



Threshold Achievement Test for Information Literacy Report 2025-26

Executive Summary

Introduction

During the Spring 2026 semester, the Threshold Achievement Test for Information Literacy (TATIL) was administered to Washburn University (Washburn) senior-level students (90 or more credit hours) to assess their information literacy knowledge and dispositions for the Information Literacy and Technology (ILT) University Student Learning Outcome (USLO). The TATIL instrument is inspired by the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education and driven by expectations set by accrediting agencies.

The results are organized into two dimensions: Information Literacy Knowledge and Information Literacy Dispositions, which included two additional knowledge outcomes (4.1 and 4.2) and dispositions: Mindful self-reflection and Responsibility to community, respectively. The distributions of scores from Washburn students are provided, as well as the scores from three comparison institutions: all participating institutions, those with the same institution type and selected peer institutions.

Administration

The TATIL assessment was administered to 1,154 Washburn Seniors. Students were sent a text notification on January 27, 2026 via the EAB Navigate 360 app, with following reminder text messages sent to non-respondents. An incentive of \$10 in Bod Bucks was provided to those students who completed the assessment. In total 96 Washburn Seniors completed the TATIL.

Method

Students were assessed in two primary areas: Information Literacy Knowledge and Information Literacy Dispositions.

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.

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

The Knowledge and Disposition items are categorized in the following method:

- Knowledge Outcomes for Value of Information included:
 - Outcome 4.1 Recognize the rights and responsibilities of information creation.
 - Outcome 4.2 Recognize social, legal, and economic factors affecting access to information.

- Dispositions for Value of Information included:
 - Disposition 4.1 Mindful self-reflection
 - Disposition 4.2 Responsibility to community
- Comparison institutions were categorized into three groupings: All Institutions ($N = 19,164$), Institution Type (Baccalaureate-General/Liberal Arts) ($N = 13,260$), and Peer Institutions that were selected by the Assessment Team ($N = 195$), which included the following two institutions of higher education:
 - Georgia Gwinnett College
 - University of Montevallo

Results

Information Literacy Knowledge

The knowledge dimension measured by this module specifically addressed students' ability to apply their knowledge of social, legal, and economic factors in order to respect the rights of others and protect their own rights in the information creation process. Scores of 311-693 indicate college ready. All institutions were in college ready range:

- The Washburn average score was 515, for which 66% of respondents fell within the performance level of college ready.
- All institutions scored 483 (74% college ready), those with the same institution type scored 471 (74% college ready), and the peer institutions scored 430 (81% college ready).
- The distribution for the Washburn scores was ± 19 , whereas the peer institutions were ± 11 , and the others were ± 1 . Washburn scores were more broadly distributed indicating that there was a much larger range of scores when compared to the other institutions.
- For Outcome 4.1 Recognize the rights and responsibilities of information creation, Washburn students yielded a mean score of 428 (73% college ready). All institutions scored 395 (73% college ready), those with the same institution type scored 377 (75% college ready), and peer institutions scored 334 (77% college ready).
- For Outcome 4.2 Recognize social, legal, and economic factors affecting access to information, Washburn students yielded a mean score of 568 (52% college ready). All institutions scored 536 (63% college ready), those with the same institution type scored 528 (62% college ready), and peer institutions scored 489 (73% college ready).

Information Literacy Dispositions

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. Dispositions were measured in two dimensions: Mindful self-reflection and Responsibility to community. For Mindful self-reflection, scores of 53-76 were considered moderate and for Responsibility to community, scores of 62-79 were considered moderate. All institutions fell into the moderate range.

- The Washburn average score was 69 for Mindful self-reflection (67% moderate) and 70 for Responsibility to community.
- For Mindful self-reflection, all institutions scored 65 (64% moderate), those with the same institution type scored 64 (63% moderate), and the peer institutions scored 64 (64% moderate).
- For Responsibility to community, all institutions scored 71 (68% moderate), those with the same institution type scored 71 (66% moderate), and the peer institutions scored 70 (70% moderate).

