
Executive Summary

Background and Findings

1. Library faculty and UARA staff agreed that the Madison Assessment Information Literacy Test (ILT) is aligned with General Education student learning outcomes 1.4a.1, 1.4a.2, 1.4b.1, and 1.4b.2.
2. Although the instrument has 60 items aligned with four of the five Association of College & Research Libraries (ACRL) Standards, the ILT was not found to support use of subscale scores based on the student responses from this administration of the ILT at SU. An exploratory factor analysis of the fall 2017 SU ILT student response data supports that there is only one factor emergent from the instrument, rather than multiple factors that would align with the Standards.
3. The results of our administration of the 60-item ILT supported its validity and reliability:
 - a. ILT scores demonstrated validity:
 - i. Content Validity: expert development, review, and iterative revision of items in direct alignment with the ACRL Standards
 - ii. Criterion and Construct Validity: the ILT correlates with external measures and

Detailed Information Literacy Report

Information Literacy Test

The assessment is a multiple choice, 60-item instrument. Details about the instrument, including a link to view a demo of the ILT test questions, can be found at the ILT website (Madison Assessment LLC 2018: <https://www.madisonassessment.com/assessment-testing/information-literacy-test/>). Four, of the five, ACRL Standards (ACRL Information Literacy Competency Standards for Higher Education 1996-2015) the instrument aligns with include:

Standard One: The information literate student determines the nature and extent of the information needed.

Standard Two: The information literate student accesses needed information effectively and efficiently.

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and acrd F6moa.3 (ard).9 (io)3 JTJO Tc 0 Tw 0 Thano

Table 2. Student Race/Ethnicity Compared between the ILT Test-takers, Non-test-takers and All SU Undergraduates

Race/Ethnicity	Test-taker	Non
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Table 5. Student Undergraduate Class Level Compared between the ILT Test-takers, Non-test-takers and All SU Undergraduates

Class Level (code)	Test-taker	Non-test-taker	Total
Freshmen (1)	121 (9.0%)*	1711 (26.6%)*	1832 (23.5%)
Sophomores (2)	397 (29.6%)*	1402 (21.8%)*	1799 (23.1%)
Juniors (3)	366 (27.3%)*	1537 (23.9%)*	1903 (24.5%)
Seniors (and +) (4)	427 (31.8%)*	1470 (22.8%)*	1897 (24.4%)
Unclassified non-degree undergrads (7)	31 (2.3%)*	320 (5.0%)*	351 (4.5%)
Total	1342		

Table 7. Student SAT Scores Compared between the ILT Test-takers, Non-test-takers and All SU Undergraduates
SAT Score Range

Table 9. Performance level definitions and standards on the 60-item ILT [modified from Table 10 in the ILT Test Manual (Swain *et al.* 2014)]

SU Proficiency Level	Madison Assessment Proficiency Level	ILT Items Correct	Descriptors
Proficient	Advanced	54 - 60	<p><i>Meets all descriptors of proficient level AND</i></p> <ul style="list-style-type: none"> Modify and improve database search strategies to retrieve better results. Employ sophisticated database search strategies. Interpret information in a variety of sources. Evaluate information in terms of purpose, authority, and reliability. Understand ethical, legal, and socioeconomic issues relating to information access and use.

that improvement is needed since the SU average score value is less than 39. Individual analysis indicates that 50.4% of the ILT test-takers (n = 1342) have scores less than 39 and therefore need improvement.

On average, SU native first time students scored significantly higher on the ILT than transfer students (Table 10). The difference, 2.2, was significant $t(801) = 4.59$, $p < .001$; however, the effect size was small ($r = .16$).

Table 10. Student Admit Type, to SU, Average Scores on the ILT.

SU Admit Type (code)	n	Score (Items Correct)	SD
First time student (F)	901	38.1**	8.0
Transfer			

underrepresentation of Perdue's ILT average score since there are far fewer juniors represented as compared to the other three class levels.

Table 12.

References

- ACRL Information Literacy Competency Standards for Higher Education, American Library Association, 1996-2015. <http://www.ala.org/acrl/standards/informationliteracycompetency>. Accessed November 2015.
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- Swain, M., Sundre, D.L., & Clarke, K. 2014. ["The Information Literacy Test \(ILT\): Test Manual \(Revised\)."](#)

Appendices

Appendix 1. Student Opinion Scale (5 (3-13. (S)-)5 ((A)-3. (S)-.5 (3-10.8S)-5.9 (u)-r.7 1)10.-8)-3.3 8.5 (4)-3. (S)-u.8d)-n.7

Appendix 2. SU Libraries Information Literacy Matrix adapted from Salisbury University Libraries (2018)

ACRL Standards	Lower Division Students can:	Upper Division Students can:	Graduate Students can:
1. Information Need	A. Begin to formulate research statement or question based on a topic or assignment requirement.	A. Articulate focused research questions.	A. Formulate a highly specific research question, reevaluating when necessary.
	B. Find background information in general reference sources.	B. Broaden or narrow a research question based on research interest and resources available.	
2. Accessing Information	A. Identify keywords, synonyms, and related terms.	A. Identifies the most appropriate tools & resources to answer a question.	A. Use a variety of resources (databases, Quick Search, Interlibrary Loan) to locate and request materials in own field.
	B. Identify and retrieve books and other materials owned by the library; find a book on the shelf using its LC call number.	B. Use Interlibrary Loan.	
	C. Search multidisciplinary databases to find full text articles on a topic.	C. Find sources using a citation, bibliography, or references list.	