



Project SAILS

Your measure of success

Standardized Assessment of Information Literacy Skills

Spring 2018
Cohort Report
for
Goldfinch University
April 10, 2018




Assessment made simple

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 Carrick Enterprises is the leading provider of information literacy assessment tools to colleges and universities in the United States and Canada. For more than ten years we have worked with over 200 institutions of higher learning to help them accomplish their mission. We are committed to making information literacy assessment a powerful tool for assisting librarians and other educators in contributing to the success of their students.

1. About the Project SAILS Cohort Test

The Standardized Assessment of Information Literacy Skills (SAILS) is a knowledge test with multiple-choice questions targeting a variety of information literacy skills. Questions on the SAILS test are based on information literacy abilities that lead to success in college and that are common to many library instruction programs. The test content is inspired by two documents authored by the Association of College and Research Libraries: (1) *Information Literacy Competency Standards for Higher Education: Standards, Performance Indicators, and Outcomes* and (2) *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians*.

SAILS test questions can be mapped to ACRL Standards 1, 2, 3, and 5. ACRL Standard 4 was not included in the development of the SAILS test because its content is not suitable for multiple-choice testing. Eight Project SAILS skill sets provide additional targeted information about student performance. See Figure 1.1 for a description of each skill set.

The SAILS item bank has 162 questions. Each student answers 45 questions from the item bank. The questions span the eight SAILS skill sets and the four ACRL standards targeted by the test. Students respond to different sets of questions, with some common questions shared across the individual tests. Figure 1.2 shows how many questions are in each of the subscales.

The measurement model used by SAILS for scoring is item response theory (IRT), specifically the one-parameter Rasch model. IRT calculates scores based on a combination of question difficulty and student performance. The process begins with merging data from all institutions into a benchmark file. Student responses to the questions on the test are then used to determine the difficulty level of each question. Once that determination is made, student responses are analyzed to determine an average score for each group (or cohort). Scores in the report are placed on a scale that ranges from 0 to 1000.

Figure 1.1 SAILS Skill Sets

Developing a Research Strategy

Students who excel at developing a research strategy take a thoughtful and deliberate approach to topic selection by using background information to gain understanding of the topic, conferring with professors and others as needed, and modifying the focus or scope of their topics if appropriate. These students are knowledgeable about primary and secondary sources and how publishing characteristics such as format and publication timelines affect access to information. They can select and effectively use institutional resources for their needs and employ various technologies to manage information.

Selecting Finding Tools

Students who excel at selecting finding tools are aware of key characteristics that affect the suitability of using the tools for a particular research need. Characteristics include authority, scope, availability, and coverage of time period, discipline, and types of material. Students locate and select appropriate finding tools such as major bibliographic and reference sources, library catalogs, and research databases, and they know how to seek expert opinion when appropriate.

Searching

Students who excel at searching have a solid grasp of searching techniques that result in a rich collection of sources relevant to their research needs. They can find, use, and adjust topic-specific search terms, including controlled vocabulary. They create search statements that effectively use keywords, Boolean logic, proximity searching, nesting, truncation, and field searching. They assess the relevance of an information source by reviewing elements of the citation, they revise searches as appropriate, and they identify additional sources by examining footnotes and bibliographies from retrieved items.

Using Finding Tool Features

Students who excel at using the features of finding tools can differentiate among finding tools in terms of types of resources included, search protocols, basic vs advanced searching, and help options. Students understand and make effective use of the organizational structure and access points of both online and print resources. They determine and implement appropriate means for recording or saving desired information.

Retrieving Sources

Students who excel at retrieving sources understand the complexities of information retrieval. They can navigate systems to obtain materials online and in print, both locally and remotely, including using interlibrary loan, within the needed timeframe. They use call number systems effectively. They recognize that they may need to use alternative methods to obtain needed information, including browsing library collections and assembling raw data.

Evaluating Sources

Students who excel at evaluating sources apply established criteria, such as authority, point of view, timeliness, depth of coverage, and language, to determine relevance and appropriateness of sources in meeting a particular information need. Students understand the value of examining author qualifications and source validity and accuracy. They know that information is created for different audiences and reflects a point of view. They realize that some sources are designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.

Documenting Sources

Students who excel at documenting sources are able to recognize types of information sources based on their citations. They know what elements to include in citations for various formats and how to find help with citing sources. They have an advanced understanding of citation practices including the use of different citation styles by discipline and the need for a consistent citation format in cases where no style has been prescribed.

Understanding Economic, Legal, and Social Issues

Students who have an advanced understanding of the economic, legal, and social issues surrounding information systems recognize that libraries pay for information, sometimes through licenses that limit who may access the information. They understand their responsibility to give credit to the work of others and to obtain and disseminate information legally. Students who excel in this area understand the concepts of intellectual property, copyright, fair use, freedom of speech, privacy, and security.

Figure 1.2 Number of Questions in Each Subscale

SAILS Skill Set	Number of Questions	ACRL Standard	Number of Questions
Developing a Research Strategy	32	The information literate student determines the nature and extent of the information needed.	39
Selecting Finding Tools	18	The information literate student accesses needed information effectively and efficiently.	75
Searching	27	The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	21
Using Finding Tool Features	14	The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.	0
Retrieving Sources	15	The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.	27
Evaluating Sources	21		
Documenting Sources	15		
Understanding Economic, Legal, and Social Issues	20		

2. About this Report

The report is designed to help educators identify areas of strength and areas that need improvement in their students' knowledge of and ability to implement key information literacy outcomes and objectives. The report will support evidence-based decision-making and inform actions for strengthening student learning.

How the Report is Organized

The report presents overall and detailed results for your students. A high-level view of results is provided in Section 3 along with cross-institutional comparisons. Your local results are compared to other institutions in order to show how your students performed relative to other students who may have similar exposure to information literacy instruction.

Sections 4 and 5 offer more detailed results. Section 4 includes a list of skill sets ranked from best-to-worst performance along with summary results for each of the eight SAILS skill sets.

Section 5 gives more scoring details for each SAILS skill set. Depending on the size of cohorts and the variability of their responses, Section 5 may include results by class standing, major, and other custom questions that you may have created. This section also explores the ACRL outcomes/objectives linked to each skill set by listing outcome/objective rankings that show your students' relative strengths and weaknesses.

Section 6 provides summary results for the ACRL standards.

The appendices include student demographics and a list of institutions used in cross-institutional comparisons.

Associated Files

In addition to this report, the following files are included in your zip file:

1. Data File. Contains all the scores presented in this report.
2. Cohort Test Subscales and Questions. A PDF document with a description of each test item.

Reading Your Results

Data Tables

In the data tables, the average score for each group is shown. If a subgroup has fewer than 10 respondents the indicator "N/A" will be shown. Standard error, the combination of sampling error and measurement error, is indicated with \pm . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. Where the score can be measured with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 5 has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different. The table cells are color coded to assist with the process of comparing your institution to your peer institutions. When your students' average scores are meaningfully higher than those at peer institutions, the table cells for your institution are colored green. Conversely, when peer institution averages are higher than yours, their table cells are green. In cases where no cell is green there were no meaningful differences between the scores.

For additional analyses, you may wish to collaborate with your institution's research office. Consultants are also available through Carrick Enterprises.

Charts

Charts display the data from the tables in visual form. They compare the average student performance at your institution to the average for your selected peer institutions, for your selected institutions types, and for all institutions. Charts may also include performance by class standing, major, and custom demographics.

For display purposes, the scoring scale on the charts ranges from 300 - 700. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. Bigger boxes indicate larger standard error.

3. Overall Results

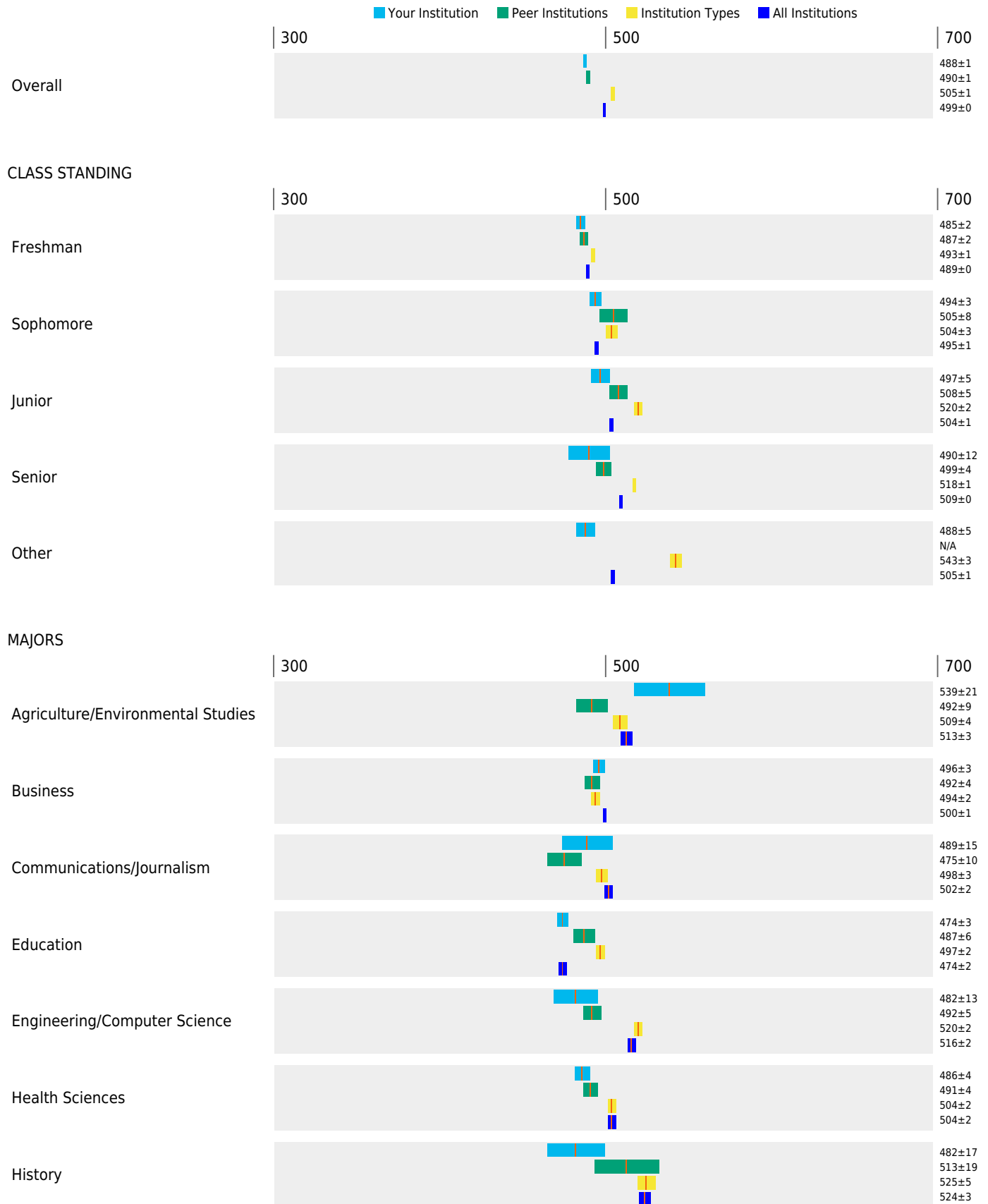
This section provides an overview of how your students performed on the SAILS test as a whole by providing a single overall information literacy score for your entire cohort and for your subgroups. Figure 3.1 gives the average score for your students and the averages for institutional groups in table form. Green cells indicate meaningfully higher scores when comparing your institution to peer institutions. Figure 3.2 presents the results in chart format.

