THRESHOLD ACHIEVEMENT TEST
FOR
INFORMATION LITERACY

Strategic Searching
TATIL Strategic Searching Module (Spring 2024)
Loyola Marymount 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 Strategic Searching module focuses on the process of planning, evaluating, and revising searches during strategic exploration. It tests students' ability to recall and apply their knowledge of searching and it tests their metacognition about a core information literacy disposition that underlies 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 Strategic Searching

Outcome 2.1	Plan, conduct, evaluate, and revise searches to achieve relevant results.
Outcome 2.2	Compare and contrast a range of search tools.

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 Strategic Searching

Students who are strategic searchers are more likely to develop a broad repertoire of search techniques because they learn from trial and error and pick up strategies from observing their professors, librarians, and peers. Since searching involves exploration and uncertainty, students must be persistent in order to sustain their searches despite difficulties and frustrations. A disposition toward productive persistence means that students are more likely to satisfy their information needs and keep searching until they find high-quality sources.

The test assesses how students understand and value exploration and how they define their role as a searcher.

Figure 1.2 Disposition for Strategic Searching

Disposition 2.1   Productive persistence

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 select and apply effective search strategies given varied information needs and searching environments. 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 score.

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 can conduct basic searches in search tools that are familiar to them. They search using natural language but are able to identify common keywords for their topics if prompted to do so. They are able to follow instructions to locate information using their library's tools. The conditionally ready color in the charts is yellow.

College ready. Students who are college ready are able to use the library's tools independently to find information for typical college writing assignments. They are able to increase the precision of their results by adding keywords. They are able to organize their keywords using concepts such as Boolean operators. They are able to analyze item records to inform revisions to their searches, including identifying subject terms. They are able to recognize when a search is not working and are aware of at least one other search tool that they can try. College ready students can successfully conduct basic searches and make adjustments to their keywords or choose a different search tool to improve their results. The college ready color in the charts is green.

Research ready. Students who are research ready are aware of the wide range of search tools available to them and are able to select their search tool based on the type of information they are trying to find. Students are able to determine the types of sources they have discovered by deciphering the citations. They are able to increase the precision or recall of their results as needed by using keyword synonyms and search syntax. When they encounter problems, they are able to accurately evaluate their search results in order to make strategic revisions to their keywords, limiters, search tool selection, syntax, and so on. Research ready students can conduct advanced searches for information using multiple strategies that they select according to their information need and that they revise according to the results that are returned. The research ready color in the charts is blue.

Disposition Levels

Students who are weakly-disposed toward the disposition 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 trait assessed by this test are more easily guided to apply it but may not consistently demonstrate this strength 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.

500 ±10

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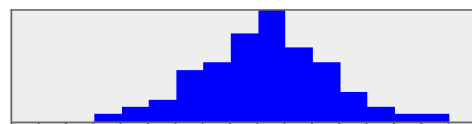
Pie charts in the knowledge sections show the number and percentage of students who scored in each of the three performance levels for a group or subgroup. Each performance level has a different background color: Conditionally ready is yellow, college ready is green, and research ready is blue.

23	8%		2	7%
172	59%		12	44%
98	33%		13	48%
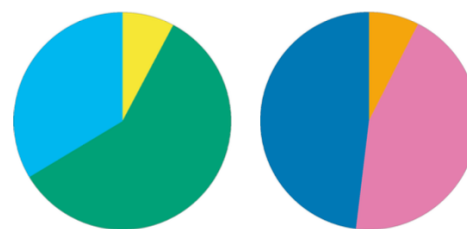
Pie charts in the disposition section show the number and percentage of students who scored in each of the three disposition levels for a group or subgroup. Each disposition level has a different background color: Weakly-disposed is orange, moderately-disposed is pink, and strongly-disposed is blue.
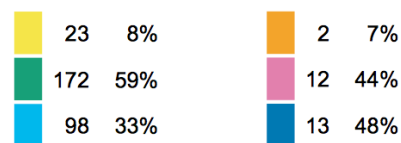
Associated Files

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: Strategic Searching. 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.

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 select and apply search strategies, use features of search tools to improve results, and identify when they need to change their search strategy in order to continue their search.

Figure 3.1 shows the average score for your students and the averages for institutional groups. The average score for your students, 573, falls within the performance level of college ready. The blue histograms show how scores were distributed.