See pages 10-12 and 14-15 in the attached report for individual item results.



THRESHOLD ACHIEVEMENT TEST FOR INFORMATION LITERACY

Value of Information
ILT Test Administration Spring 2026
Washburn University
February 19, 2026



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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 Value of Information module focuses on about information ethics and the value of information. It tests students' ability to recall and apply their knowledge of information rights and responsibilities 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 Value of Information

Outcome 4.1 Recognize the rights and responsibilities of information creation.

Outcome 4.2 Recognize social, legal, and economic factors affecting access to information.

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 the Value of Information

Students who value information in terms of its accessibility and its role in knowledge-building are more likely to recognize the rights of information creators and the effects of commodifying information, rather than taking the information they find for granted and using it irresponsibly. Since the Internet has made it seem that information is free to create, access and share, students who value information must be (1) mindful to spot and challenge the negative effects of inequitable distribution of information privilege and (2) responsible to their community by giving credit to intellectual work according to established standards.

The test assesses how students understand and value their role within the information ecosystem.

Figure 1.2 Dispositions for Value of Information

Disposition 4.1 Mindful self-reflection

Disposition 4.2 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 understand social, legal, and economic factors affecting access to information and their own rights and responsibilities when creating information. 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 can apply the basic definition of plagiarism as taking someone else's work as their own. They are able to understand that people have basic rights over the information they produce. They are able to recognize the need to attribute credit to the sources they use. Conditionally ready students acknowledge the value of using other people's creations to help complete their own work. The conditionally ready color in the charts is yellow.

College ready. Students who are college ready understand that plagiarism is prohibited because of expectations that students will demonstrate their own learning rather than re-purposing the work of others. They are able to recognize that plagiarism can even occur when rephrasing ideas into their own words. They are able to understand the value of existing work as a grounding for new ideas. They are able to understand that they cannot get all of the information they need for free online. College ready students apply basic information ethics because they are aware of their responsibility to the creators of the information from which they benefit. The college ready color in the charts is green.

Research ready. Students who are research ready recognize the purpose of protecting the rights of creators or participants on whose work other creative and scholarly work is built. They are able to recognize that social structures and affiliations determine who has access to some types of information and whose voices are valued. They are able to identify the rules governing free and restricted access to information online. Research ready students can navigate the complex territory of rights and responsibilities when using and creating information. 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 affects 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.

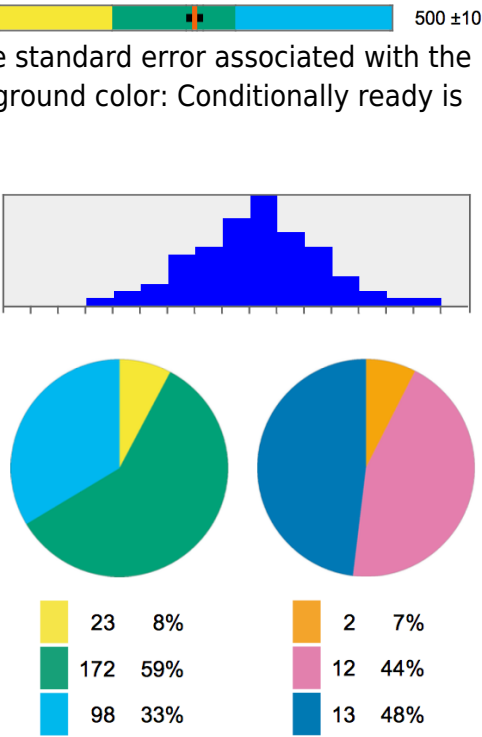
Performance Bars, Histograms, and Pie Charts

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: Value of Information. 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.