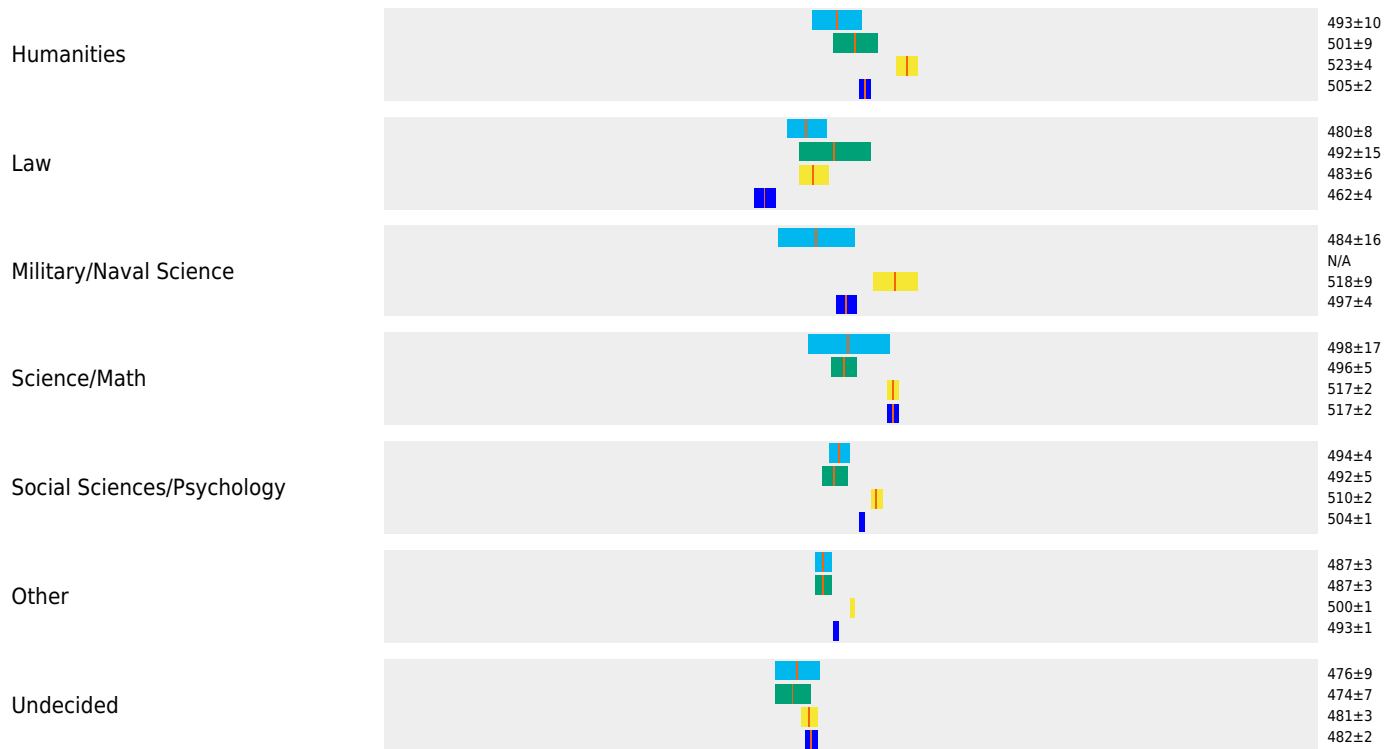
Figure 3.1 Table of Overall Results

	Your Institution	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall SAILS Score	1,980	488±1	490±1	505±1	499±0
CLASS STANDING					
Freshman	1,225	485±2	487±2	493±1	489±0
Sophomore	373	494±3	505±8	504±3	495±1
Junior	194	497±5	508±5	520±2	504±1
Senior	25	490±12	499±4	518±1	509±0
Other	163	488±5	N/A	543±3	505±1
MAJORS					
Agriculture/Environmental Studies	11	539±21	492±9	509±4	513±3
Business	492	496±3	492±4	494±2	500±1
Communications/Journalism	19	489±15	475±10	498±3	502±2
Education	346	474±3	487±6	497±2	474±2
Engineering/Computer Science	17	482±13	492±5	520±2	516±2
Health Sciences	179	486±4	491±4	504±2	504±2
History	13	482±17	513±19	525±5	524±3
Humanities	28	493±10	501±9	523±4	505±2
Law	65	480±8	492±15	483±6	462±4
Military/Naval Science	13	484±16	N/A	518±9	497±4

	Your Institution	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Science/Math	13	498±17	496±5	517±2	517±2
Social Sciences/Psychology	252	494±4	492±5	510±2	504±1
Other	467	487±3	487±3	500±1	493±1
Undecided	56	476±9	474±7	481±3	482±2

Figure 3.2 Chart Showing Overall Results





4. Summary Results Across the SAILS Skill Sets

This section gives high-level results across the eight SAILS skill sets. First is a list of skill sets ranked from best-to-worst performance in comparison with students at your selected peer institutions. Next are your results on each skill set shown with a table and a chart.

Ranking of Skill Set Performance

To identify which skill sets were easier and which were more difficult for your students, below are the skill sets ordered by performance, from best to worst. Skills set scores cannot be directly compared to each other. Instead, the ordering reflects the magnitude of difference between your institution's mean and the peer-institution mean.

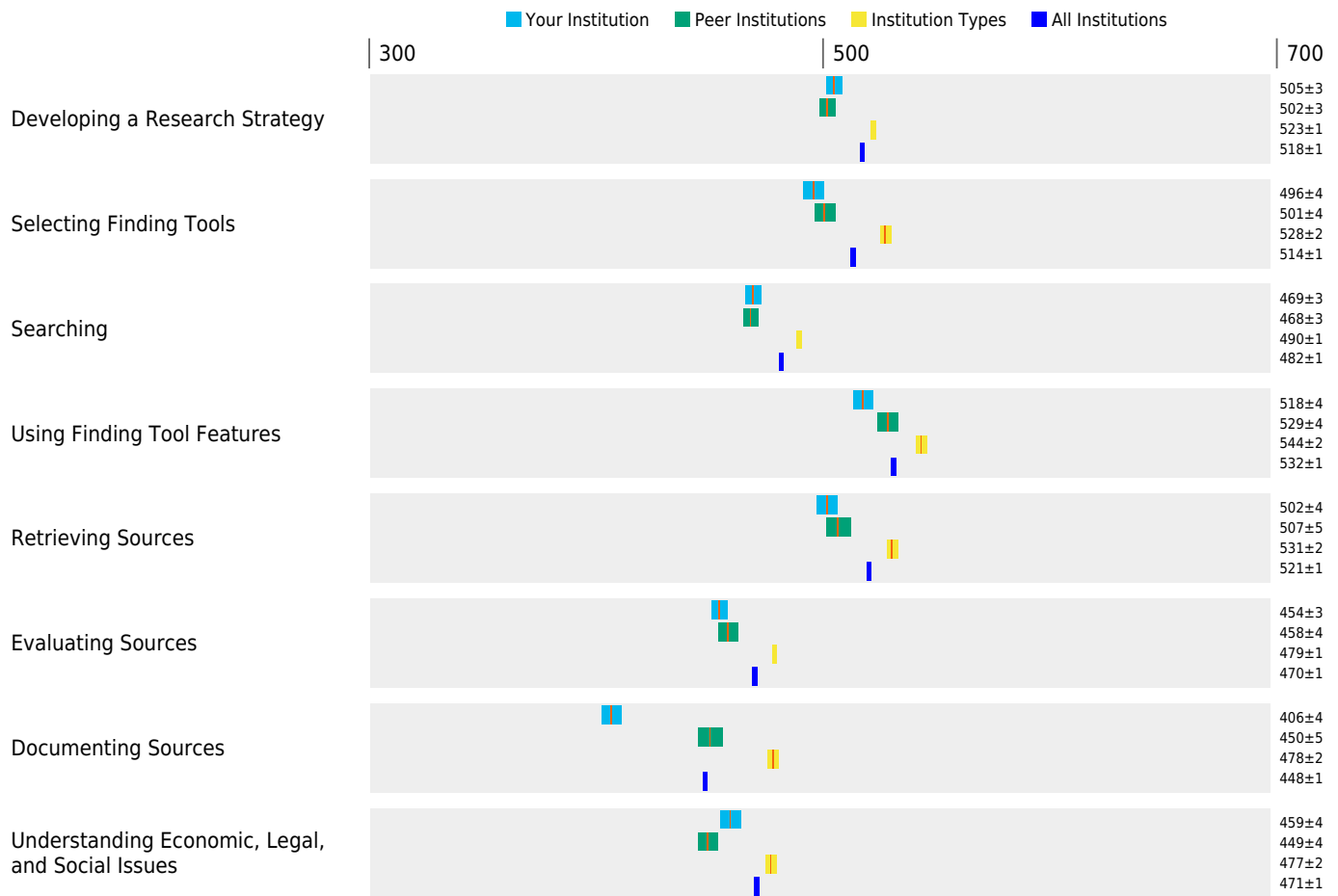
After calculating the mean and standard deviation of all of the tests in the benchmark for each skill set, the skill sets are ranked. The ranking is based on the distance your mean is from the benchmark mean as a fraction of the standard deviation.

- Best
- Understanding Economic, Legal, and Social Issues
 - Developing a Research Strategy
 - Searching
 - Retrieving Sources
 - Evaluating Sources
 - Selecting Finding Tools
 - Using Finding Tool Features
- Worst
- Documenting Sources

Figure 4.1 Table of Overall Scores Across All SAILS Skill Sets

SAILS Skill Set	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Developing a Research Strategy	505±3	502±3	523±1	518±1
Selecting Finding Tools	496±4	501±4	528±2	514±1
Searching	469±3	468±3	490±1	482±1
Using Finding Tool Features	518±4	529±4	544±2	532±1
Retrieving Sources	502±4	507±5	531±2	521±1
Evaluating Sources	454±3	458±4	479±1	470±1
Documenting Sources	406±4	450±5	478±2	448±1
Understanding Economic, Legal, and Social Issues	459±4	449±4	477±2	471±1

Figure 4.2 Chart Showing Overall Scores Across All SAILS Skill Sets



5. Results for Each SAILS Skill Set

This section reports in detail the performance of your students on the individual SAILS skill sets. For each skill set, the report includes a data table and data chart. Green cells in the table indicate meaningfully higher scores when comparing your institution to peer institutions. Also included is a ranked list of ACRL outcomes/objectives for each skill set, in order by your students' 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 outcome/objective.

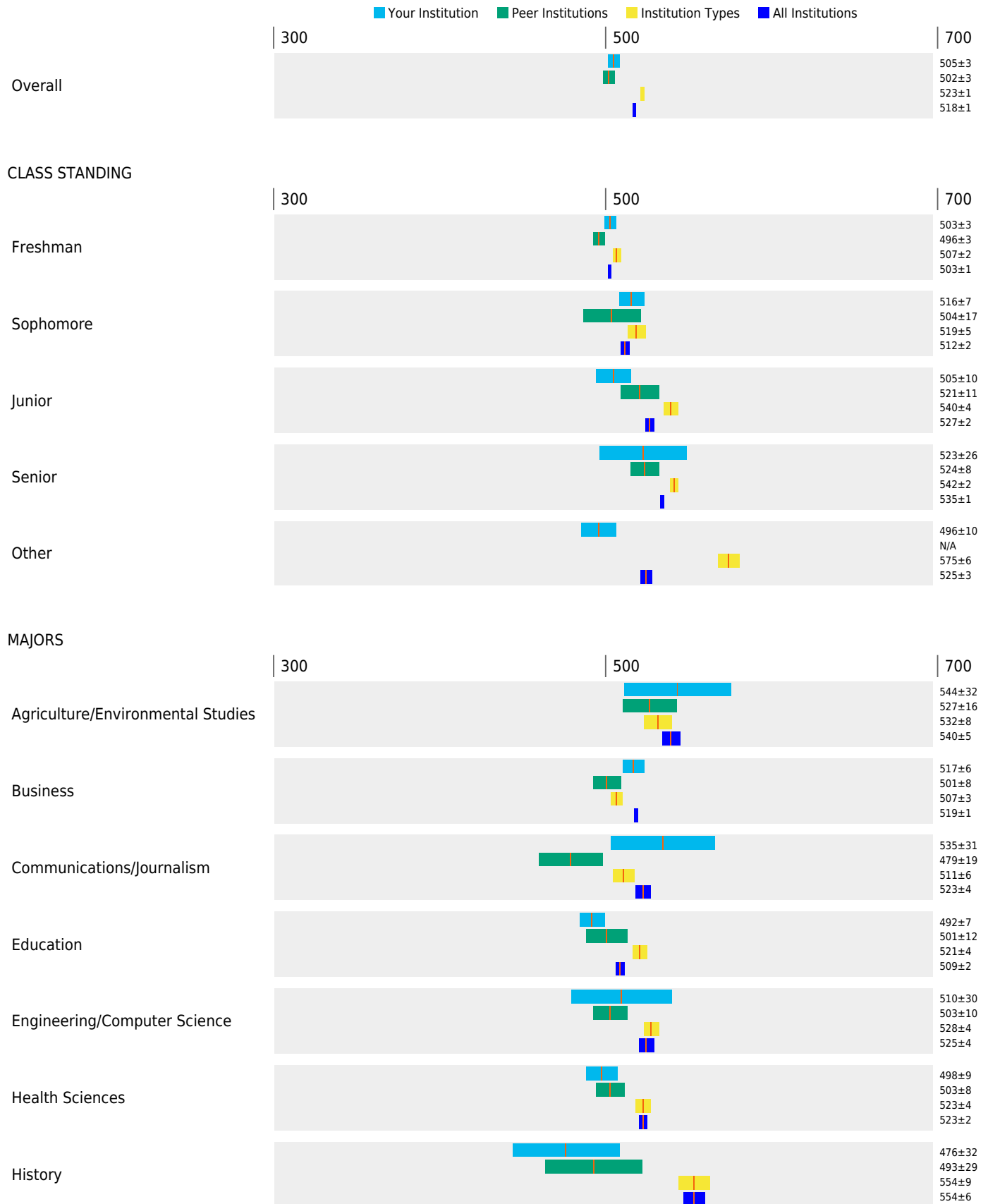
5.1 SAILS Skill Set: Developing a Research Strategy

