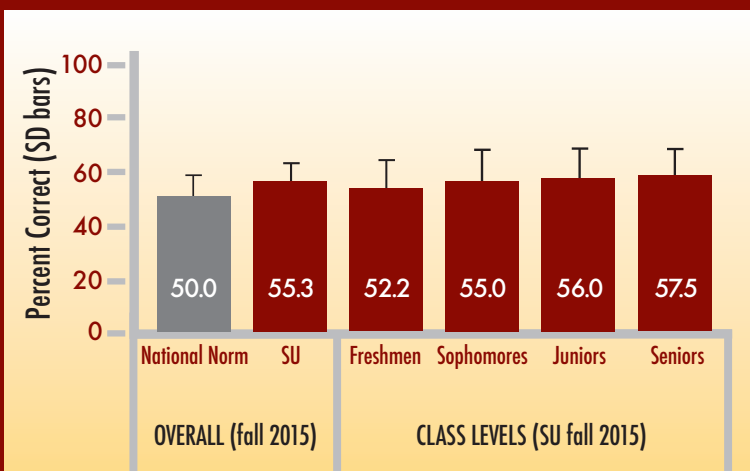


INSTRUMENT

Project Standardized Assessment of Information Literacy Skills (Project SAILS); 55 multiple-choice questions, where a higher score indicates a higher level of achievement of the competency; Project SAILS (2000-2015)

INFORMATION LITERACY SCORE & ACRL STANDARDS



Overall Score: percent of correct questions (0 - 100)

ACRL Standards:

The Project SAILS instrument was developed in alignment with four of the five Association of College & Research Libraries (ACRL) Standards; however, it was not developed to allow for subscales based on these

- **Standard 1** - determine the nature and extent of information needed
- **Standard 2** - access needed information effectively and efficiently
- **Standard 3** - evaluate information and its sources critically
- **Standard 5** - understand issues surrounding the use of information and access and use information ethically and legally

For more information see Project SAILS (2000-2015) <https://www.projectsails.org> or

ACRL Information Literacy Competency Standards for Higher Education, American Library Association (1996-2015) <http://www.ala.org/acrl/standards/informationliteracycompetency>

RESULTS

- Students who took the Project SAILS instrument (n = 834) were representative of the overall and non-test-taker populations at SU
- Although the SU **Overall Score** average (55.3%) is above the average score of all of the participants from the 70 higher education institutions that participated in Project SAILS in fall 2015 (50% National Norm group; see figure above), both those scores are far below the 70% “proficiency” and 85% “mastery” benchmark values; therefore, these benchmarks might not be a reasonable comparison
- There was a significant difference between **Overall Score** of transfer students and SU native, first-time students; where the latter had a higher average than the transfer students
- Students’ **Overall Score** average generally increased by class level (i.e., freshmen, sophomores, juniors, seniors) and are different (see figure above); particularly the freshman students’ average score, which was significantly less than juniors and seniors; other SU class level average scores were not significantly different from each other
- There was a significant difference between **Overall Score** averages by SU school (i.e., Fulton, Henson, Perdue and Seidel; based on students’ primary major); Seidel majors’ average scores were significantly less than Fulton and Henson majors; no other school comparisons were significantly different

HOW ARE WE CLOSING THE LOOP?

1. Decide benchmark values for acceptable levels of proficiency
2. Align the Project SAILS instrument with the SU Information Literacy General Education student learning outcomes as well as consider whether or not the instrument is aligned well with current (or revised) Information Literacy General Education student learning outcome(s) or select an alternative assessment
 - Library faculty decided to try a different Information Literacy-related instrument that would hopefully have supported categories aligned with the ACRL Standards
 - Library faculty and the UARA staff determined that the Information Literacy Test from Madison Assessment was a viable option to reassess the Information Literacy General Education student learning outcome
3. Utilize results to develop interventions and determine a timeline to re-collect assessment data
 - In addition to ongoing Library efforts, interventions have included: SU Libraries’ Course Enhancement Grants awards; SU Libraries’ Information Literacy Partners
 - The Information Literacy Test was used to assess Information Literacy in fall 2017 and again in fall 2019 and then every 3 years