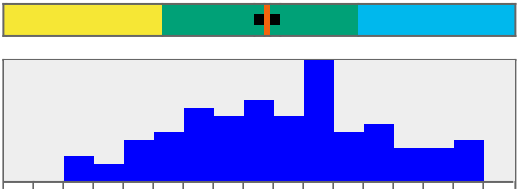
Knowledge Results

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 apply their knowledge of social, legal, and economic factors in order to respect the rights of others and protect their own rights in the information creation process.

Figure 3.1 shows the average score for your students and the averages for institutional groups. The average score for your students, 515, falls within the performance level of college ready. The blue histograms show how scores were distributed.

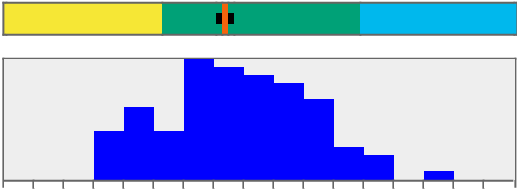
Figure 3.1 Knowledge Results

Your Institution



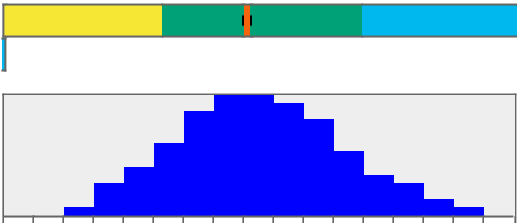
515 ±19

Your Peer Institutions



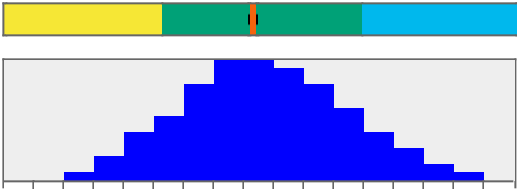
430 ±11

Your Institution Types



471 ±1

All Institutions



483 ±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.

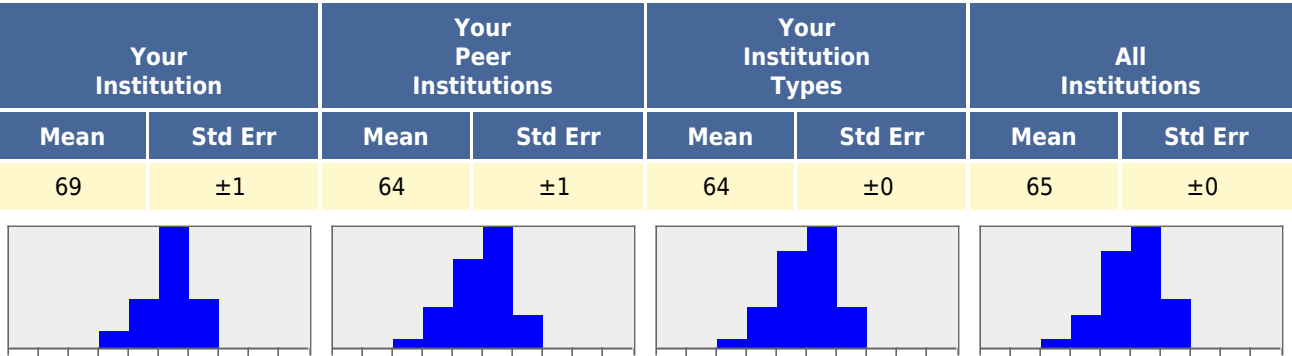
Your students earned the following mean scores:

- 69 for Mindful self-reflection
- 70 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.