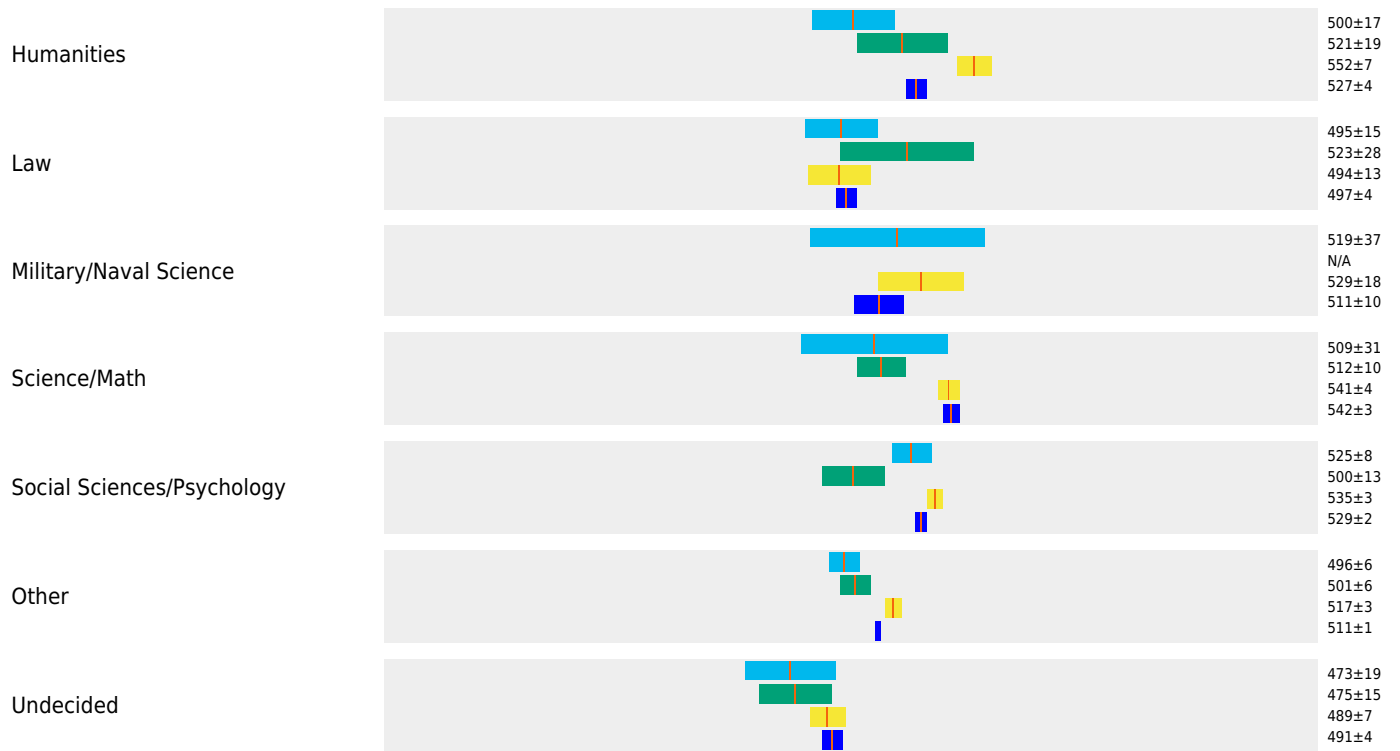
Figure 5.1.1 Table of Results for Developing a Research Strategy

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	505±3	502±3	523±1	518±1
CLASS STANDING				
Freshman	503±3	496±3	507±2	503±1
Sophomore	516±7	504±17	519±5	512±2
Junior	505±10	521±11	540±4	527±2
Senior	523±26	524±8	542±2	535±1
Other	496±10	N/A	575±6	525±3
MAJORS				
Agriculture/Environmental Studies	544±32	527±16	532±8	540±5
Business	517±6	501±8	507±3	519±1
Communications/Journalism	535±31	479±19	511±6	523±4
Education	492±7	501±12	521±4	509±2
Engineering/Computer Science	510±30	503±10	528±4	525±4
Health Sciences	498±9	503±8	523±4	523±2
History	476±32	493±29	554±9	554±6
Humanities	500±17	521±19	552±7	527±4
Law	495±15	523±28	494±13	497±4
Military/Naval Science	519±37	N/A	529±18	511±10
Science/Math	509±31	512±10	541±4	542±3

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	525±8	500±13	535±3	529±2
Other	496±6	501±6	517±3	511±1
Undecided	473±19	475±15	489±7	491±4

Figure 5.1.2 Chart Showing Results for Developing a Research Strategy





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.1.3 Ranked Outcomes/Objectives for Developing a Research Strategy

	Consults with the course instructor and librarians to develop a manageable focus for the topic. (646)
	Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need (642)
	Identifies a research topic that may require revision, based on the amount of information found (or not found). (198)
	Identifies a topic that may need to be modified, based on the content of information found. (215)
	Describes a general process for searching for information. (643)
	Describes how various fields of study define primary and secondary sources differently. (101)
	Decides when a research topic has multiple facets or may need to be put into a broader context. (629)
	Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information. (529)
	Uses background information sources effectively to gain an initial understanding of the topic. (95)
	Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question. (603)
	Uses the Web site of an institution, library, organization or community to locate information about specific services. (614)
	Determines whether information satisfies the research or other information need (533)
	Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline. (569)
	Identifies various formats in which information is available. (568)
	Uses various technologies to manage the information selected and organized (532)
	Identifies the appropriate service point or resource for the particular information need. (548)
	Identifies characteristics of information that make an item a primary or secondary source in a given field. (147)
	Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site). (239)
	Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information. (63)
	Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value. (601)
	Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable. (617)
	Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information. (531)

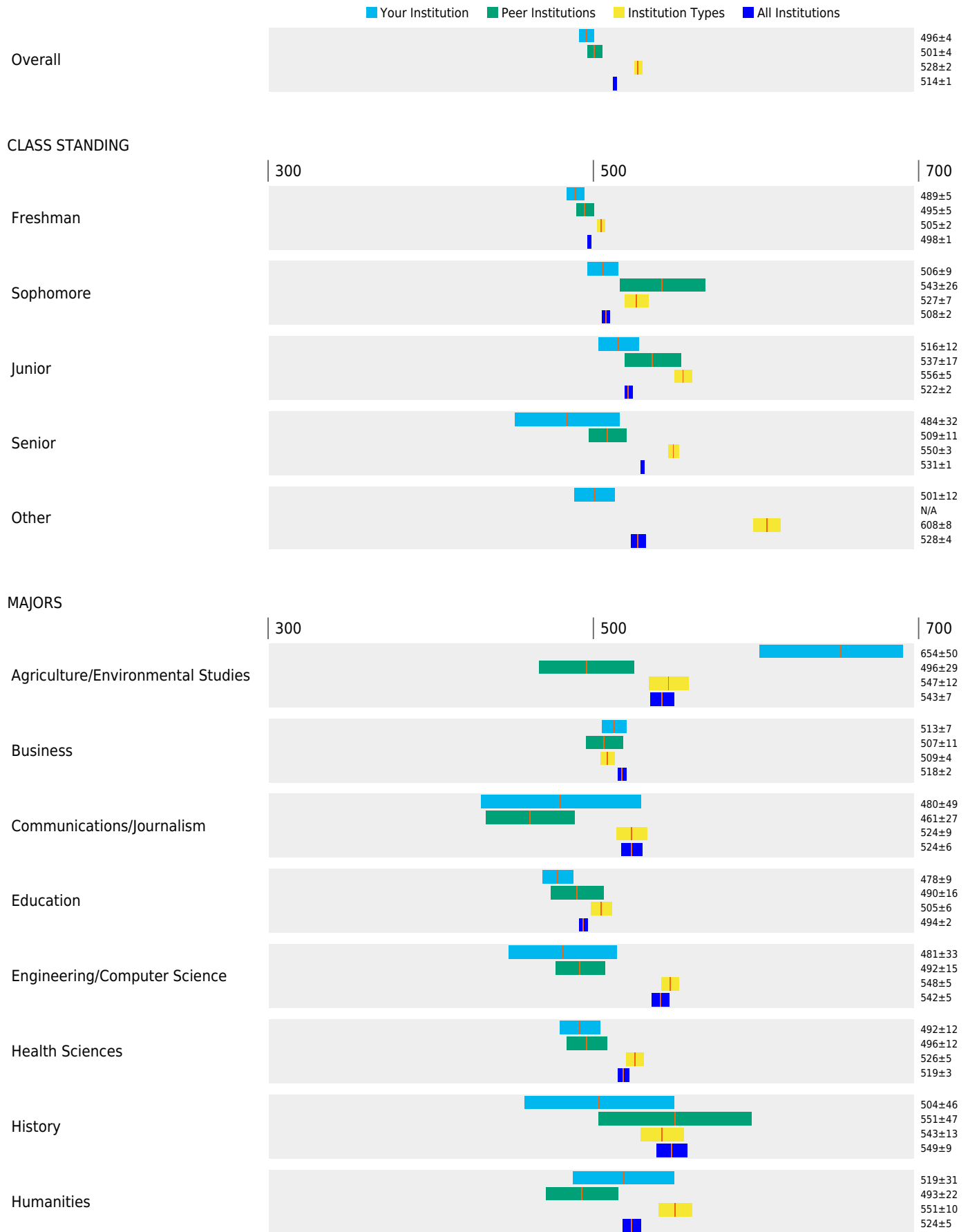
5.2 SAILS Skill Set: Selecting Finding Tools

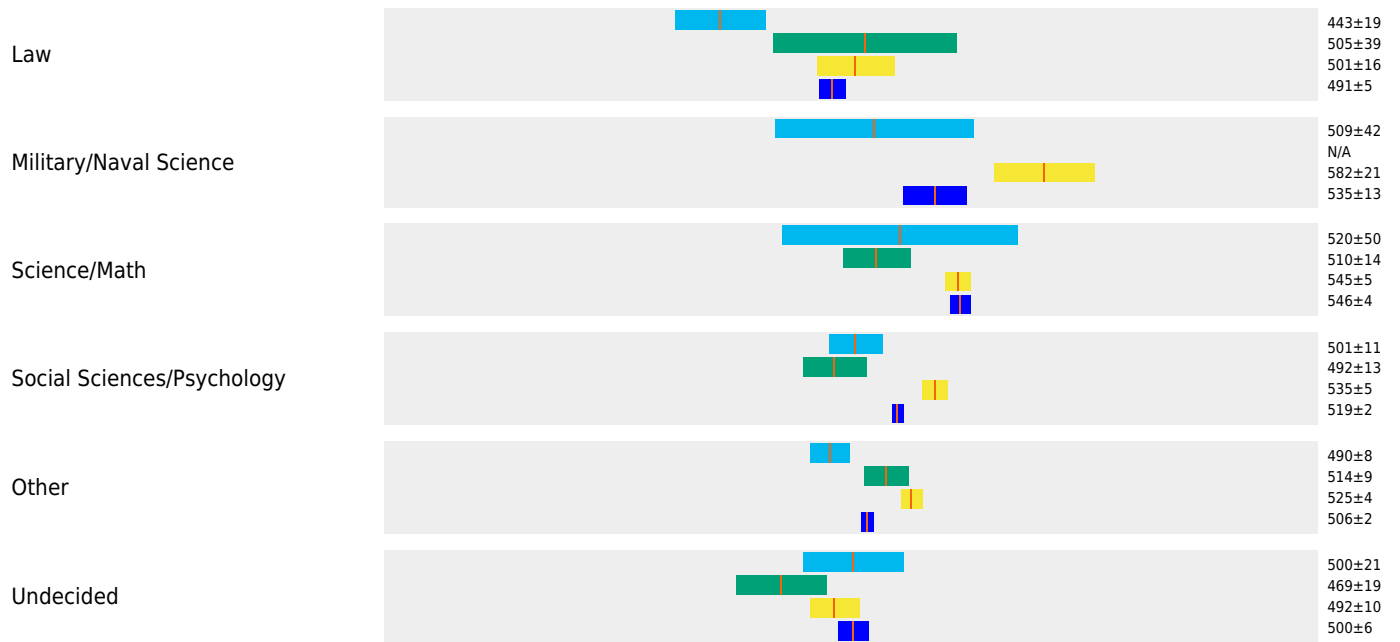
Figure 5.2.1 Table of Results for Selecting Finding Tools