Figure 3.1 Knowledge Results

Your Institution		573 ±12
Your Peer Institutions		468 ±2
Your Institution Types		504 ±2
All Institutions		451 ±1
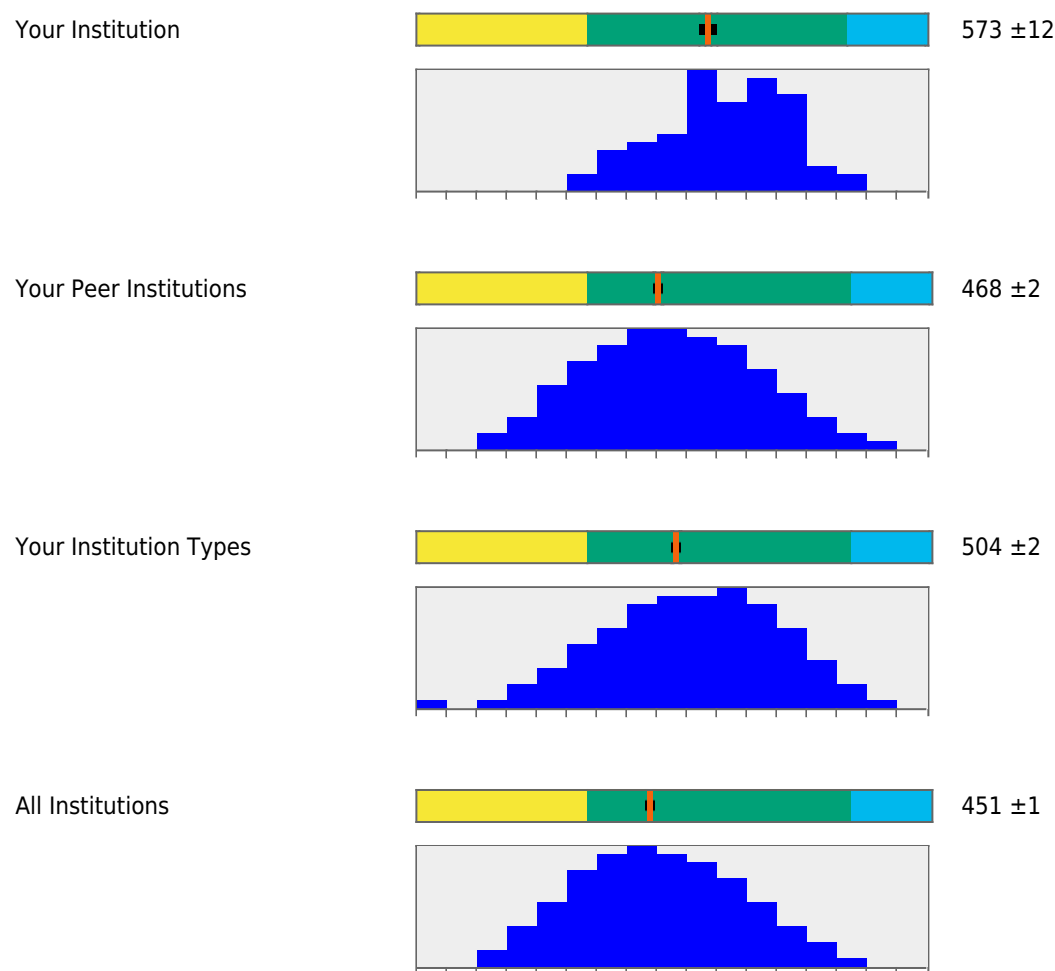
Disposition Results

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 score:

- 70 for Productive persistence

Figure 3.2 shows your institution's mean score 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 2.1 Productive persistence