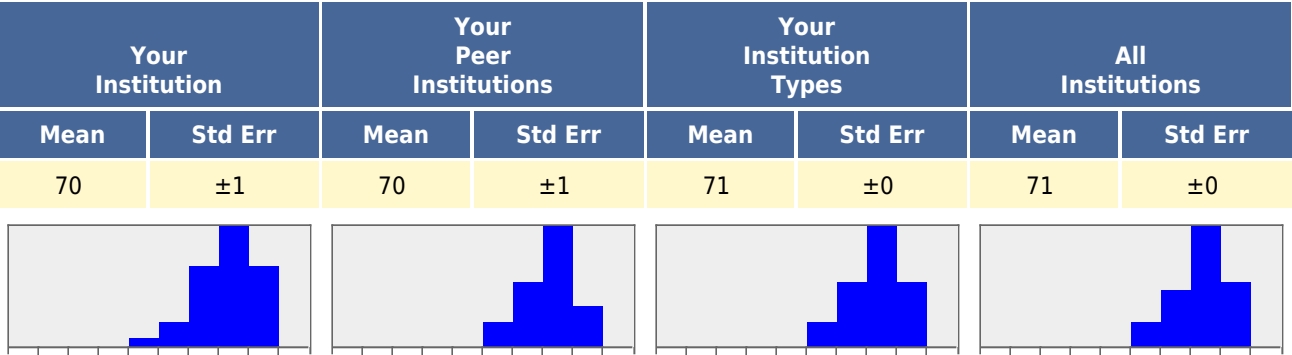
Figure 3.2 Disposition Results

Disposition 4.1 Mindful self-reflection



Disposition levels: 0 - 52 is weak; 53 - 76 is moderate; 77 - 100 is strong.

Disposition 4.2 Responsibility to community



Disposition levels: 0 - 61 is weak; 62 - 79 is moderate; 80 - 100 is strong.

Section 4: Overall Knowledge Results

Your students answered 15 knowledge items in the Value of Information 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.

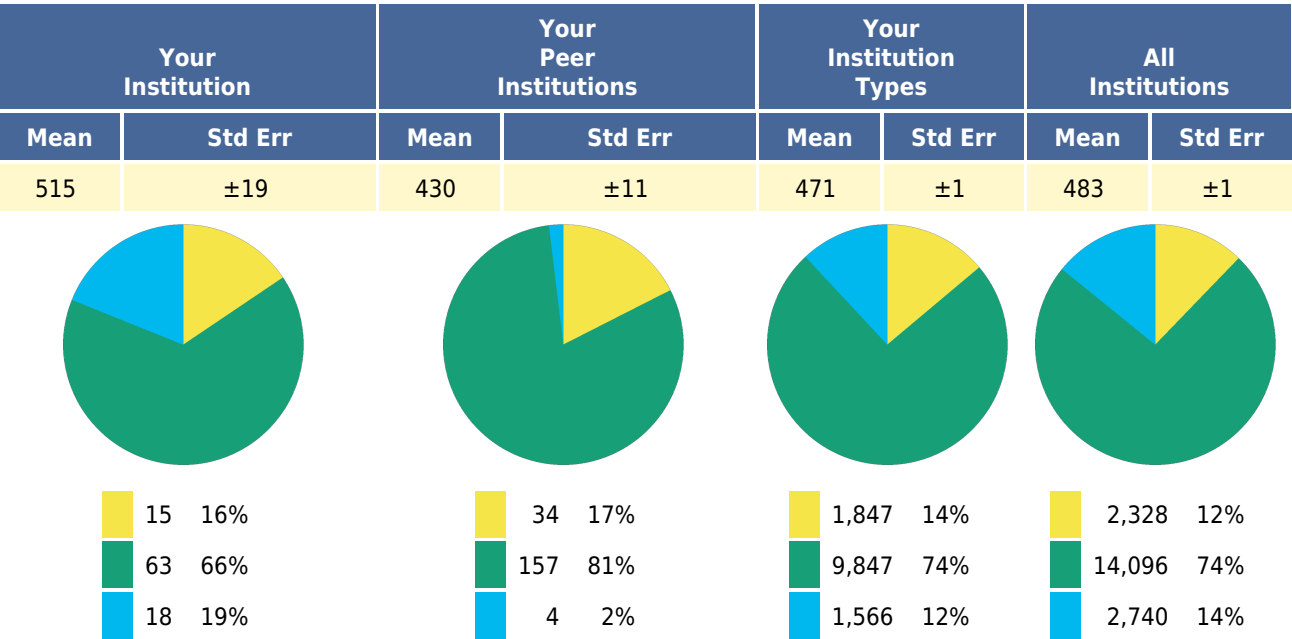
The number and percentage of students in the three performance levels is displayed in the corresponding pie chart, with the legend underneath. Also shown are your selected peer institutions, your selected institution types, and all institutions. See Section 2 for descriptions of performance levels. Students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