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	496±4	501±4	528±2	514±1
CLASS STANDING				
Freshman	489±5	495±5	505±2	498±1
Sophomore	506±9	543±26	527±7	508±2
Junior	516±12	537±17	556±5	522±2
Senior	484±32	509±11	550±3	531±1
Other	501±12	N/A	608±8	528±4
MAJORS				
Agriculture/Environmental Studies	654±50	496±29	547±12	543±7
Business	513±7	507±11	509±4	518±2
Communications/Journalism	480±49	461±27	524±9	524±6
Education	478±9	490±16	505±6	494±2
Engineering/Computer Science	481±33	492±15	548±5	542±5
Health Sciences	492±12	496±12	526±5	519±3
History	504±46	551±47	543±13	549±9
Humanities	519±31	493±22	551±10	524±5
Law	443±19	505±39	501±16	491±5
Military/Naval Science	509±42	N/A	582±21	535±13
Science/Math	520±50	510±14	545±5	546±4

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	501±11	492±13	535±5	519±2
Other	490±8	514±9	525±4	506±2
Undecided	500±21	469±19	492±10	500±6














Figure 5.2.2 Chart Showing Results for Selecting Finding Tools





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.2.3 Ranked Outcomes/Objectives for Selecting Finding Tools

	Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles). (257)
	Determines the period of time covered by a particular source. (613)
	Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature). (521)
	Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic. (584)
	Explains the difference between the library catalog and a periodical index. (22)
	Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs) (602)
	Identifies the differences between freely available Internet search tools and subscription or fee-based databases. (139)
	Describes the different scopes of coverage found in different periodical indexes. (519)
	Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need. (523)
	Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections. (19)
	Locates major print bibliographic and reference sources appropriate to the discipline of a research topic. (522)
	Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable. (623)
	Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology). (64)

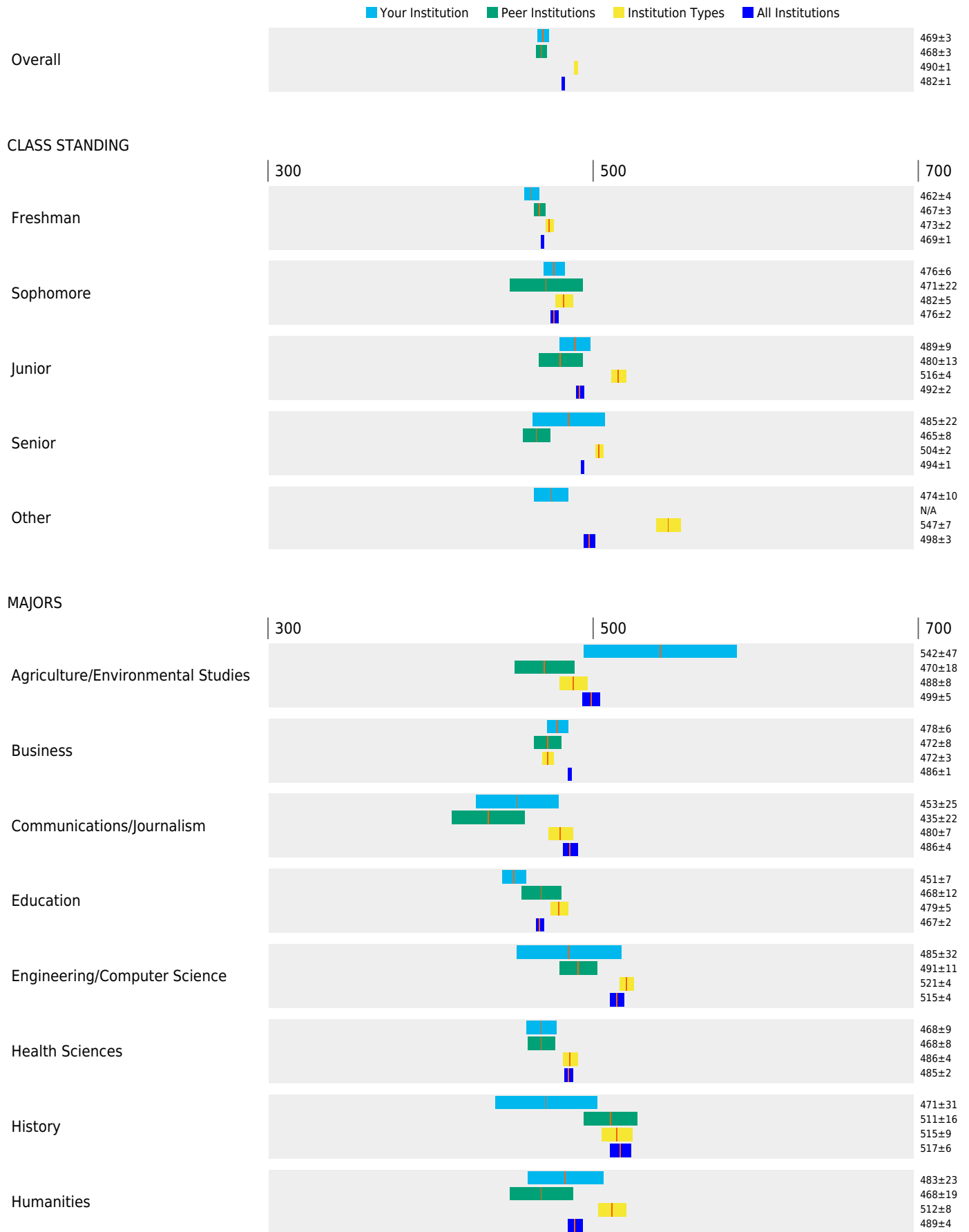
5.3 SAILS Skill Set: Searching

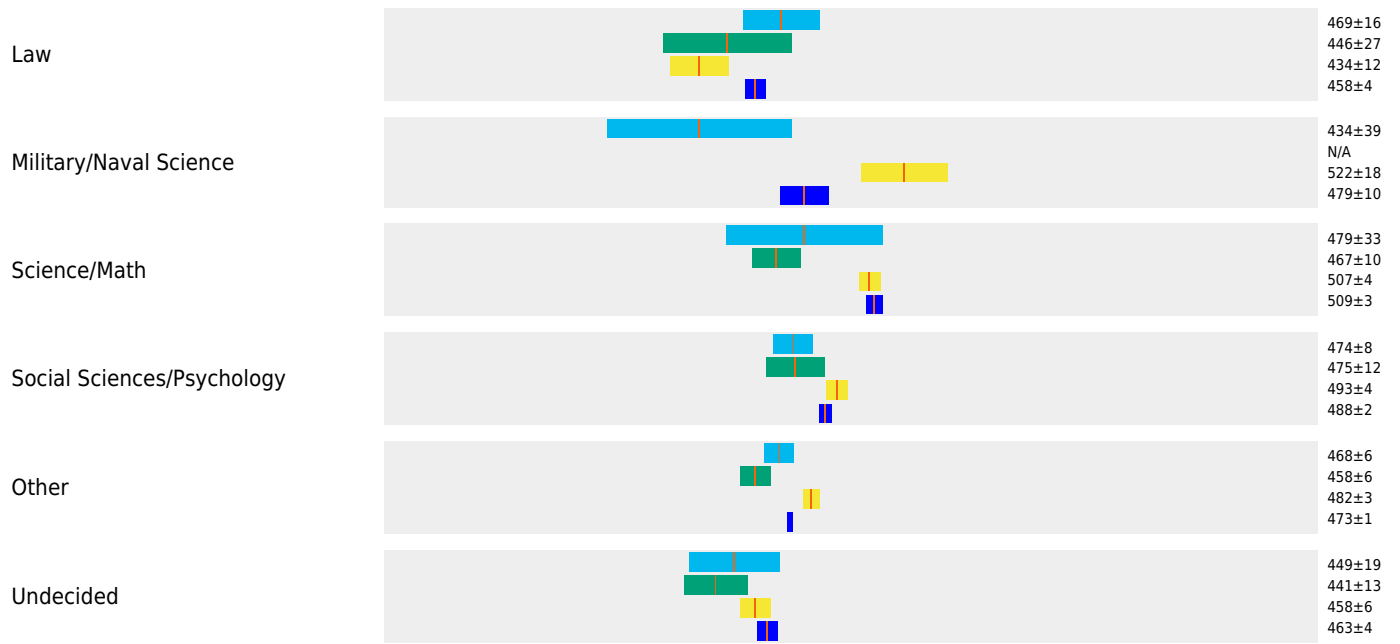
Figure 5.3.1 Table of Results for Searching

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	469±3	468±3	490±1	482±1
CLASS STANDING				
Freshman	462±4	467±3	473±2	469±1
Sophomore	476±6	471±22	482±5	476±2
Junior	489±9	480±13	516±4	492±2
Senior	485±22	465±8	504±2	494±1
Other	474±10	N/A	547±7	498±3
MAJORS				
Agriculture/Environmental Studies	542±47	470±18	488±8	499±5
Business	478±6	472±8	472±3	486±1
Communications/Journalism	453±25	435±22	480±7	486±4
Education	451±7	468±12	479±5	467±2
Engineering/Computer Science	485±32	491±11	521±4	515±4
Health Sciences	468±9	468±8	486±4	485±2
History	471±31	511±16	515±9	517±6
Humanities	483±23	468±19	512±8	489±4
Law	469±16	446±27	434±12	458±4
Military/Naval Science	434±39	N/A	522±18	479±10
Science/Math	479±33	467±10	507±4	509±3

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	474±8	475±12	493±4	488±2
Other	468±6	458±6	482±3	473±1
Undecided	449±19	441±13	458±6	463±4

Figure 5.3.2 Chart Showing Results for Searching





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.3.3 Ranked Outcomes/Objectives for Searching

	Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need. (196)
	Demonstrates how searches may be limited or expanded by modifying search terminology or logic. (218)
	Uses relevant subject- and discipline-related terminology in the information research process. (242)
	Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching. (604)
	Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases. (59)
	Lists terms that may be useful for locating information on a topic. (637)
	Finds sources that provide relevant subject field- and discipline-related terminology. (73)
	Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need. (594)
	Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively. (515)
	Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information. (28)
	Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication. (90)
	Examines footnotes and bibliographies from retrieved items to locate additional sources. (630)
	Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic. (543)
	Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively. (561)
	Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators. (39)
	Explains what controlled vocabulary is and why it is used. (14)
	Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary. (577)
	Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject). (21)
	Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators. (108)