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
70	±1	67	±0	67	±0	67	±0
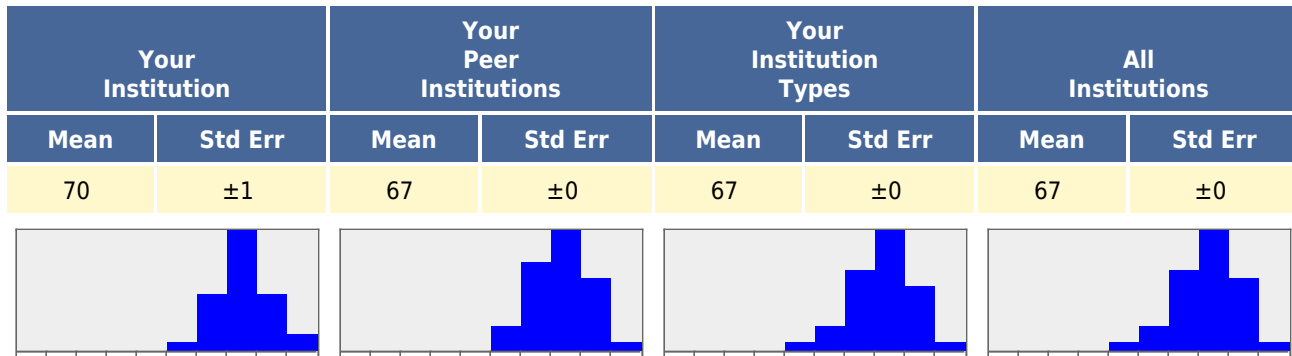
Disposition levels: 0 - 57 is weak; 58 - 77 is moderate; 78 - 100 is strong.

Section 4: Overall Knowledge Results

Your students answered 17 knowledge items in the Strategic Searching 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 1-335: conditionally ready (in yellow)
 Score of 336-845: college ready (in green)
 Over 845: 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**
573	±12	468	±2	504	±2	451	±1

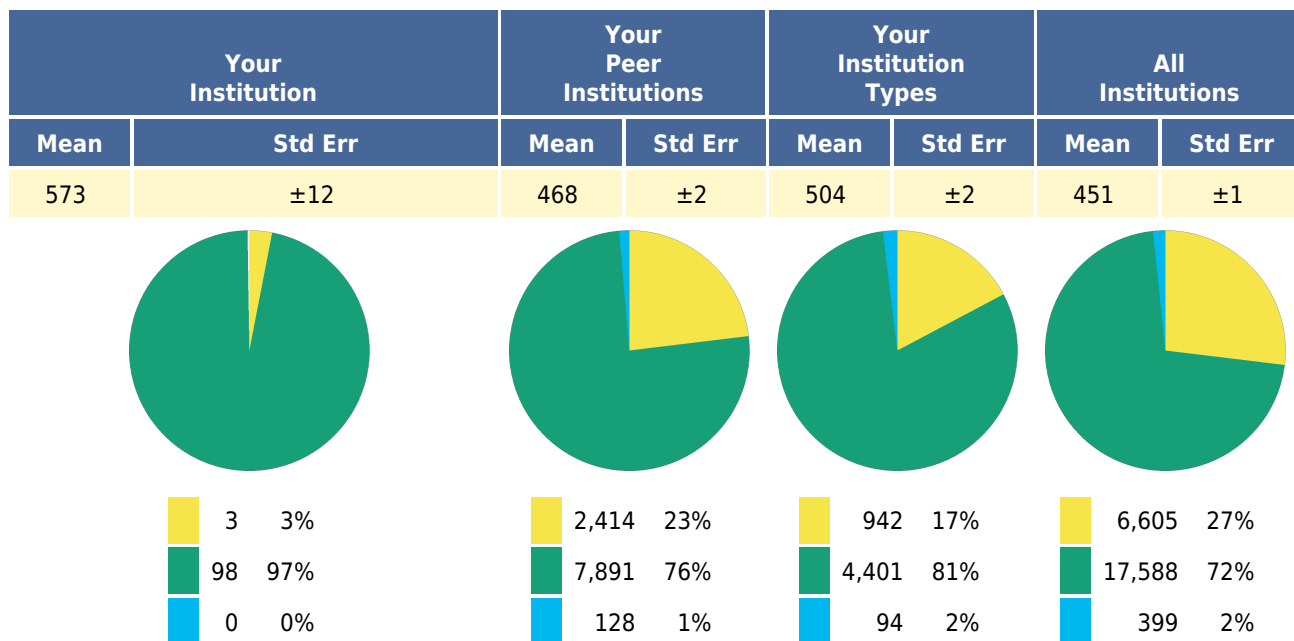|	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
🟨	3 3%	2,414 23%	942 17%	6,605 27%
🟩	98 97%	7,891 76%	4,401 81%	17,588 72%
🟦	0 0%	128 1%	94 2%	399 2%

