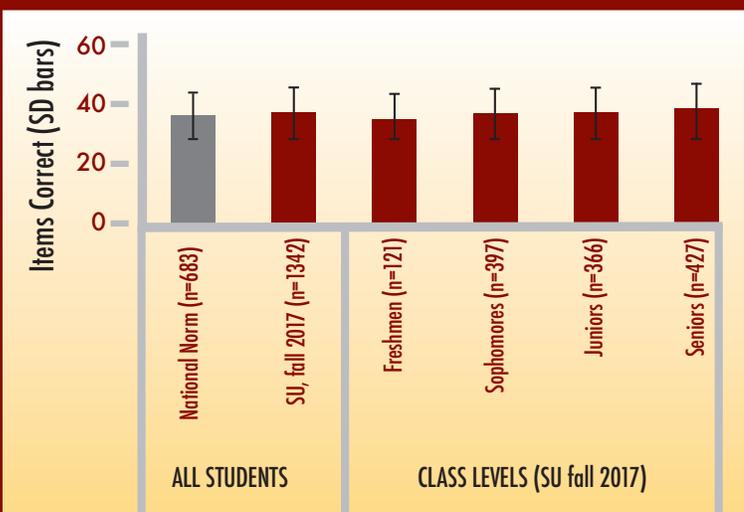


INSTRUMENT

Information Literacy Test (ILT); 60 multiple-choice questions, where a higher score indicates a higher level of achievement of the competency, Swain *et al.* (2014)

INFORMATION LITERACY SCORE & ACRL STANDARDS



Overall Score: sum of correct questions (0 - 60)

ACRL Standards:

The ILT instrument was developed in alignment with four of the five Association of College & Research Libraries (ACRL) Standards; however, scale analysis of SU results did not support 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 Swain *et al.* (2014)

<https://www.madisonassessment.com/uploads/ILT%20Test%20Manual%20March2016.pdf> 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 ILT instrument (n = 1342) were somewhat representative of the overall and non-test-taker populations at SU, except that there was a reduced number of students in certain demographic groups that were targeted for a concurrent study (i.e., freshmen of all majors and junior business majors)
- Although the SU **Overall Score** average (37.3) is above the average score of the participants from the four 4-year higher education institutions that participated in the ILT in 2008-09, the National Norm group (36.1; as reported in Swain *et al.* 2014; see figure above), the SU value might be skewed since fewer freshmen participated than other class levels (see figure above) and both SU and the National Norm group scores are below the 39 “proficient” and 54 “advanced” benchmarks; 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
- SU students’ **Overall Score** averages increased by class level (i.e., freshmen, sophomores, juniors, seniors) and there was a significant difference between class levels (see figure above); freshmen’s average score was significantly less than juniors’ and seniors’ average scores; sophomores’ average score was significantly less than seniors’ average score
- There was a significant difference between **Overall Score** averages by SU school (i.e., Fulton, Henson, Perdue and Seidel; based on students’ primary major); Henson majors’ average score was significantly more than Perdue and Seidel majors’ average scores; Fulton majors’ average score was significantly more than Seidel majors’ average score; no other school comparisons were significantly different; the Perdue majors’ value might be skewed lower than actuality because little to no juniors (who generally score higher than freshmen and sophomores) from Perdue participated in this test administration

HOW ARE WE CLOSING THE LOOP?

1. Decide benchmark values for acceptable levels of proficiency
2. Consider whether or not the ILT instrument is aligned well with current (or revised) Information Literacy General Education student learning outcome and the newly revised SU Information Literacy Matrix (https://www.salisbury.edu/libraries/services/instruction/_files/IL_Matrix_Brochure.pdf) or select an alternative assessment
 - Although the scale analysis of SU ILT results did not support subscales aligned to the ACRL Standards, similar to the Project SAILS instrument, the Library faculty have accepted that as a limitation of these types of assessments and will work with UARA in the future to do a mapping exercise between the ILT questions and the ACRL Standards
3. Utilize results to develop interventions and determine a timeline to re-collect assessment data
 - Reassessment using this instrument occurred in fall 2019 and then every 3 years