- Score of 1-310: conditionally ready (in yellow)
- Score of 311-693: college ready (in green)
- Over 693: 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



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 4.1	Outcome 4.2
Score of 1-182: conditionally ready (in yellow)	Score of 1-370: conditionally ready (in yellow)
Score of 183-757: college ready (in green)	Score of 371-672: college ready (in green)
Over 757: research ready (in blue)	Over 672: 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 4.1: Recognize the rights and responsibilities of information creation.

Figure 5.1 Overall Results

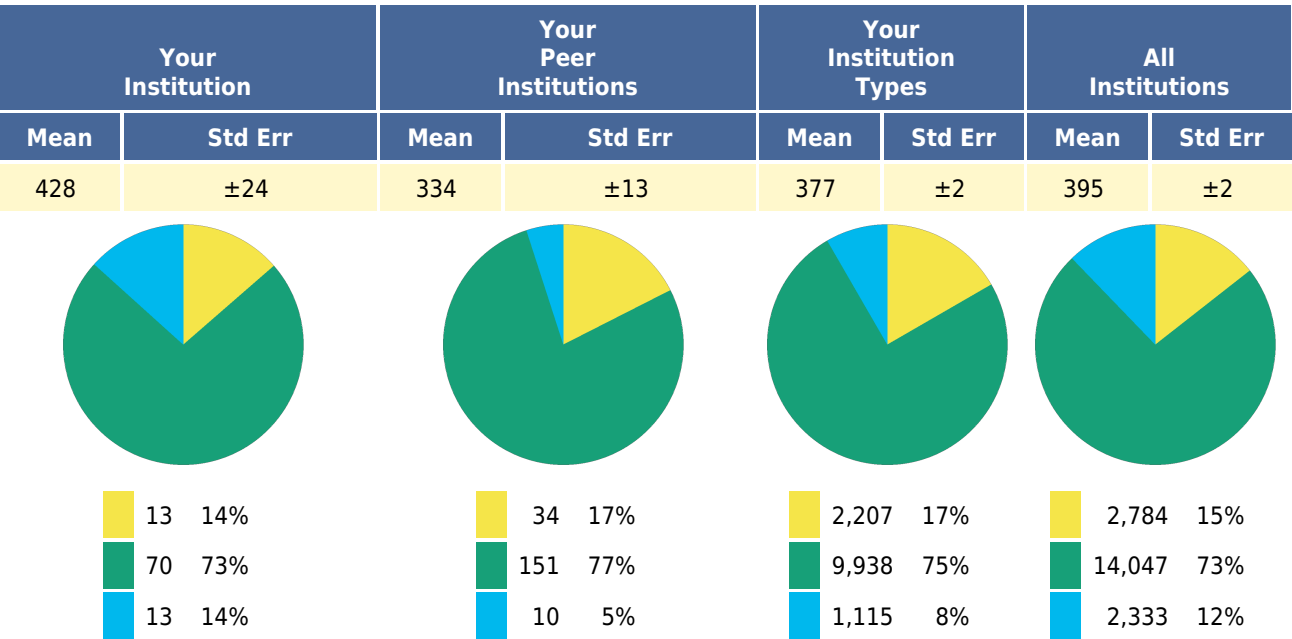


Figure 5.2 Performance Indicators Ranked

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.