Figure 4.2 Subgroup Knowledge Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Senior	573	±12	562	±8	537	±8	536	±5
Other	n/a		587	±26	n/a		569	±25
ARE YOU A TRANSFER STUDENT?								
Yes	538	±21						
No	586	±15						
WHAT IS YOUR SCHOOL/COLLEGE?								
College of Business	543	±25						
College of Communication & Fine Arts	541	±37						
School of Education	n/a							
School of Film & Television	632	±27						
College of Liberal Arts	552	±19						
College of Science & Engineering	598	±29						
Other	n/a							
HAVE YOU TAKEN A FIRST YEAR SEMINAR (FFYS 1000) COURSE AT LMU?								
Yes	579	±14						
No	543	±26						
HAVE YOU TAKEN THE RHETORICAL ARTS (RHET 1000) COURSE AT LMU?								
Yes	576	±15						
No	564	±21						
WHAT IS YOUR RACE/ETHNICITY?								
American Indian or Alaska Native	n/a							
Asian	538	±35						
Black or African American	534	±38						
Hispanic or Latino	517	±27						
Multi-Race (Two or More Races)	606	±32						
Native Hawaiian or Other Pacific Islander	n/a							
U.S. Nonresident	n/a							

White	609	±17						
Race and Ethnicity Unknown	n/a							
Other	n/a							

WHAT IS YOUR GENDER IDENTITY?

Male	584	±21						
Female	560	±16						
Non-binary/ third gender	614	±49						
Transgender	n/a							
Other	n/a							

ARE YOU A FIRST-GEN STUDENT?

Yes	515	±32						
No	580	±13						

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 2.1
Score of 1-348: conditionally ready (in yellow)
Score of 349-829: college ready (in green)
Over 829: research ready (in blue)

Outcome 2.2
Score of 1-307: conditionally ready (in yellow)
Score of 308-880: college ready (in green)
Over 880: 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 2.1: Plan, conduct, evaluate, and revise searches to achieve relevant results.
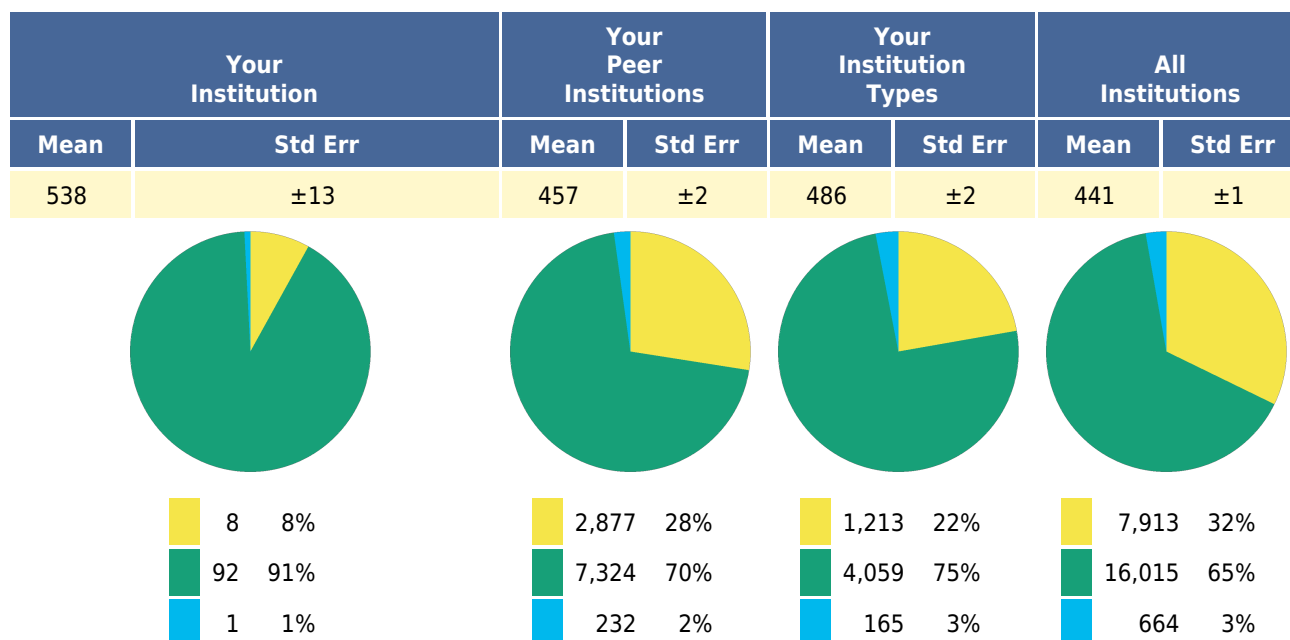
Figure 5.1 Overall Results