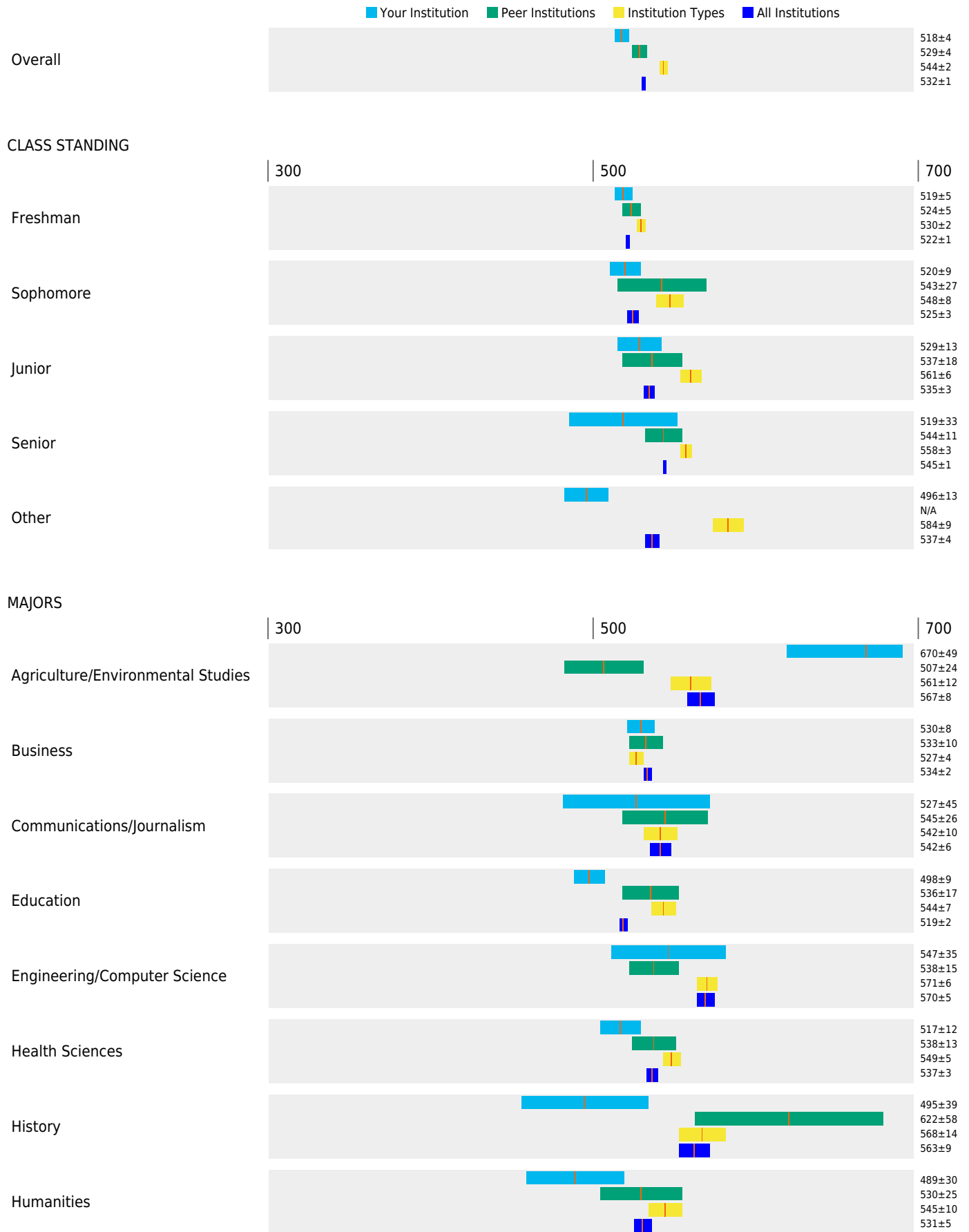
5.4 SAILS Skill Set: Using Finding Tool Features

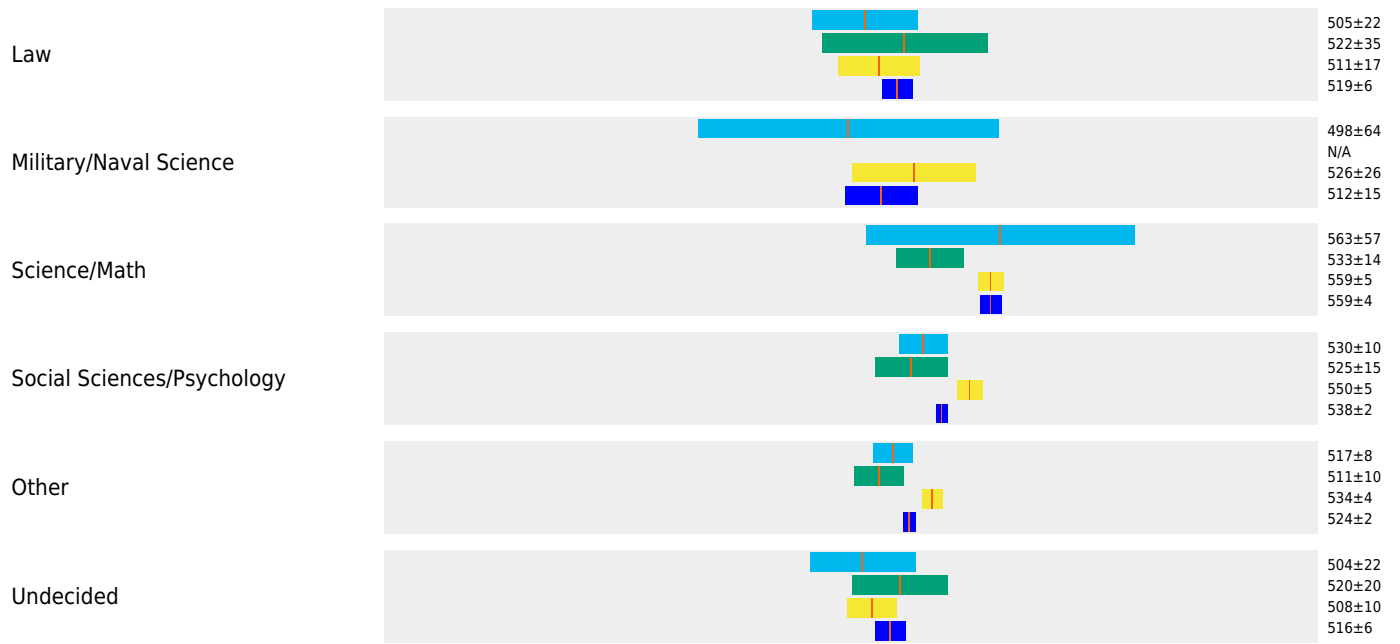
Figure 5.4.1 Table of Results for Using Finding Tool Features

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	518±4	529±4	544±2	532±1
CLASS STANDING				
Freshman	519±5	524±5	530±2	522±1
Sophomore	520±9	543±27	548±8	525±3
Junior	529±13	537±18	561±6	535±3
Senior	519±33	544±11	558±3	545±1
Other	496±13	N/A	584±9	537±4
MAJORS				
Agriculture/Environmental Studies	670±49	507±24	561±12	567±8
Business	530±8	533±10	527±4	534±2
Communications/Journalism	527±45	545±26	542±10	542±6
Education	498±9	536±17	544±7	519±2
Engineering/Computer Science	547±35	538±15	571±6	570±5
Health Sciences	517±12	538±13	549±5	537±3
History	495±39	622±58	568±14	563±9
Humanities	489±30	530±25	545±10	531±5
Law	505±22	522±35	511±17	519±6
Military/Naval Science	498±64	N/A	526±26	512±15
Science/Math	563±57	533±14	559±5	559±4

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	530±10	525±15	550±5	538±2
Other	517±8	511±10	534±4	524±2
Undecided	504±22	520±20	508±10	516±6












Figure 5.4.2 Chart Showing Results for Using Finding Tool Features





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.4.3 Ranked Outcomes/Objectives for Using Finding Tool Features

	Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it. (42)
	Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems. (71)
	Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway). (527)
	Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources. (520)
	Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking). (549)
	Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments) (593)
	Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system. (259)
	Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system. (540)
	Identifies the source of help within a given information retrieval system and uses it effectively. (525)
	Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes). (579)
	Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system). (526)

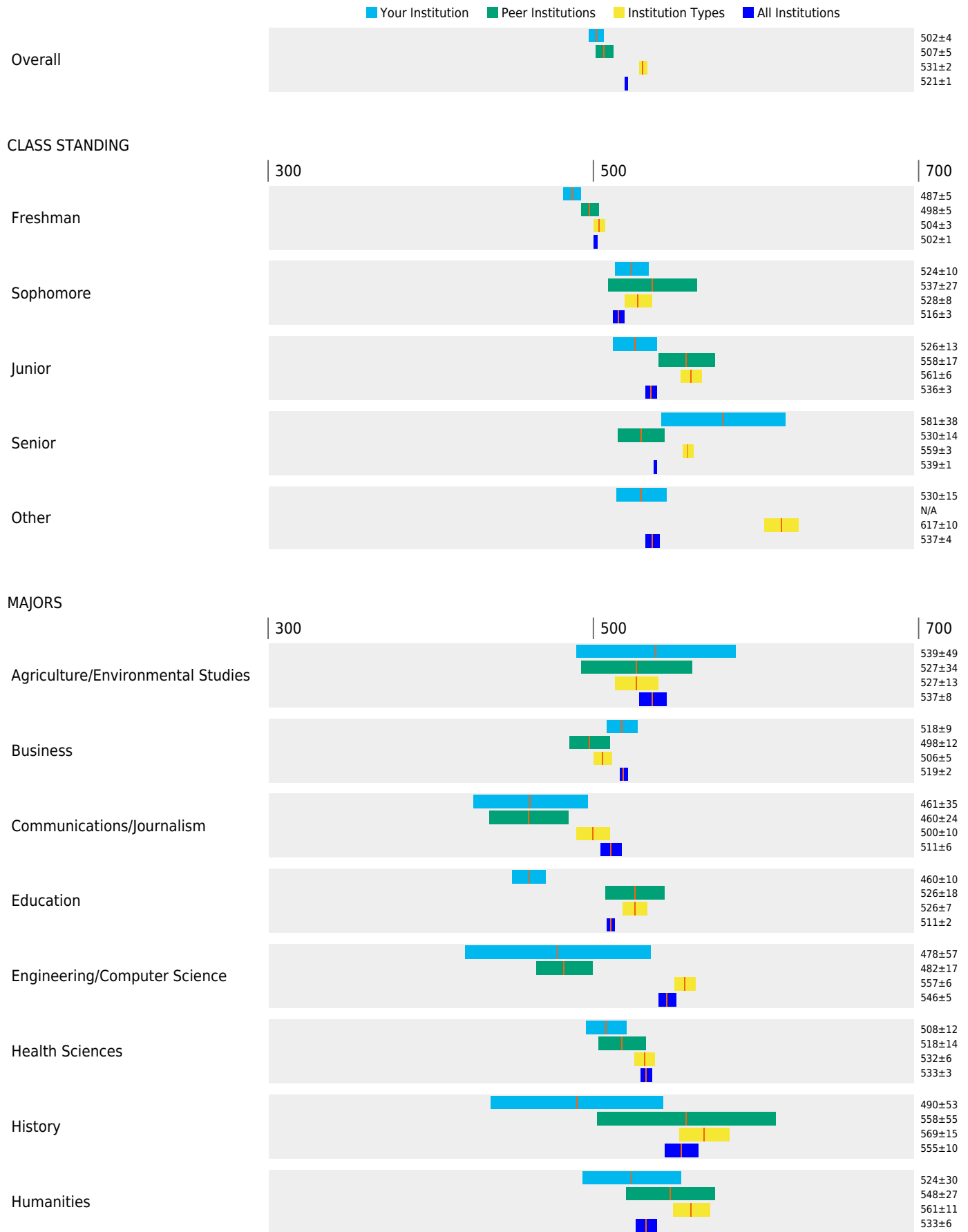
5.5 SAILS Skill Set: Retrieving Sources

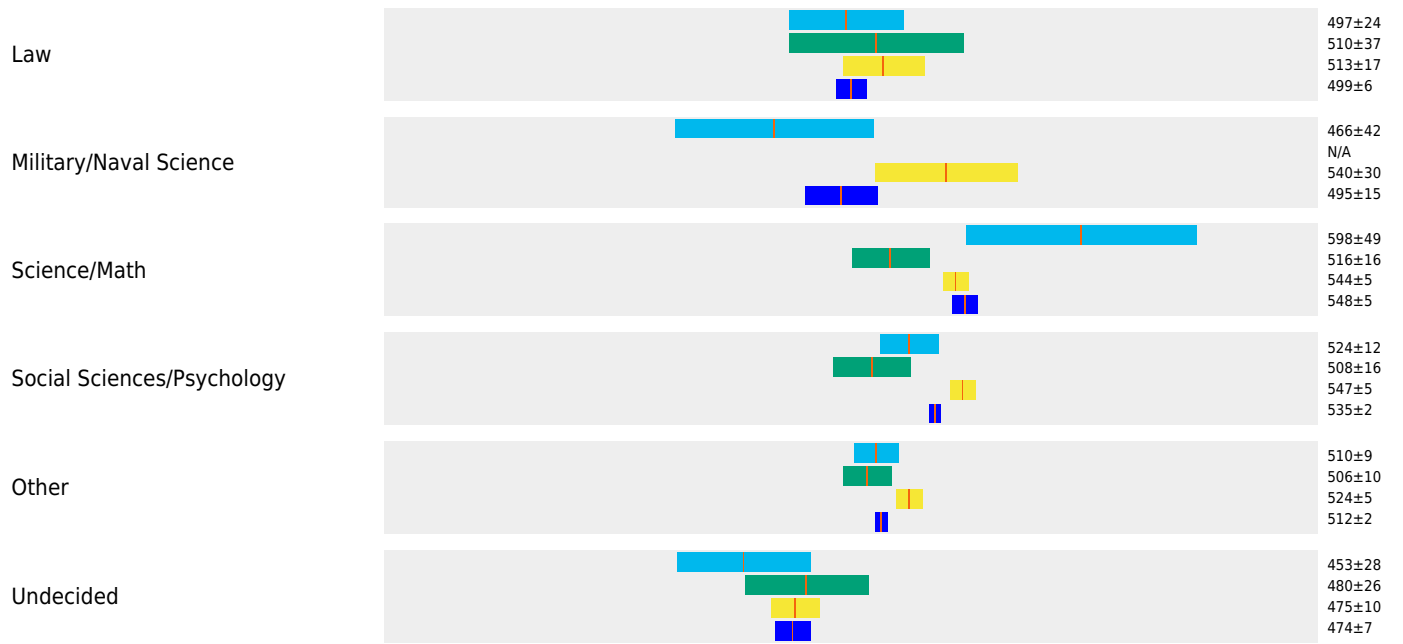
Figure 5.5.1 Table of Results for Retrieving Sources