-  Recognize the rights and interests of human subjects participating in research studies. (4.1.7)
-  Given a list, select the purposes of citation. (4.1.6)
-  Identify appropriate citation options when using material from a source that is cited within the source at hand. (4.1.3)
-  Recognize the benefits of copyright protections. (4.1.5)
-  Identify reasons why plagiarism is prohibited. (4.1.1)
-  Determine whether or not a passage is plagiarized. (4.1.2)
-  Identify the type of plagiarism when presented with a plagiarized passage. (4.1.4)
-  Recognize that where a source is found has no bearing on whether or not the source should be cited. (4.1.8)

Outcome 4.2: Recognize social, legal, and economic factors affecting access to information.

Figure 5.3 Overall Results

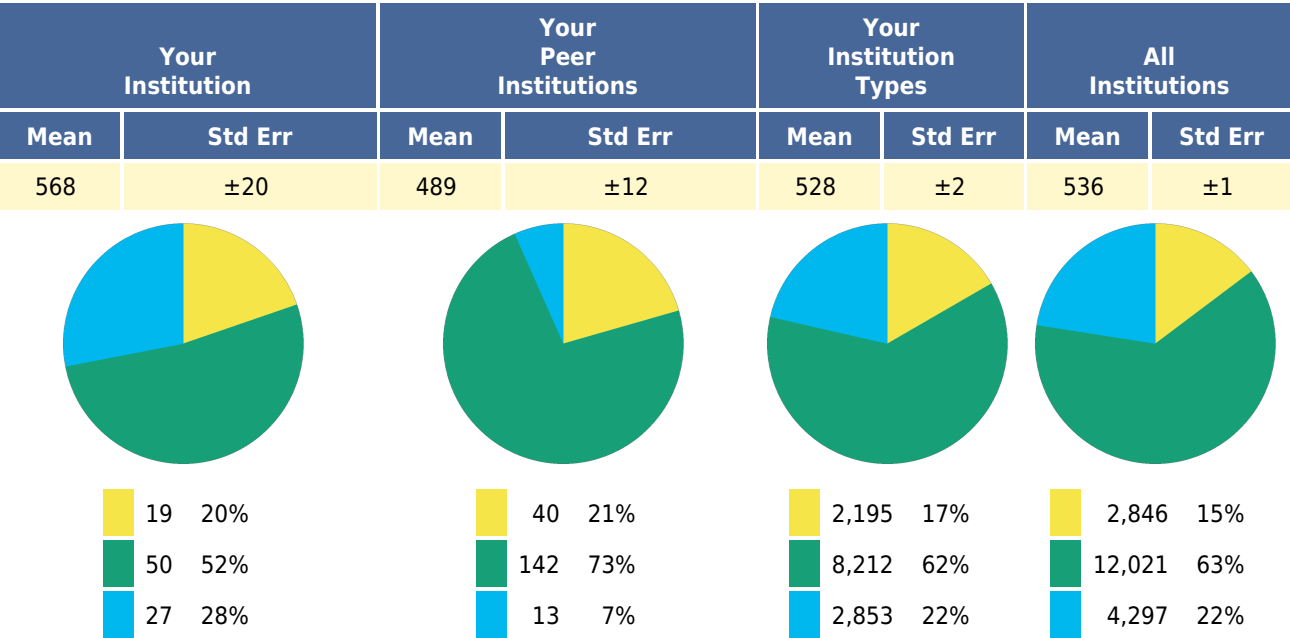


Figure 5.4 Performance Indicators Ranked

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.