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
538	±13	457	±2	486	±2	441	±1

🟨	8	8%	2,877	28%	1,213	22%	7,913	32%
🟩	92	91%	7,324	70%	4,059	75%	16,015	65%
🟦	1	1%	232	2%	165	3%	664	3%

Figure 5.2 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Senior	538	±14	548	±8	521	±8	522	±5
Other	n/a		578	±31	n/a		568	±26
ARE YOU A TRANSFER STUDENT?								
Yes	505	±23						
No	550	±16						
WHAT IS YOUR SCHOOL/COLLEGE?								
College of Business	524	±28						
College of Communication & Fine Arts	506	±37						
School of Education	n/a							
School of Film & Television	589	±30						
College of Liberal Arts	513	±22						
College of Science & Engineering	553	±38						
Other	n/a							

HAVE YOU TAKEN A FIRST YEAR SEMINAR (FFYS 1000) COURSE AT LMU?

Yes	540	±15						
No	527	±28						

HAVE YOU TAKEN THE RHETORICAL ARTS (RHET 1000) COURSE AT LMU?

Yes	543	±16						
No	522	±22						

WHAT IS YOUR RACE/ETHNICITY?

American Indian or Alaska Native	n/a							
Asian	509	±41						
Black or African American	495	±37						
Hispanic or Latino	490	±31						
Multi-Race (Two or More Races)	564	±40						
Native Hawaiian or Other Pacific Islander	n/a							
U.S. Nonresident	n/a							
White	573	±18						
Race and Ethnicity Unknown	n/a							
Other	n/a							

WHAT IS YOUR GENDER IDENTITY?
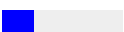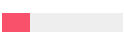
Male	542	±25						
Female	529	±17						
Non-binary/ third gender	578	±40						
Transgender	n/a							
Other	n/a							

ARE YOU A FIRST-GEN STUDENT?

Yes	492	±35						
No	543	±14						

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.

Scan search results for synonyms to use for additional searches. (2.1.6)

Decide when the number of results makes it worthwhile to read through the individual results. (2.1.7)

Select appropriate basic and advanced search options to satisfy different needs. (2.1.1)

Use sophisticated search limiters and modifiers to improve search results. (2.1.12)

Given a set of results that is too large, select keywords that will effectively narrow search results. (2.1.9)

Given a list of results, select titles relevant to the topic. (2.1.8)

Apply nested logic structures, Boolean operators, and truncation to successfully construct an advanced search. (2.1.11)

Given a description of a research topic, identify keywords. (2.1.5)

Apply basic search limiters or filters to increase the relevance of results (e.g., checking a "peer-reviewed" or "scholarly journals" box). (2.1.3)

Use advanced search syntax such as synonyms and truncation to increase the number of relevant results (2.1.10)

Identify keyword searching as an appropriate basic search strategy when beginning research. (2.1.2)

Given a topic, identify terms and concepts to use in a search for basic background information. (2.1.4)

Outcome 2.2: Compare and contrast a range of search tools.

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
645	±17	489	±2	537	±3	469	±1

