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2007

University of Louisiana at Lafayette


[iSkills Test of Information and Communication Technology Literacy]

The iSkills™ assessment is an Information and Communication Technology (ICT) literacy test that assesses critical thinking in a digital environment. The test has questions that simulate real-world scenarios. Knowledge of the topics and ability to manipulate technology are needed to complete tasks such as extracting information from a database, developing a spreadsheet, or composing an e-mail based on research findings. The iSkills assessment measures the range of cognitive and non-cognitive ICT literacy skills aligned with nationally recognized Association of Colleges and Research Libraries (ACRL) standards. Specific skills assessed include: (a) Web Use (e-mail, instant messaging, bulletin board postings, browser use, search engines); (b) Database Management (data searches, file management); and (c) Software (word processing, spreadsheet, presentations, graphics).



Sample: 93 “rising junior” students enrolled randomly selected courses to include ARCH, MATH, MKTG, PSYC, MCHE, SOCI, BIOL, and NURS.

Results:

	Mean Score	Median	Range	% achieving an Advanced iSkills assessment score of 575 – the level that meets foundational ICT literacy expectations for students entering upper-division coursework or the workforce
UL Lafayette	561	565	495-610	38.5%
National Benchmark	550	N/A	400-700	27%

Specific Areas of Underperformance versus National Benchmarks

- (1) Selecting the best *database* variable to provide useful information for the project
- (2) Selecting the most appropriate category for searching a store's *database* in response to a customer's inquiry
- (3) Judging the probable usefulness of sites returned in a Web search for a particular research topic and selecting the best site for the research topic

Areas of Absolute Underperformance

- (4) Creating graphic data displays efficiently and logically
- (5) Creating a presentation slide arguing a position on based on information presented in an e-mail (including all key points necessary for effective communication and not including points irrelevant to the audience's needs.)

Recommendations

- (1) Intensify focus on database skills in technology literacy courses.
- (2) Identify an appropriate place in the Gen Ed curriculum to address learning of Excel graphics.
- (3) Evaluate PPT appropriateness as part of oral communication skills assessment.

DEFINITIONS OF ICT LITERACY SKILL AREAS

DEFINE

Understand and articulate the scope of an information problem in order to facilitate the electronic search for information, such as by

- Distinguishing a clear, concise, and topical research question from poorly framed questions, such as ones that are overly broad or do not otherwise fulfill the information need
- Asking questions of a 'professor' that help disambiguate a vague research assignment
- Conducting effective preliminary information searches to help frame a research statement

ACCESS

Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, e-mail, or online descriptions of print media. Tasks include

- Generating and combining search terms (keywords) to satisfy the requirements of a particular research task
- Efficiently browsing one or more resources to locate pertinent information
- Deciding what types of resources might yield the most useful information for a particular need

EVALUATE

Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance, and other aspects of materials. Tasks include

- Judging the relative usefulness of provided web pages and online journal articles
- Evaluating whether a database contains appropriately current and pertinent information
- Deciding the extent to which a collection of resources sufficiently covers a research area

MANAGE

Organize information to help you or others find it later, such as by

- Categorizing e-mails into appropriate folders based on a critical view of the e-mails' contents
- Arranging personnel information into an organizational chart
- Sorting files, e-mail's, or database returns to clarify clusters of related information

INTEGRATE

Interpret and represent information, such as by using digital tools to synthesize, summarize, compare, and contrast information from multiple sources while

- Comparing advertisements, e-mails, or websites from competing vendors by summarizing information into a table
- Summarizing and synthesizing information from a variety of types of sources according to specific criteria in order to compare information and make a decision
- Re-representing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs

CREATE

Adapt, apply, design, or construct information in digital environments, such as by

- Editing and formatting a document according to a set of editorial specifications
- Creating a presentation slide to support a position on a controversial topic
- Creating a data display to clarify the relationship between academic and economic variables

COMMUNICATE

Disseminate information tailored to a particular audience in an effective digital format, such as by

- Formatting a document to make it more useful to a particular group
- Transforming an e-mail into a succinct presentation to meet an audience's needs
- Selecting and organizing slides for distinct presentations to different audiences
- Designing a flyer to advertise to a distinct group of users