- Distinguish among the common reasons that information may be freely available, including open access, public domain, and other practices. (4.2.8)
- Identify the circumstances in which one's personal information may be used by other individuals, groups, and organizations. (4.2.6)
- Identify the meaning and scope of the concept of intellectual property. (4.2.5)
- Identify reasons that access to information may be restricted, including copyright, licensing, and other practices. (4.2.7)
- Identify the relationship between individuals' organizational affiliations and their access to information. (4.2.2)
- Recognize how reporting on the same event offers disparate levels of coverage when the sources are written to be disseminated in different venues. (4.2.1)
- Identify reasons that some people's views are not disseminated to the larger community. (4.2.3)

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 4.1: Mindful self-reflection

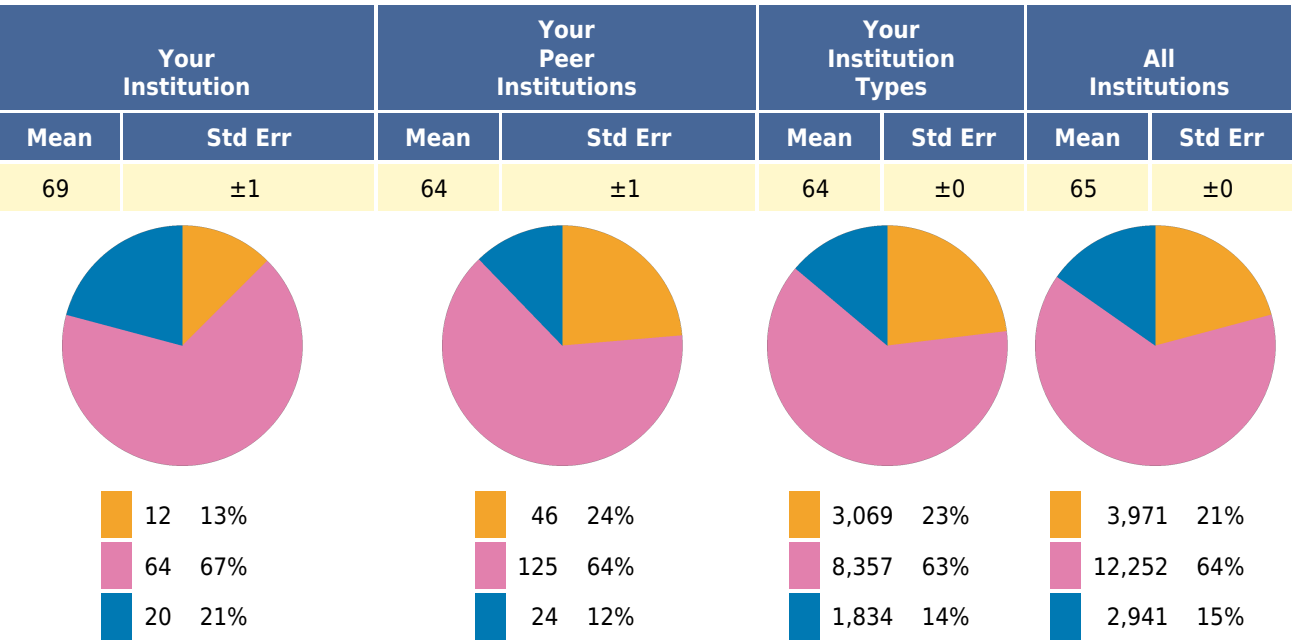
Learners who are disposed to demonstrate self-reflection in the context of the information ecosystem recognize and challenge information privilege.

Example behaviors:

- Considering how to use existing intellectual property to spur creative work without violating the creators' rights.
- Participating in informal networks to reduce disparities caused by the commodification of information.
- Recognizing and suggesting ways to reduce the negative effects of the unequal distribution of information.

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 understand the importance of representing others' work accurately within their own writing and properly citing them. While they understand that some information is not available to everyone and that libraries offer access to resources that individuals cannot access on their own without paying additional fees, they are less likely to understand the negative effects of disparities in access to information.

