Carrick Enterprises
SAILS AND TATIL

We will begin at 12:10pm
Carrick Enterprises

SAILS AND TATIL

ASSESSING STUDENTS' KNOWLEDGE AND SKILLS
April Cunningham, MLIS, EdD

Carolyn Radcliff, MLIS, MA
Goals for Today
TAKEAWAYS

• Uses
• Comparisons
• Process and Relevance
• Your Questions
WHAT ARE THESE TESTS FOR?

😊 Versatility is one of your outstanding traits. 😊

DISCOVER ::: COLLABORATE ::: SUCCEED
“Do students see the value of citing sources during research? Can students understand how authority differs between types of information sources? Do students see the value in an iterative search strategy?”

--TATIL Board Survey

Stephanie Rosenblatt
Librarian
Cerritos Community College
"How much do students retain from their instructional encounters?, At what point are students capable of critically assessing the information they encounter?"

--TATIL Board Survey

Liz Kavanaugh
Assessment Librarian
Misericordia University
"I'm looking for an instrument I can use to do cross major comparison, within and outside institution." -- TATIL Board Survey
“While many library directors identify information literacy and instruction as a core part of their libraries’ missions, [...] faculty members are much less likely to think of this as an important role for the library.”
--Ithaka S+R US Library Survey 2013
"I want a tool that helps us know are we meeting our institutional learning outcome goals for IL? How does student IL differ at the lower and upper division level?"

-- TATIL Board Survey
Our Value
VALUE

• Flexible
• Research-based
• Created by librarians & other educators
SAILS AND TATIL
Outcomes
Scores
Comparisons

SAILS & TATIL
Cohort
Individual Scores
Build Your Own Test
Accessibility

- WCAG 2.0
- Sec. 508 of U.S. Rehabilitation Act
Threshold Achievement Test for Information Literacy
Joseph Aubele Librarian, Calif. State Univ. Long Beach
Rachel Bowen Political Science Professor, Ohio State Univ. Mansfield
Alan Carbery* Assistant Library Director, Champlain College
Carrie Donovan Librarian, Ferris State University
Michelle Dunaway Librarian, Wayne State University
Jennifer Fabbi Library Dean, Cal State San Marcos
Jessame Ferguson* Library Director, McDaniel College
Richard Hannon English Professor, Palomar College
Christine Harmes Evaluation, Research, & Measurement Consultant, Seattle
Wendy Holliday* Librarian, Northern Arizona University
Jamie Johnson Librarian, Calif. State Univ. Northridge
Nancy Jones Administrator, Encinitas Unifd Sch District, CA

* Founding Member, 2014-2015
Elizabeth Kavanaugh  Librarian, Misericordia University
Jane Liu  Chemistry Professor, Pomona College
Pearl Ly  Library Director, Skyline College
Erika Montenegro  Librarian, East Los Angeles College
Dawn Person*  Education Professor, Cal State Fullerton
Kathleen Powell*  Teacher Librarian, Poway High School, CA
Isabelle Ramos  Librarian, Calif. State Univ. Northridge
Melanie Sellar  Librarian and Instructional Designer
Lettycia Terrones  Librarian, Los Angeles Public Library
Dominique Turnbow  Librarian, Univ. of Calif. San Diego
Silvia Vong  Librarian, Univ. of Toronto
Kelley Wantuch  Librarian, Los Angeles Public Library
Steve Wise  Senior Research Fellow, Northwest Evaluation Assoc.

* Founding Member, 2014-2015
TATIL Modules
Evaluating Process & Authority
Strategic Searching
Research & Scholarship
Value of Information
TATIL Dispositions
Productive persistence
Mindful self reflection
Responsibility to community
Toleration for ambiguity
Threshold Achievement Test for Information Literacy

Your Results

Today you completed the Evaluating Process & Authority test. Your results indicate that you probably pay close attention to the sources of your information to ensure that they are relevant to your discipline. You also look for clues in your sources that indicate what process the authors used to create their information (like which sources they cited and what research methods they used). You recognize that using trustworthy and authoritative sources strengthens your own work and you value the authority that high-quality sources give you.

Personal recommendations for strengthening your ability to evaluate information:

Now that you are skilled at selecting authoritative sources, start to take a critical stance toward traditional methods of conferring authority through academic degrees and peer review. Remember that many perspectives are left out of this version of authority and take care to also seek out additional perspectives when you have the opportunity to do your own research.

When responding to questions about how responsible you feel to the academic community, students at your level display a strong appreciation for what it takes to establish your own authority when you are presenting and analyzing sources for an academic audience. When dealing with the ambiguity that is part of deciding which sources to use, you show flexibility because you apply what you learn about sources from your professor or librarian in order to see beyond your own traditional ideas about which sources to trust and how sources are created. With regard to how reflective you are about selecting sources, you also have an inclination to be convinced by the sources that your professor or librarian tells you have authority.