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	502±4	507±5	531±2	521±1
CLASS STANDING				
Freshman	487±5	498±5	504±3	502±1
Sophomore	524±10	537±27	528±8	516±3
Junior	526±13	558±17	561±6	536±3
Senior	581±38	530±14	559±3	539±1
Other	530±15	N/A	617±10	537±4
MAJORS				
Agriculture/Environmental Studies	539±49	527±34	527±13	537±8
Business	518±9	498±12	506±5	519±2
Communications/Journalism	461±35	460±24	500±10	511±6
Education	460±10	526±18	526±7	511±2
Engineering/Computer Science	478±57	482±17	557±6	546±5
Health Sciences	508±12	518±14	532±6	533±3
History	490±53	558±55	569±15	555±10
Humanities	524±30	548±27	561±11	533±6
Law	497±24	510±37	513±17	499±6
Military/Naval Science	466±42	N/A	540±30	495±15
Science/Math	598±49	516±16	544±5	548±5

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	524±12	508±16	547±5	535±2
Other	510±9	506±10	524±5	512±2
Undecided	453±28	480±26	475±10	474±7












Figure 5.5.2 Chart Showing Results for Retrieving Sources





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.5.3 Ranked Outcomes/Objectives for Retrieving Sources

-  Describes various retrieval methods for information not available locally. (192)
-  Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing. (539)
-  Uses available services appropriately to obtain desired materials or alternative sources. (30)
-  Determines if material is available immediately. (104)
-  Demonstrates a general knowledge of how to obtain information that is not available immediately. (93)
-  Retrieves a document in print or electronic form. (194)
-  Acts appropriately to obtain information within the time frame required. (600)
-  Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library). (25)
-  Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio). (29)
-  Realizes that information may need to be constructed with raw data from primary sources (524)
-  Initiates an interlibrary loan request by filling out and submitting a form either online or in person. (214)

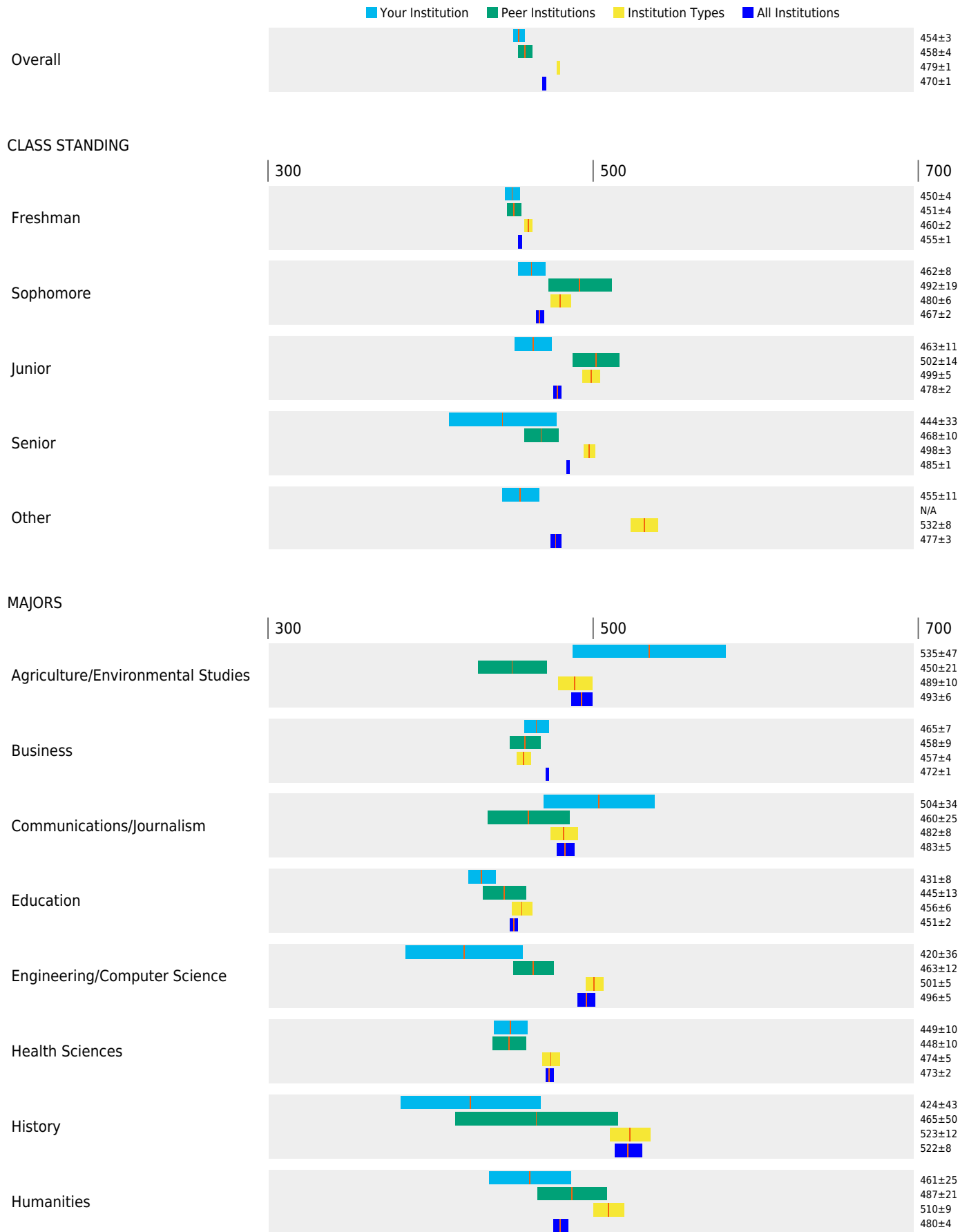
5.6 SAILS Skill Set: Evaluating Sources

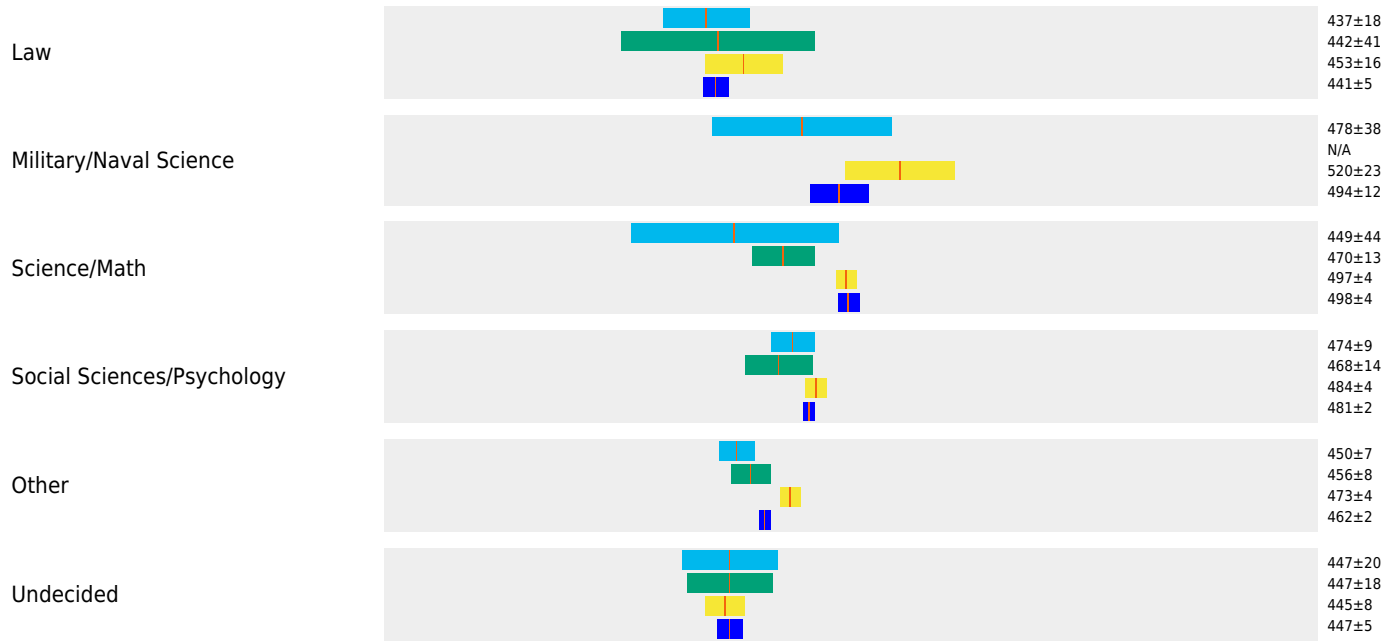
Figure 5.6.1 Table of Results for Evaluating Sources

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	454±3	458±4	479±1	470±1
CLASS STANDING				
Freshman	450±4	451±4	460±2	455±1
Sophomore	462±8	492±19	480±6	467±2
Junior	463±11	502±14	499±5	478±2
Senior	444±33	468±10	498±3	485±1
Other	455±11	N/A	532±8	477±3
MAJORS				
Agriculture/Environmental Studies	535±47	450±21	489±10	493±6
Business	465±7	458±9	457±4	472±1
Communications/Journalism	504±34	460±25	482±8	483±5
Education	431±8	445±13	456±6	451±2
Engineering/Computer Science	420±36	463±12	501±5	496±5
Health Sciences	449±10	448±10	474±5	473±2
History	424±43	465±50	523±12	522±8
Humanities	461±25	487±21	510±9	480±4
Law	437±18	442±41	453±16	441±5
Military/Naval Science	478±38	N/A	520±23	494±12
Science/Math	449±44	470±13	497±4	498±4

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	474±9	468±14	484±4	481±2
Other	450±7	456±8	473±4	462±2
Undecided	447±20	447±18	445±8	447±5















Figure 5.6.2 Chart Showing Results for Evaluating Sources





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.6.3 Ranked Outcomes/Objectives for Evaluating Sources

	Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc. (534)
	Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.) (537)
	Investigates validity and accuracy by consulting sources identified through bibliographic references. (536)
	Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group. (91)
	Locates and examines critical reviews of information sources using available resources and technologies. (558)
	Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source. (620)
	Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need. (150)
	Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency). (227)
	Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias. (124)
	Distinguishes characteristics of information provided for different audiences. (27)
	Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts. (87)
	Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame. (535)
	Investigates an author's qualifications and reputation through reviews or biographical sources. (206)
	Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view. (538)