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	3	3%	2,564	25%	1,017	19%	6,738	27%
	93	92%	7,436	71%	4,064	75%	16,715	68%
	5	5%	433	4%	356	7%	1,139	5%
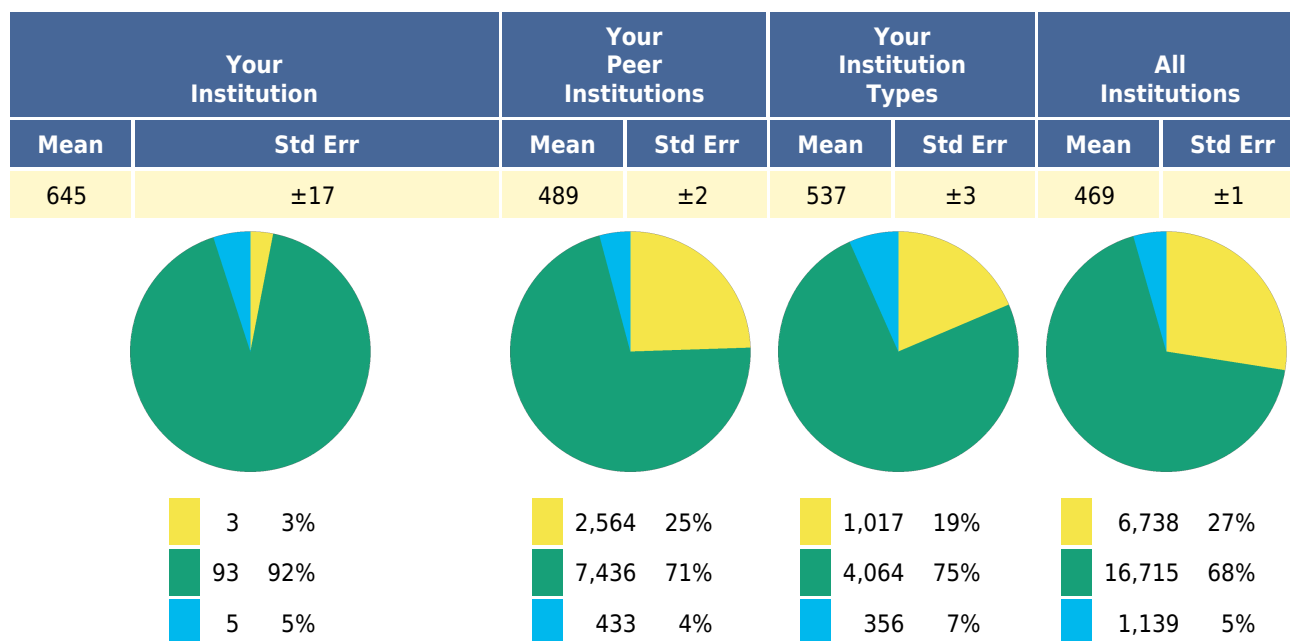
Figure 5.5 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Senior	645	±18	590	±11	568	±11	564	±7
Other	n/a		605	±36	n/a		571	±31
ARE YOU A TRANSFER STUDENT?								
Yes	606	±34						
No	659	±20						

WHAT IS YOUR SCHOOL/COLLEGE?

College of Business	582	±38						
College of Communication & Fine Arts	612	±50						
School of Education	n/a							
School of Film & Television	720	±38						
College of Liberal Arts	631	±28						
College of Science & Engineering	691	±31						
Other	n/a							

HAVE YOU TAKEN A FIRST YEAR SEMINAR (FFYS 1000) COURSE AT LMU?

Yes	660	±19						
No	575	±43						

HAVE YOU TAKEN THE RHETORICAL ARTS (RHET 1000) COURSE AT LMU?

Yes	642	±19						
No	651	±37						

WHAT IS YOUR RACE/ETHNICITY?

American Indian or Alaska Native	n/a							
Asian	595	±63						
Black or African American	614	±61						
Hispanic or Latino	572	±31						
Multi-Race (Two or More Races)	691	±32						
Native Hawaiian or Other Pacific Islander	n/a							
U.S. Nonresident	n/a							
White	682	±24						
Race and Ethnicity Unknown	n/a							
Other	n/a							

WHAT IS YOUR GENDER IDENTITY?

Male	669	±26						
Female	623	±23						
Non-binary/ third gender	688	±79						
Transgender	n/a							
Other	n/a							

ARE YOU A FIRST-GEN STUDENT?

Yes	562	±38						
No	655	±19						

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.

Compare the types of sources found in different search tools. (2.2.3)

Identify a range of possible sources, such as scholars, industries, and organizations, that would likely have created or collected useful information on a topic. (2.2.4)

Match descriptions of scope, content, and limitations to the search tools they describe. (2.2.5)

Identify differences between search tools such as those on the open web, in a database, and in a library catalog. (2.2.1)

Understand when it is appropriate to use a web search engine to find information. (2.2.2)

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 disposition 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.

The 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.

Disposition 2.1: Productive persistence

Learners who are disposed to demonstrate productive persistence during their searches for information approach searching as iterative and not linear by employing alternative strategies and learning from mistakes.

Example behaviors:
- Adapting and evolving new strategies rather than clinging to familiar search techniques.
- Handling feelings of frustration that commonly surface during the search process.
- Recovering from a failed search in order to continue searching until the information need is satisfied.
- Taking constructive assignment feedback from instructors as an impetus to continue searching for better sources.

