. (2016). Academic motivation and information literacy self-efficacy: The importance of a simple desire to know. *Library & Information Science Research, 38*(1), 2-9. https://doi.org/10.1016/j.lisr.2016.01.002

Appendix A. Student Profile

The figure below reports the available demographic data; not all elements of demographic data were reported for all students.

Figure A.1 Student Profile

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Subgroups	N	%	N	%	N	%	N	%
TOTAL	86	100	335	100	1,425	100	1,993	100
CLASS STANDING								
Freshman	0	0	166	50	352	25	429	22
Sophomore	51	59	67	20	323	23	484	24
Junior	27	31	28	8	148	10	277	14
Senior	8	9	41	12	127	9	233	12
MAJORS								
Mathematics	0	0	1	0	3	0	5	0
Business	0	0	22	7	44	3	73	4
Biology	1	1	10	3	56	4	70	4
Engineering	2	2	2	1	10	1	59	3
Computer Sciences	40	47	2	1	10	1	59	3
Communication and Journalism	0	0	11	3	37	3	51	3
Criminal Justice	0	0	2	1	2	0	11	1
Humanities & General Studies	0	0	10	3	35	2	38	2
Chemistry	2	2	10	3	32	2	43	2
Physics and Space Sciences	0	0	10	3	32	2	43	2
Psychology	1	1	17	5	70	5	90	5
Aeronautics, Aviation, &Flight	40	47	0	0	29	2	101	5
Pre-law	0	0	0	0	0	0	1	0
Pre-medical	0	0	40	12	187	13	213	11

Appendix B. Institutions

Your Peer Institutions

Auburn University
California State University at San Marcos
Chapman University
Emporia State University
Palomar College
Valencia College

Members of Your Institution Types

Auburn University
California State University at San Marcos
California State University, Fresno
Chapman University
Emporia State University
Florida Institute of Technology
Palomar College
Texas A&M University
University of Kansas
University of Lethbridge
Valencia College

All Institutions

Auburn University
Brigham Young Univeristy
Bryn Athyn College
California State University at San Marcos
California State University, Fresno
Chapman University
Emporia State University
Florida Institute of Technology
KEENE STATE COLLEGE
Palomar College
Texas A&M University
University of Guam
University of Kansas
University of Lethbridge
Valencia College