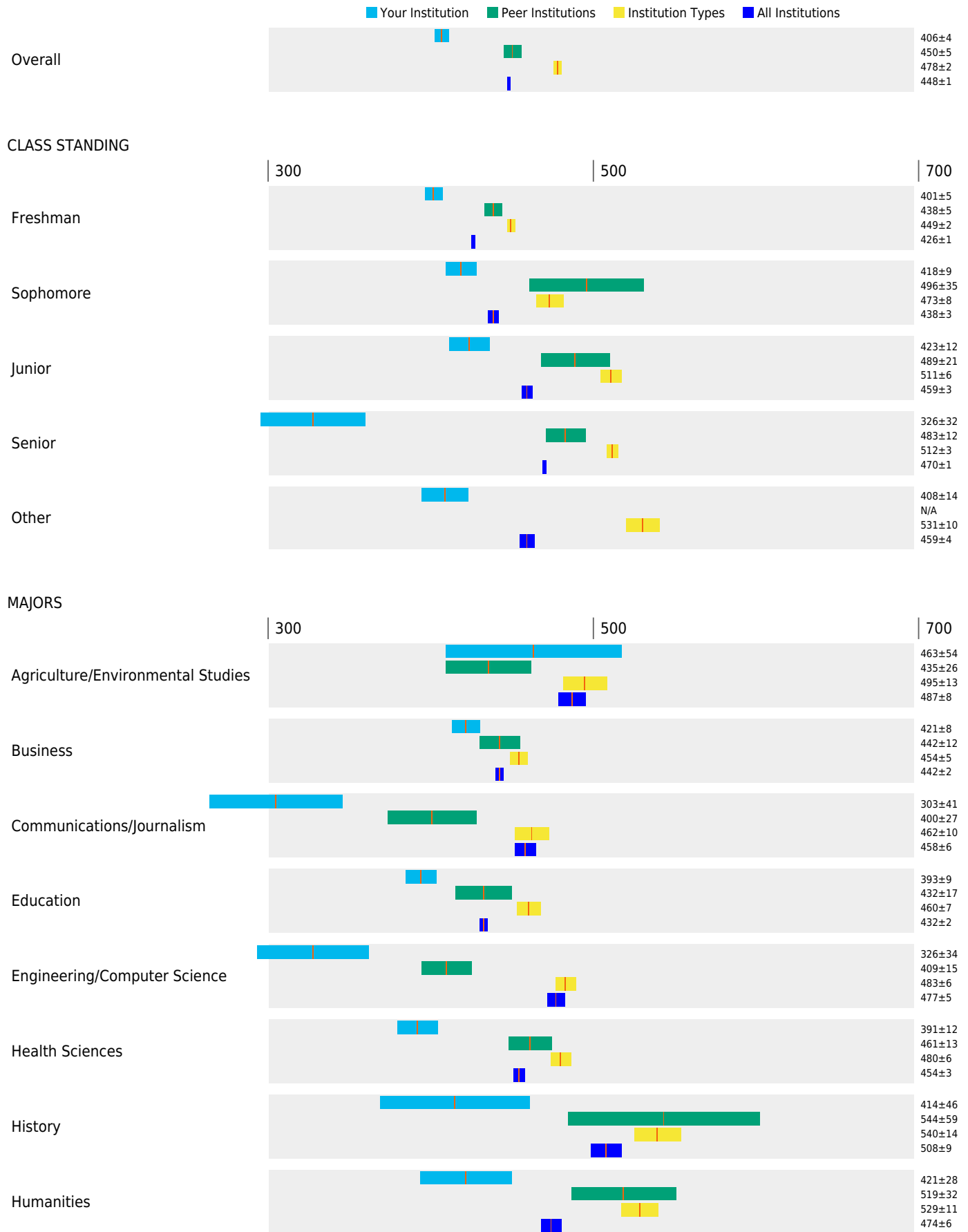
5.7 SAILS Skill Set: Documenting Sources

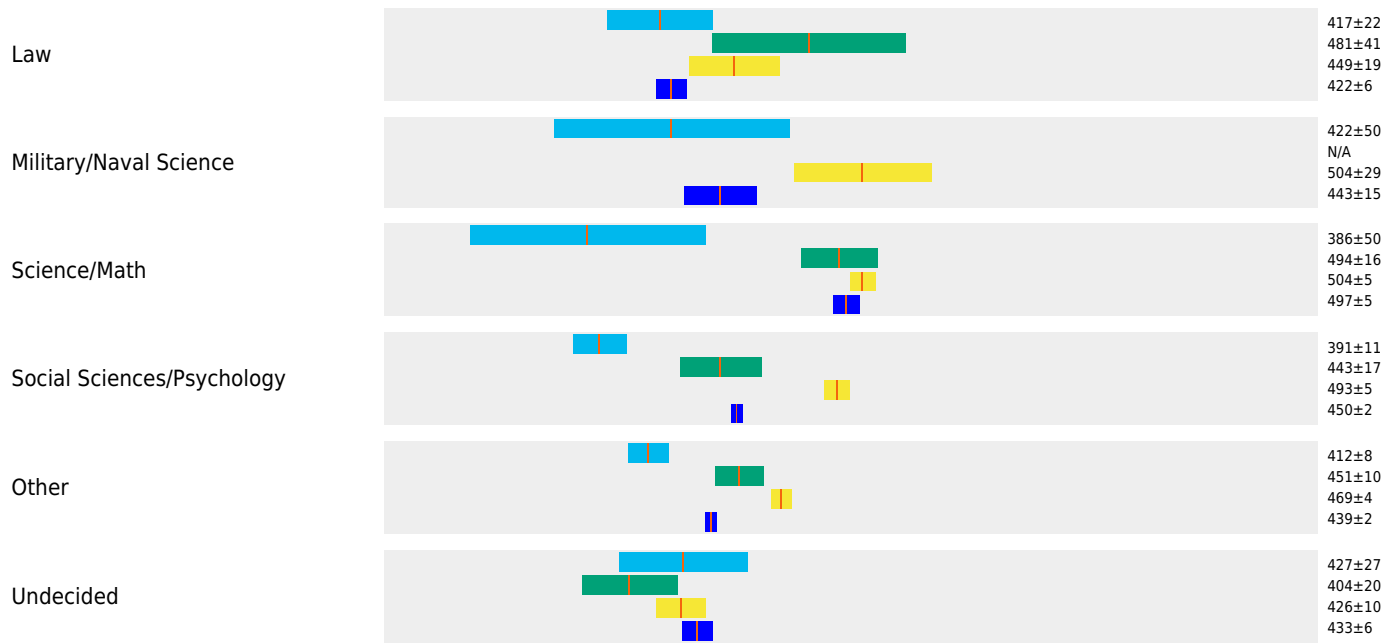
Figure 5.7.1 Table of Results for Documenting Sources

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	406±4	450±5	478±2	448±1
CLASS STANDING				
Freshman	401±5	438±5	449±2	426±1
Sophomore	418±9	496±35	473±8	438±3
Junior	423±12	489±21	511±6	459±3
Senior	326±32	483±12	512±3	470±1
Other	408±14	N/A	531±10	459±4
MAJORS				
Agriculture/Environmental Studies	463±54	435±26	495±13	487±8
Business	421±8	442±12	454±5	442±2
Communications/Journalism	303±41	400±27	462±10	458±6
Education	393±9	432±17	460±7	432±2
Engineering/Computer Science	326±34	409±15	483±6	477±5
Health Sciences	391±12	461±13	480±6	454±3
History	414±46	544±59	540±14	508±9
Humanities	421±28	519±32	529±11	474±6
Law	417±22	481±41	449±19	422±6
Military/Naval Science	422±50	N/A	504±29	443±15
Science/Math	386±50	494±16	504±5	497±5

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	391±11	443±17	493±5	450±2
Other	412±8	451±10	469±4	439±2
Undecided	427±27	404±20	426±10	433±6










Figure 5.7.2 Chart Showing Results for Documenting Sources





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.7.3 Ranked Outcomes/Objectives for Documenting Sources

	Locates information about documentation styles either in print or electronically, e.g., through the library's Web site. (619)
	Identifies different types of information sources cited in a research tool. (622)
	Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.) (44)
	Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview). (557)
	Describes when the format of the source cited may dictate a certain citation style. (512)
	Demonstrates an understanding that different disciplines may use different citation styles. (199)
	Demonstrates an understanding that there are different documentation styles, published or accepted by various groups (528)
	Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.) (589)
	Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style. (634)

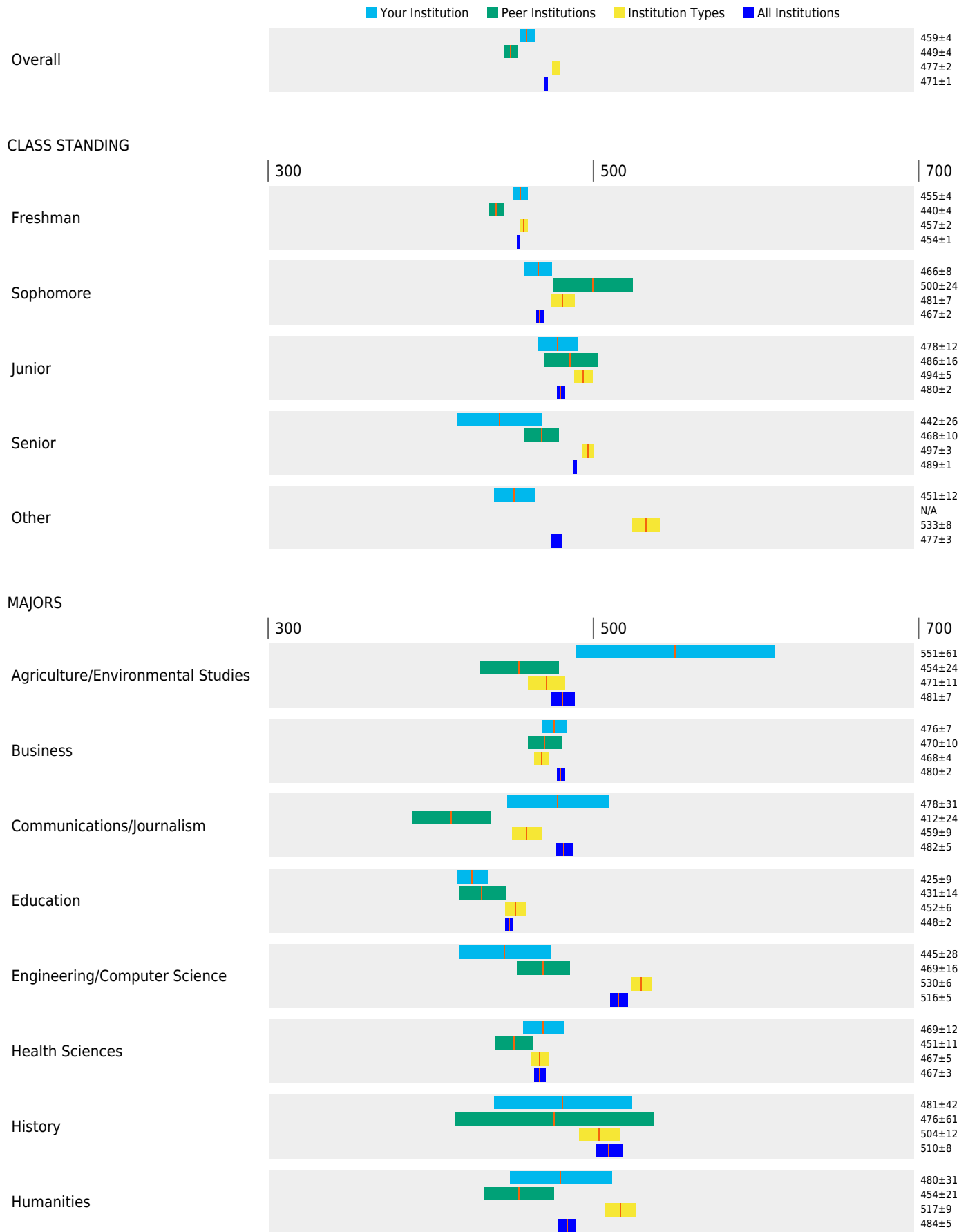
5.8 SAILS Skill Set: Understanding Economic, Legal, and Social Issues