Your students' mean score for the set of problem-solving items about productive persistence fell in the moderately-disposed range. Scores in this range suggest that students have begun to recognize that searching is an iterative process which they should not expect will proceed without setbacks. Despite having this recognition that searching requires a willingness to explore, students who are moderately disposed to productive persistence are not likely to try unfamiliar tools and advanced strategies if they do not receive direct guidance. Instead, when they encounter difficulties they will remix the limited set of tools and strategies they know in an effort to satisfy their information need.

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**
70	±1	67	±0	67	±0	67	±0

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions
🟧	4	4%	1,867	18%	1,034	19%	4,552	19%
🟪	83	82%	6,930	66%	3,606	66%	16,225	66%
🟦	14	14%	1,636	16%	797	15%	3,815	16%
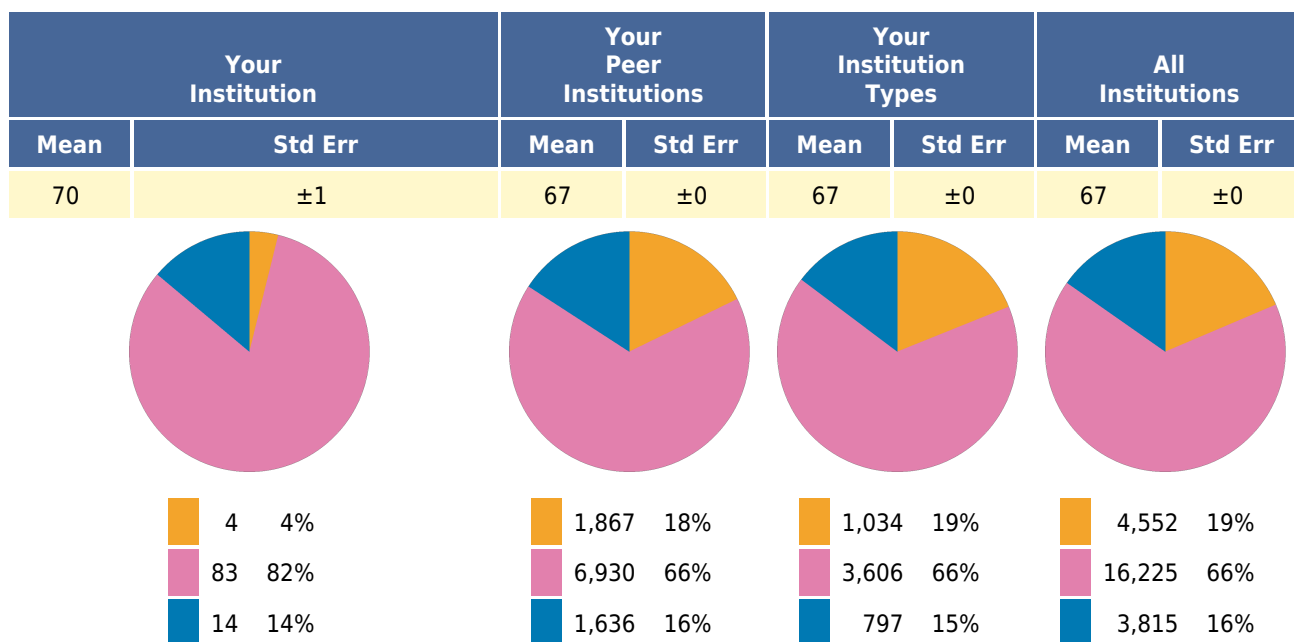
Figure 6.2 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
CLASS STANDING								
Senior	70	±1	69	±0	69	±0	69	±0
Other	n/a		70	±2	n/a		69	±1
ARE YOU A TRANSFER STUDENT?								
Yes	68	±1						
No	70	±1						
WHAT IS YOUR SCHOOL/COLLEGE?								
College of Business	69	±2						
College of Communication & Fine Arts	67	±1						
School of Education	n/a							
School of Film & Television	73	±2						
College of Liberal Arts	70	±1						
College of Science & Engineering	67	±2						
Other	n/a							
HAVE YOU TAKEN A FIRST YEAR SEMINAR (FFYS 1000) COURSE AT LMU?								
Yes	70	±1						
No	66	±1						
HAVE YOU TAKEN THE RHETORICAL ARTS (RHET 1000) COURSE AT LMU?								
Yes	71	±1						
No	67	±1						
WHAT IS YOUR RACE/ETHNICITY?								
American Indian or Alaska Native	n/a							
Asian	68	±2						
Black or African American	64	±1						
Hispanic or Latino	71	±1						
Multi-Race (Two or More Races)	71	±2						
Native Hawaiian or Other Pacific Islander	n/a							
U.S. Nonresident	n/a							

White	71	±1						
Race and Ethnicity Unknown	n/a							
Other	n/a							

WHAT IS YOUR GENDER IDENTITY?