Personal recommendations for strengthening your dispositions:

- Imagine you are being relied upon to sustain the credibility of your field through careful attention to community standards and strict methods in your research and analysis. Talk to your professors about what it means to bear the weight of that responsibility as someone advancing knowledge in their academic disciplines.

- When selecting sources during your research, look for disagreements that suggest interesting uncertainty rather than focusing on areas of agreement that have already been settled.

- Practice recognizing when you are using your professor’s or librarian’s guidance instead of making your own informed judgments. If you find yourself only considering sources that have traditional academic authority, challenge yourself to find additional sources that are by or about people with different types of expertise that comes from experiences outside of academic research.
if ($startSection <= 1) {

$html = "<h2>1. About the Test</h2>";
$html .= "<h3 style="color: #F00">The Threshold Achievement Test for Information Literacy is in development. This report is based on field test results that have been collected to date. The module focuses on ".$moduleFocus;
$html .= "<p>Three levels of results are presented in this report. First are overall results, showing how your institution's test-takers performed on the test as a whole. </p>
$html .= wordNames("",",".$numberOutcomes,"knowledge outcome","knowledge outcomes");
$html .= " and ";
$html .= wordNames("",",".$numberDispositions,"disposition","dispositions");
$html .= " that make up the ";
$html .= $moduleTitle;
$html .= " module. Finally, there is a section on performance indicator results, identifying your test-takers' strengths and weaknesses on the specific performance indicators</p>

$outcomeQuery = db_query("SELECT id,description FROM Outcome WHERE module=".$module ORDER BY id");

while ($outcomeResult = db_fetch($outcomeQuery)) {

$html .= "<table class='OutcomeTable'><tr><td style='width:100px; padding-bottom: 10px'>Outcome ".$outcomeResult["id"]."</td><td><a href="#" class='disposition'>".$outcomeResult["description"]."</td></tr>

while ($perfIndiQuery = db_query("SELECT id,description FROM PerformanceIndicator WHERE outcome=".$outcomeResult["id"]");

while ($perfIndiResult = db_fetch($perfIndiQuery)) $html .= "<tr><td><a href="#" class='disposition'>".$perfIndiResult["id"]."</td><td>.".$perfIndiResult["description"]."</td></tr>

$html .= "</table>"

}

$html .= "<p class='table-title'>Table 1.2 List of dispositions</p>

$ul = new ul("

$outcomeQuery = db_query("SELECT id,description,explanation FROM Disposition WHERE module=".$module ORDER BY id");

while ($outcomeResult = db_fetch($outcomeQuery)) {

$html .= "<li>Outcome ".$outcomeResult["id"]." ORDER BY description"

while ($exampleResult = db_fetch($exampleQuery)) $html .= "<li>".$exampleResult["description"]."</li>

$html .= "</ul>"

} /* Executive Summary (narrative) */
What’s on the horizon for TATIL?
GET INVOLVED
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Join us on Twitter and Facebook @CarrickEnt
www.facebook.com/carrickenterprises

Follow the blog
October Update: TATIL’s Versatility

We’ve finished usability testing of the Module 4: The Value of Information items with a diverse group of undergraduates at a variety of institutions. Soon we’ll have a version of the module ready for field testing. At that point, all four of the modules will be available for you to try out with your students.

We’re also preparing for our lunch-time presentation at the ARL Library Assessment Conference on Tuesday, November 1. So I’ve been thinking a lot about how TATIL can be used to support many different kinds of assessment needs. Because of
To Set Up a Meeting

April
april@carrickenterprises.com
(760) 505-7177

Carolyn
radcliff@carrickenterprises.com
(330) 472-0985

Rick (in Orange, CA)
rwiggins@carrickenterprises.com
What is the element of author expertise that is most critical or directly applicable to creating the following sources? Drag the text box on the right to the corresponding source in the left column.

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>AUTHOR EXPERTISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liu, G.K. (2007). Effects of human nutrition on brain evolution. <em>Journal of Evolutionary Biology</em>, 26(2), 312-328.</td>
<td>This authority creates knowledge in a discipline from years of focused research on the same subject.</td>
</tr>
<tr>
<td></td>
<td>This authority uncovers and synthesizes facts into an accurate, unbiased story.</td>
</tr>
</tbody>
</table>
John has to write a long essay for his Sociology class where the research question must draw from the themes of the course and also reflect John’s personal experiences and interests.

How should John handle this challenge?

Please judge the usefulness of each of the proposed strategies. Use your best judgment; there is more than one correct answer for this scenario.

<table>
<thead>
<tr>
<th></th>
<th>not useful at all</th>
<th>barely useful</th>
<th>somewhat useful</th>
<th>very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>He starts by visiting the pages and apps he reads regularly. He plans to use these as his sources since they are his personal experience.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>He uses his twitter feed to find out what topics people are debating. Then he can search the library databases for articles on the topics that catch his attention.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>He posts a question to his student group's Facebook page to see what they think is the biggest issue facing students. He will worry about the academic research later.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>He starts by searching for scholarly articles about his interests because he knows his professor expects only authoritative information. If he cannot find articles about his topic, he will switch to another interest.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>