Figure 6.1 Overall Results



Disposition 4.2: Responsibility to community

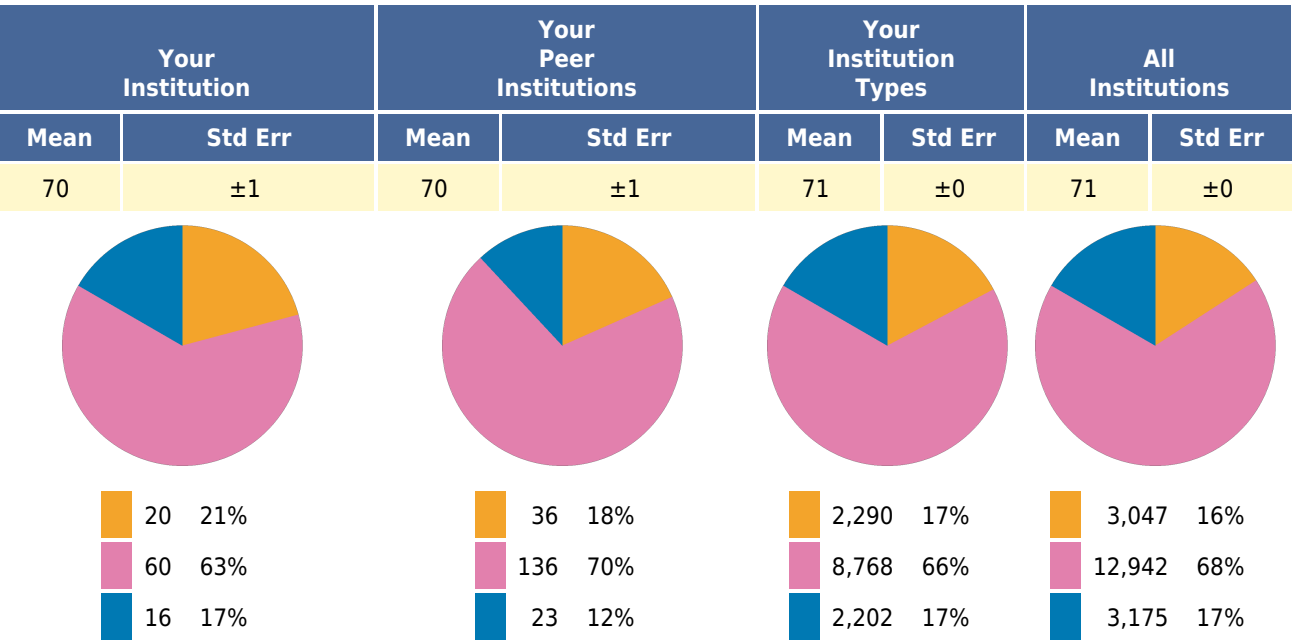
Learners who are disposed to demonstrate a sense of responsibility to the scholarly community recognize and conform to academic norms of knowledge building.

Example behaviors:

- Accessing scholarly sources through formal channels.
- Avoiding plagiarism in their own work and discouraging plagiarism by others.
- Recognizing the value of their own original contributions to the scholarly conversation.

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 using scholarly work and building on the ideas of the sources they incorporate. They are less likely to understand how scholars continually build on the work of others to advance disciplinary knowledge. They are unlikely to understand how their own original contributions can contribute to academic knowledge.

Figure 6.2 Overall Results



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

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	N	%	N	%	N	%	N	%
TOTAL	96	100	195	100	13,260	100	19,164	100

Appendix B. Institutions

Your Peer Institutions

Georgia Gwinnett College
University of Montevallo

Members of Your Institution Types

Georgia Gwinnett College
Longwood University
Menlo College
The University of Arizona Global Campus
University of North Carolina at Greensboro
Wheaton College

All Institutions

Arkansas Tech University
Auburn University
Brigham Young University
California State University-Fresno
California State University-Long Beach
Emporia State University
Florida Institute of Technology
Georgia Gwinnett College
IUPUI
James Madison University
Longwood University
Menlo College
Palomar College
Queens University of Charlotte
Texas A&M University
Texas A&M University - Corpus Christi
The Harker School
The University of Arizona Global Campus
University of Guam
University of Kansas
University of Montevallo
University of North Carolina at Greensboro
University of Northern Colorado
Valencia College
Washburn University
Wheaton College