INSTITUTIONAL SKILL AREA REPORT

University of Louisiana at Lafayette

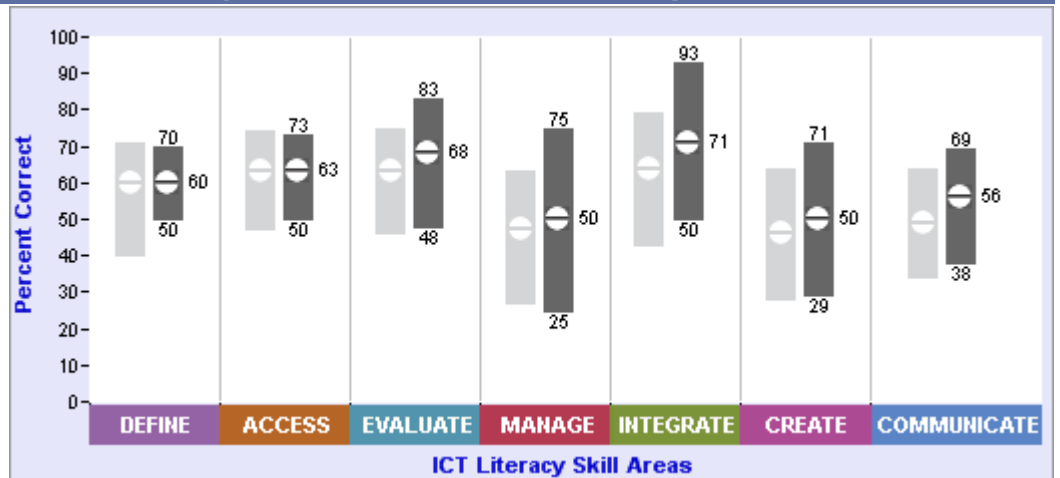
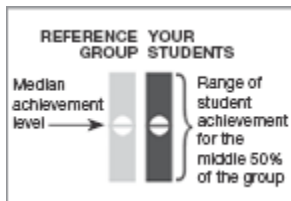
Version: Advanced Level

This report shows the performance of your students on each of the ICT literacy skill areas compared to the performance of the selected reference group. Student achievement was calculated using the student's raw skill area score as a percentage of the possible points for that skill area.

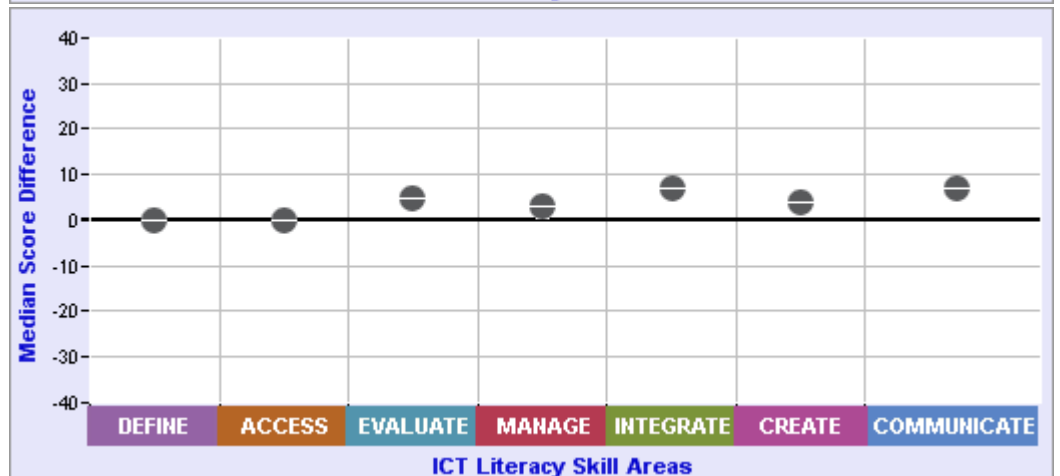
YOUR STUDENTS	
Closed Session(s)	Fall 2007 iSkills Juniors
Gender(s)	All
Major(s)	All ¹
Class(es)	All ²
Examinees	91 selected, 91 reported
REFERENCE GROUP	
Examinees	1164 from 4-Year Colleges

Your Students Compared With Reference Group

To simplify the comparison, only the middle 50% of the score distribution is shown for each skill area.



The round symbol indicates how well your reporting group performed in relation to the reference group.