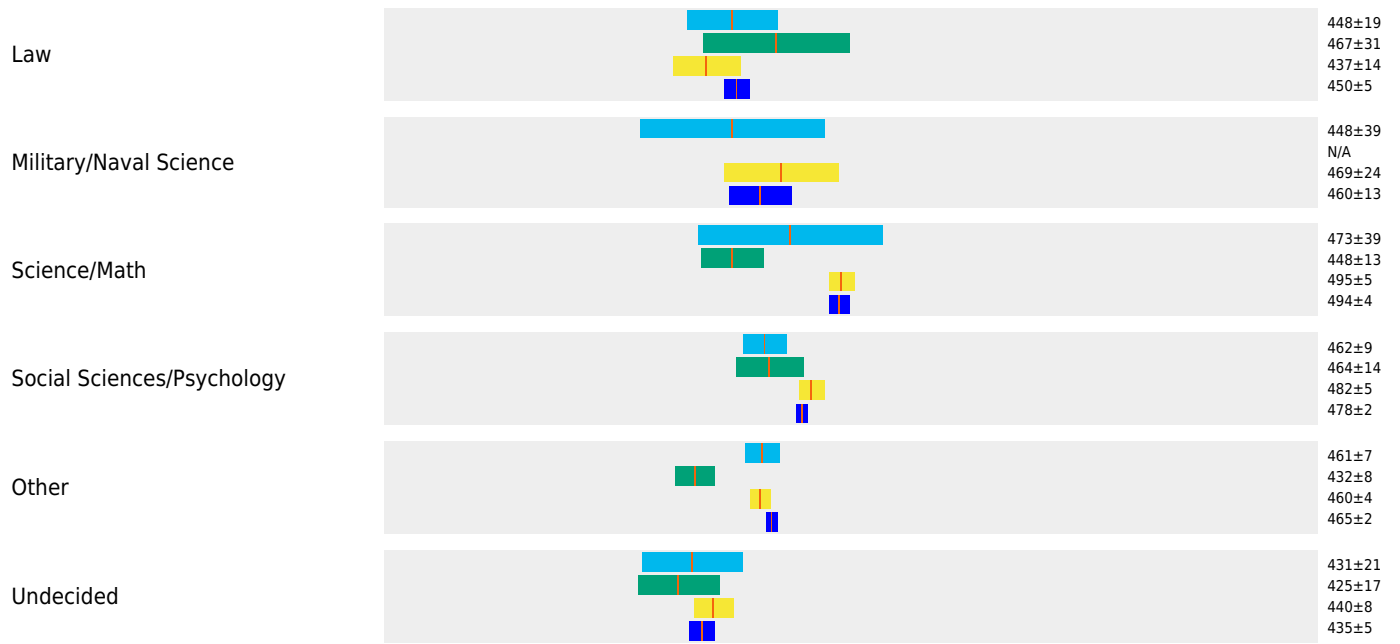
Figure 5.8.1 Table of Results for Understanding Economic, Legal, and Social Issues

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Overall	459±4	449±4	477±2	471±1
CLASS STANDING				
Freshman	455±4	440±4	457±2	454±1
Sophomore	466±8	500±24	481±7	467±2
Junior	478±12	486±16	494±5	480±2
Senior	442±26	468±10	497±3	489±1
Other	451±12	N/A	533±8	477±3
MAJORS				
Agriculture/Environmental Studies	551±61	454±24	471±11	481±7
Business	476±7	470±10	468±4	480±2
Communications/Journalism	478±31	412±24	459±9	482±5
Education	425±9	431±14	452±6	448±2
Engineering/Computer Science	445±28	469±16	530±6	516±5
Health Sciences	469±12	451±11	467±5	467±3
History	481±42	476±61	504±12	510±8
Humanities	480±31	454±21	517±9	484±5
Law	448±19	467±31	437±14	450±5
Military/Naval Science	448±39	N/A	469±24	460±13
Science/Math	473±39	448±13	495±5	494±4

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Social Sciences/Psychology	462±9	464±14	482±5	478±2
Other	461±7	432±8	460±4	465±2
Undecided	431±21	425±17	440±8	435±5











Figure 5.8.2 Chart Showing Results for Understanding Economic, Legal, and Social Issues





This list of outcomes/objectives is ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering; it does not show how well your students performed on a particular outcome/objective. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A yellow bar indicates that your students' mean score is lower than the mean score of your peer institutions. Numbers in parentheses are SAILS test question numbers associated with each outcome/objective. See the included download file, *Cohort Test Subscales and Questions*.

Figure 5.8.3 Ranked Outcomes/Objectives for Understanding Economic, Legal, and Social Issues

-  Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location. (638)
-  Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content. (200)
-  Participates in electronic discussions following accepted practices (e.g. "Netiquette") (595)
-  Identifies and discusses issues related to privacy and security in both the print and electronic environments (136)
-  Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own (119)
-  Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele. (556)
-  Legally obtains, stores, and disseminates text, data, images, or sounds (112)
-  Identifies and discusses issues related to censorship and freedom of speech (122)
-  Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material (117)
-  Demonstrates an understanding of institutional policies related to human subjects research (120)

6. Summary Results Across the ACRL Standards

This section gives high-level results related to the four ACRL tested standards, listed in Figure 6.1. Your results related to each standard are shown with a table in Figure 6.2. Green cells indicate meaningfully higher scores when comparing your institution to peer institutions. Figure 6.3 presents the results in chart format.

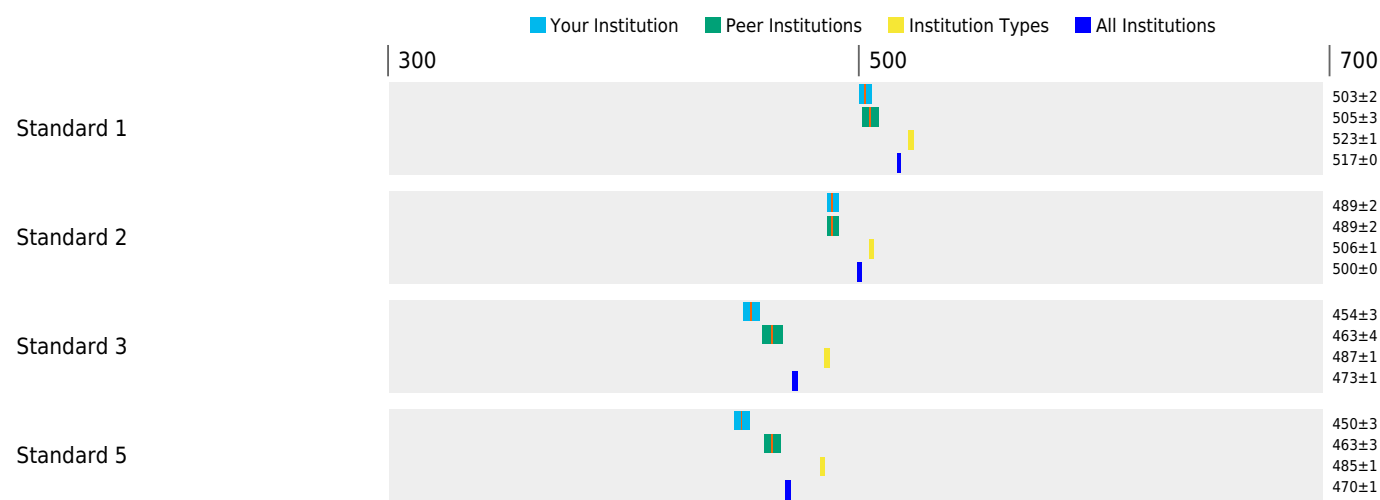
Figure 6.1 ACRL Standards

- Standard 1** The information literate student determines the nature and extent of the information needed.
- Standard 2** The information literate student accesses needed information effectively and efficiently.
- Standard 3** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Standard 5** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Figure 6.2 Table of Summary Results for ACRL Standards

	Your Institution	Your Peer Institutions	Your Institution Types	All Institutions
Standard 1	503±2	505±3	523±1	517±0
Standard 2	489±2	489±2	506±1	500±0
Standard 3	454±3	463±4	487±1	473±1
Standard 5	450±3	463±3	485±1	470±1

Figure 6.3 Chart Showing Summary Results for ACRL Standards



Appendix A. Student Profile

Figure A.1 is a demographic profile of students who took the SAILS test at your institution, as well as cross-institution profiles for your selected peer institutions, for institutions of your selected types, and for all institutions combined. The table reports the available demographic data; not all elements of demographic data were reported for all students. Therefore, percentages for cross-institution characteristics will not always total 100%.

Figure A.1 Student Profile

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	n=1,980		n=1,540		n=10,564		n=55,084	
Characteristic	n	%	n	%	n	%	n	%
CLASS STANDING								
Freshman	1,225	62	1,160	75	5,428	51	19,602	36
Sophomore	373	19	38	2	523	5	4,995	9
Junior	194	10	96	6	993	9	4,710	9
Senior	25	1	243	16	3,264	31	16,431	30
Other	163	8	3	0	356	3	2,280	4
MAJORS								
Agriculture/Environmental Studies	11	1	44	3	221	2	537	1
Architecture	0	0	0	0	20	0	73	0
Business	492	25	252	16	1,636	15	11,448	21
Communications/Journalism	19	1	41	3	362	3	1,118	2
Education	346	17	109	7	671	6	6,114	11
Engineering/Computer Science	17	1	126	8	986	9	1,320	2
General Studies	0	0	44	3	302	3	1,345	2
Health Sciences	179	9	201	13	1,128	11	4,377	8
History	13	1	10	1	157	1	455	1

	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	n=1,980		n=1,540		n=10,564		n=55,084	
Characteristic	n	%	n	%	n	%	n	%
Humanities	28	1	44	3	302	3	1,345	2
Law	65	3	23	1	106	1	1,044	2
Military/Naval Science	13	1	0	0	46	0	182	0
Performing & Fine Arts	9	0	22	1	430	4	685	1
Science/Math	13	1	144	9	1,180	11	1,648	3
Social Sciences/Psychology	252	13	121	8	1,258	12	6,190	11
Other	467	24	339	22	1,700	16	9,943	18
Undecided	56	3	64	4	329	3	984	2

Appendix B. Cross-Institution Lists

Figure B.1 Selected Peer List

Institution Name	Country	Institution Type(s)
California State University, Fresno	US	Masters
Curry College	US	Baccalaureate - Liberal Arts
East Central University	US	Baccalaureate - Liberal Arts
Thomas College	US	Masters

Figure B.2 Selected Institution Types List

Institution Name	Country	Institution Type(s)
Abilene Christian University	US	Masters
Baldwin-Wallace College	US	Masters
California State University, Fresno	US	Masters
California State University, Los Angeles	US	Masters
Central Methodist University	US	Baccalaureate - Liberal Arts
CETYS University	MX	Masters
Curry College	US	Baccalaureate - Liberal Arts
East Central University	US	Baccalaureate - Liberal Arts
Eckerd College	US	Baccalaureate - Liberal Arts
Harrisburg University of Science and Technology	US	Masters
Loyola University	US	Masters
Molloy College	US	Masters
Mount St. Mary's University	US	Masters
Northern State University	US	Masters
Patrick Henry College	US	Baccalaureate - Liberal Arts
Pikeville College	US	Baccalaureate - Liberal Arts
Samford University	US	Masters
Thomas College	US	Masters
Thomas Edison State College	US	Masters
University of Maine at Farmington	US	Baccalaureate - Liberal Arts
University of Montevallo	US	Masters
University of Valley Forge	US	Masters
University of Virgin Islands	VI	Masters
William Jessup University	US	Baccalaureate - Liberal Arts

Figure B.3 All List

Institution Name	Country	Institution Type(s)
Abilene Christian University	US	Masters
Ashford University	US	Baccalaureate - General
Baker University	US	Doctorate
Baldwin-Wallace College	US	Masters
Butler County Community College	US	Associates
California State Polytechnic University, Pomona	US	Doctorate
California State University, Fresno	US	Masters
California State University, Los Angeles	US	Masters
Central Methodist University	US	Baccalaureate - Liberal Arts
Central Wyoming College	US	Associates

Institution Name	Country	Institution Type(s)
CETYS University	MX	Masters
Curry College	US	Baccalaureate - Liberal Arts
East Central University	US	Baccalaureate - Liberal Arts
Eckerd College	US	Baccalaureate - Liberal Arts
Harrisburg University of Science and Technology	US	Masters
Johnson & Wales University	US	Baccalaureate - General
Kaiser Permanente School of Allied Health Sciences	US	Baccalaureate - General
Loyola University	US	Masters Doctorate
Lynchburg College	US	Doctorate
Manchester Community College	US	Associates
Molloy College	US	Masters
Mount St. Mary's University	US	Masters
Northern State University	US	Masters
Palm Beach State College	US	Associates
Patrick Henry College	US	Baccalaureate - Liberal Arts
Pepperdine University Library	US	Doctorate
Pikeville College	US	Baccalaureate - Liberal Arts
Samford University	US	Masters
St. Johns River State College	US	Baccalaureate - General
The Culinary Institute of America	US	Baccalaureate - General
Thomas College	US	Masters
Thomas Edison State College	US	Masters
University of Lethbridge	CA	Doctorate
University of Maine at Farmington	US	Baccalaureate - Liberal Arts
University of Montevallo	US	Masters
University of San Francisco	US	Doctorate
University of Tennessee at Martin	US	Baccalaureate - General
University of Valley Forge	US	Baccalaureate - General Masters
University of Virgin Islands	VI	Masters
Valencia Community College	US	Associates
William Jessup University	US	Baccalaureate - Liberal Arts
Wor-Wic Community College	US	Associates