Male	69	±1						
Female	70	±1						
Non-binary/ third gender	73	±2						
Transgender	n/a							
Other	n/a							

ARE YOU A FIRST-GEN STUDENT?

Yes	67	±1						
No	70	±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 itâ€™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). Â *Using assessment results: Promising practices of institutions that do it well*.Â 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), 164â€"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 Loyola Marymount 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.
>
> Moselen, C., & Wang, L. (2014). Integrating information literacy into academic curricula: A professional development programme for librarians at the University of Auckland. *Journal of Academic Librarianship, 40,* 116-123. doi:10.1016/j.acalib.2014.02.002

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. 21â€"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). â€I felt like such a freshmanâ€: 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).Â *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 Dweckâ€™s theories of intelligence. *College & Research Libraries, 77*(3), 302-313. https://doi.org/10.5860/crl.77.3.302

Leichner, N., Peter, J., Mayer, A. K., & Krampen, G. (2014). Assessing information literacy programmes using information search tasks. *Journal of Information Literacy, 8*(1), 3â€"20.

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), 248â€"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

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	N	%	N	%	N	%	N	%
TOTAL	101	100	10,433	100	5,437	100	24,592	100
CLASS STANDING								
Senior	100	99	468	4	428	8	1,154	5
Other	1	1	21	0	1	0	97	0
ARE YOU A TRANSFER STUDENT?								
Yes	28	28						
No	73	72						
WHAT IS YOUR SCHOOL/COLLEGE?								
College of Business	24	24						
College of Communication & Fine Arts	12	12						
School of Education	1	1						
School of Film & Television	23	23						
College of Liberal Arts	31	31						
College of Science & Engineering	10	10						
Other	0	0						
HAVE YOU TAKEN A FIRST YEAR SEMINAR (FFYS 1000) COURSE AT LMU?								
Yes	83	82						
No	18	18						
HAVE YOU TAKEN THE RHETORICAL ARTS (RHET 1000) COURSE AT LMU?								
Yes	74	73						
No	27	27						
WHAT IS YOUR RACE/ETHNICITY?								
American Indian or Alaska Native	1	1						
Asian	14	14						
Black or African American	12	12						
Hispanic or Latino	18	18						
Multi-Race (Two or More Races)	12	12						

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	N	%	N	%	N	%	N	%
Native Hawaiian or Other Pacific Islander	0	0						
U.S. Nonresident	0	0						
White	43	43						
Race and Ethnicity Unknown	0	0						
Other	1	1						
WHAT IS YOUR GENDER IDENTITY?								
Male	36	36						
Female	57	56						
Non-binary/ third gender	8	8						
Transgender	0	0						
Other	0	0						
ARE YOU A FIRST-GEN STUDENT?								
Yes	11	11						
No	90	89						

Appendix B. Institutions

Your Peer Institutions

Auburn University
Brigham Young University
Bryant & Stratton College
Bucknell University
California State University, Fresno
Chapman University
Emporia State University
Franklin Pierce University
James Madison University
Menlo College
Texas A&M University
Texas A&M University - Corpus Christi
The University of Arizona Global Campus
Wheaton College

Members of Your Institution Types

Auburn University
Chapman University
Texas A&M University
Texas A&M University - Corpus Christi

All Institutions

American University of Kuwait
Arkansas Tech
Auburn University
Brigham Young University
Bryant & Stratton College
Bryn Athyn College
Bucknell University
California State University, Fresno
Central Connecticut State University
Cerritos College
Chapman University
Emporia State University
Franklin Pierce University
James Madison University
Longwood University
Loyola Marymount University
Menlo College
Ottawa University

Palomar College
Purdue Fort Wayne
Texas A&M University
Texas A&M University - Corpus Christi
The Harker School
The University of Arizona Global Campus
University of Guam
University of Lethbridge
University of Montevallo
Valencia College
Wheaton College