What students were asked to do	Feedback on highest-scoring response	# of your students who provided highest-scoring response	% of your students who provided highest-scoring response	% in reference group who provided highest-scoring response
DEFINE Skill Area				
Answer three questions to clarify a research project (Clarifying a Project: <i>DoRight Foundation</i>)	You selected the best initial question to help clarify the project	55 of 91	60%	58%
	You selected the best database variable to provide useful information for the project	27 of 91	30%	43%
	You chose the best research question	49 of 91	54%	50%
Choose a research topic according to specific criteria and explain your choice (Finding a Topic: <i>Journalism Class</i>)	You chose a research topic that fulfilled all of the criteria given	39 of 91	43%	33%
	You correctly reported the criteria fulfilled by the research topic selected	12 of 91	13%	9%
ACCESS Skill Area				
Install a video player in order to download a video file (Downloading a File: <i>Great Garloo</i>)	You installed the video player and played the video file successfully	85 of 91	93%	87%
	You selected no unnecessary links when installing the video player	55 of 91	60%	52%
	You saved the video file to the proper folder on the hard drive	43 of 91	47%	51%
Locate a Web page and two database abstracts for a research project (Researching a Topic: <i>Child Psychology Class</i>)	You used search terms that were precise and useful in Web searches	28 of 91	31%	26%
	You used search terms that were precise and useful in database searches	46 of 91	51%	38%
	You used proper search delimiters in database searches	41 of 91	45%	37%
Search a store's database in response to a customer's inquiry (Finding an Item: <i>Vinylove</i>)	You chose the correct store database on your first search	77 of 91	85%	86%
	You selected the most appropriate category for searching	21 of 91	23%	29%
	You chose the best search expression for the category selected	52 of 91	57%	54%
	You selected all of the appropriate items for the customer	29 of 91	32%	31%
	You did not select any inappropriate items for the customer	29 of 91	32%	31%
EVALUATE Skill Area				
Judge the probable usefulness of sites returned in a Web search for a particular research topic (Evaluating Search Results: <i>Vegetarianism</i>)	You selected the best site for the research topic	42 of 91	46%	51%
	You judged sites correctly with regard to authority	56 of 91	62%	54%
	You judged sites correctly with regard to bias	28 of 91	31%	28%
	You judged sites correctly with regard to currency	80 of 91	88%	81%
Judge the usefulness of Web pages and article abstracts (Researching a Topic: <i>Child Psychology Class</i>)	You visited only promising Web pages	19 of 91	21%	17%
	You selected the best Web page to visit the first time it was returned in a Web search	37 of 91	41%	41%
	You bookmarked the best Web page for the assignment	46 of 91	51%	42%
	You selected the two best abstracts from the article database	26 of 91	29%	16%

MANAGE Skill Area				
Organize files into folders on a hard drive (Managing Files: <i>Professor Konstantakis</i>)	You moved all files into proper folders	27 of 91	30%	20%
	You deleted all unnecessary folders	25 of 91	27%	23%
Place e-mails into correct folders and identify those requiring later action (Managing Emails: <i>Nature Center</i>)	You moved e-mails into proper folders	30 of 91	33%	24%
	You properly handled e-mails requiring later action	27 of 91	30%	33%
INTEGRATE Skill Area				
Combine several electronic suggestions in order to plan a scientific experiment (Planning an Experiment: <i>Candle</i>)	You organized the experiment correctly	43 of 91	47%	32%
	You distinguished the steps and results of the experiment correctly	44 of 91	48%	38%
	You correctly identified the conclusion in the experiment plan	55 of 91	60%	43%
	You accurately cited the source of the experiment	62 of 91	68%	57%
Compare several reviews in order to choose the best product (Summarizing Product Research: <i>Minivans</i>)	You created table rows that represented your needs effectively	25 of 91	27%	27%
	You filled in table cells accurately	43 of 91	47%	41%
	You ranked products correctly	78 of 91	86%	81%
CREATE Skill Area				
Choose material to create a Web page (Creating a Web Page: <i>Toy Store</i>)	You selected the necessary and desirable content for the Web page	53 of 91	58%	56%
	You organized the Web page logically and effectively	55 of 91	60%	48%
	You observed ethical or legal considerations	69 of 91	76%	77%
Create a data display (Creating a Graph: <i>Movie Trends</i>)	You selected the necessary content for the data display	23 of 91	25%	27%
	You organized the layout of the data display logically and effectively	21 of 91	23%	22%
	You created the data display very efficiently	17 of 91	19%	19%
	You drew a correct conclusion based on the data display	37 of 91	41%	37%
COMMUNICATE Skill Area				
Make a slide arguing a position on telecommuting based on information presented in an e-mail (Creating a Presentation Slide: <i>Telecommuting</i>)	You included all key points necessary for effective communication	21 of 91	23%	26%
	You included no points irrelevant to the audience's needs	19 of 91	21%	20%
	You chose the most effective title for the presentation slide	44 of 91	48%	44%
Select the best way to advertise an event to the users of an electronic mailing list (Communicating to a Group: <i>Reality Television Mailing List</i>)	You correctly analyzed the key details of all the advertisements	18 of 91	20%	16%
	You correctly applied the mailing list policy to the advertisements	30 of 91	33%	33%
	You chose appropriate advertising content for the audience	58 of 91	64%	57%
	You chose an advertisement with language and tone suitable for the audience	51 of 91	56%	54%
	You selected the best advertisement for the mailing list	46 of 91	51%	43%