

ATI Library Long Term Follow-up Testing for Information Literacy Tutorials

The ATI Library implemented information literacy tutorials and assessment in Fall 2008, which are required in all orientation classes (FAES100 and General Studies 201T). Students take a pretest to measure their information literacy skills prior to taking the tutorials. Then they take six tutorials covering sources/reliability, general searching, books, periodicals/databases, internet, and copyright/plagiarism. Immediately following each tutorial, the students take a short post-quiz to measure their short-term retention in that topic area as well as reinforce important information. So far 823 students have taken the pretest and 713 students have completed all the post-quizzes.

Beginning in Fall 2009, the library began long-term follow-up testing to measure these students' information literacy skills retention over time. The follow-up testing is conducted in three courses:

- Gen Comm T113 (Technical Reporting)
- Gen Comm T114 (Business Communication)
- Ag Comm 367 (Agricultural Issues in Contemporary American Society)

So far 277 students have taken the long-term follow-up test. These students had taken the pretest, tutorials, and post-quizzes one to five quarters earlier.

The tutorials and all related assessments (pretest, post-quizzes, and long-term follow-up) were updated in Summer 2010 as follows:

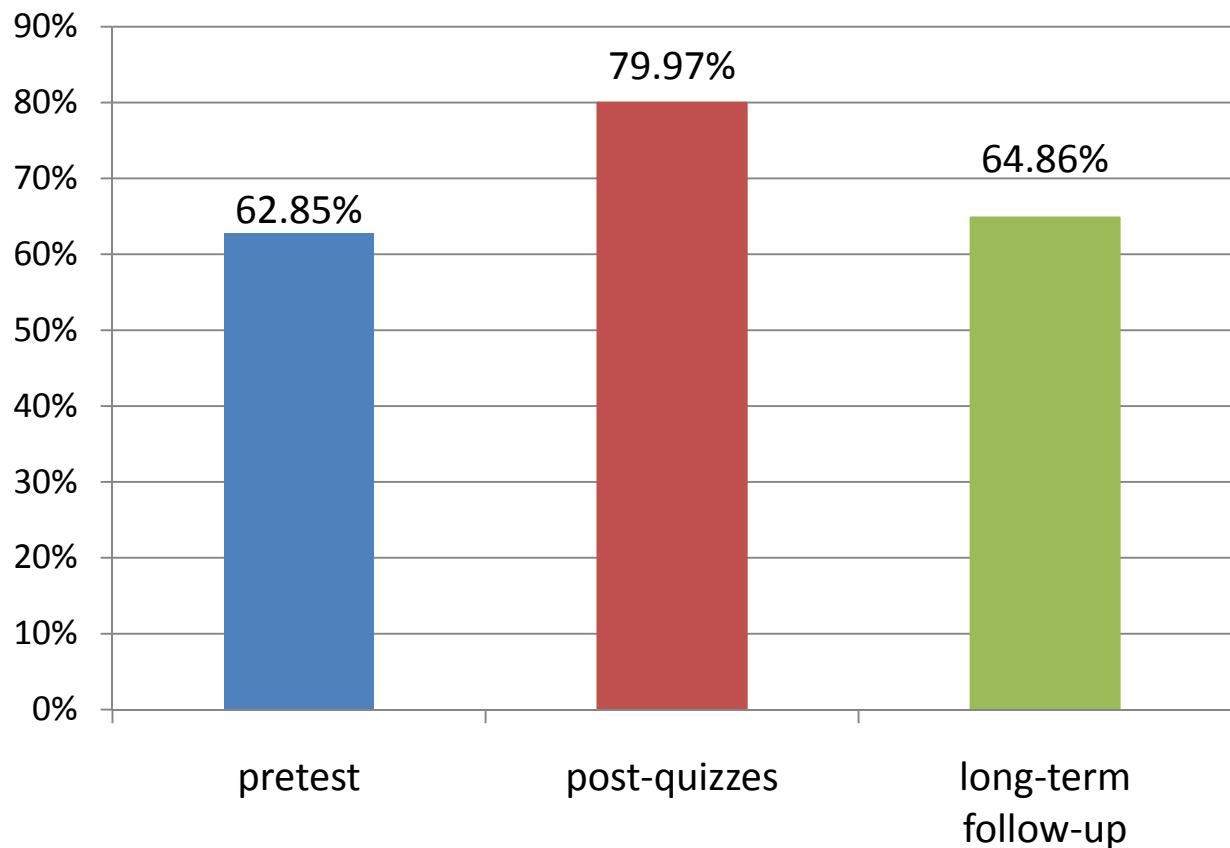
- Consistently high-scoring questions were replaced to test other knowledge
- Many questions on the post-quiz and long-term follow-up were changed to scenarios, requiring students to process what they learned and apply it to a situation
- Problematic questions were reworded
- All tutorials were shortened to 10 minutes or less
- On the pretest and long-term follow-up, topic areas no longer have the same amount of questions; the searching topic now has six questions and the books topic has three. The number of questions changed based on how many concepts within a topic needed assessed

These updates have improved the tutorials and the ability to measure specific knowledge areas. However, it makes comparing assessment results across different years less precise since the measurement tools have changed over time.

The chart below shows students' average scores for the pretest, post-quizzes, and long-term follow-up test. These averages include all data collected since Fall 2008.

- Students learned from the tutorials as evidenced by the increase of over 17% between the pretest and post-quizzes.
- Students lost some of that knowledge over time as evidenced by the decrease between the post-quizzes and long-term follow-up.
- Overall, students did retain some tutorial information since the long-term follow-up average is higher than the pretest average.

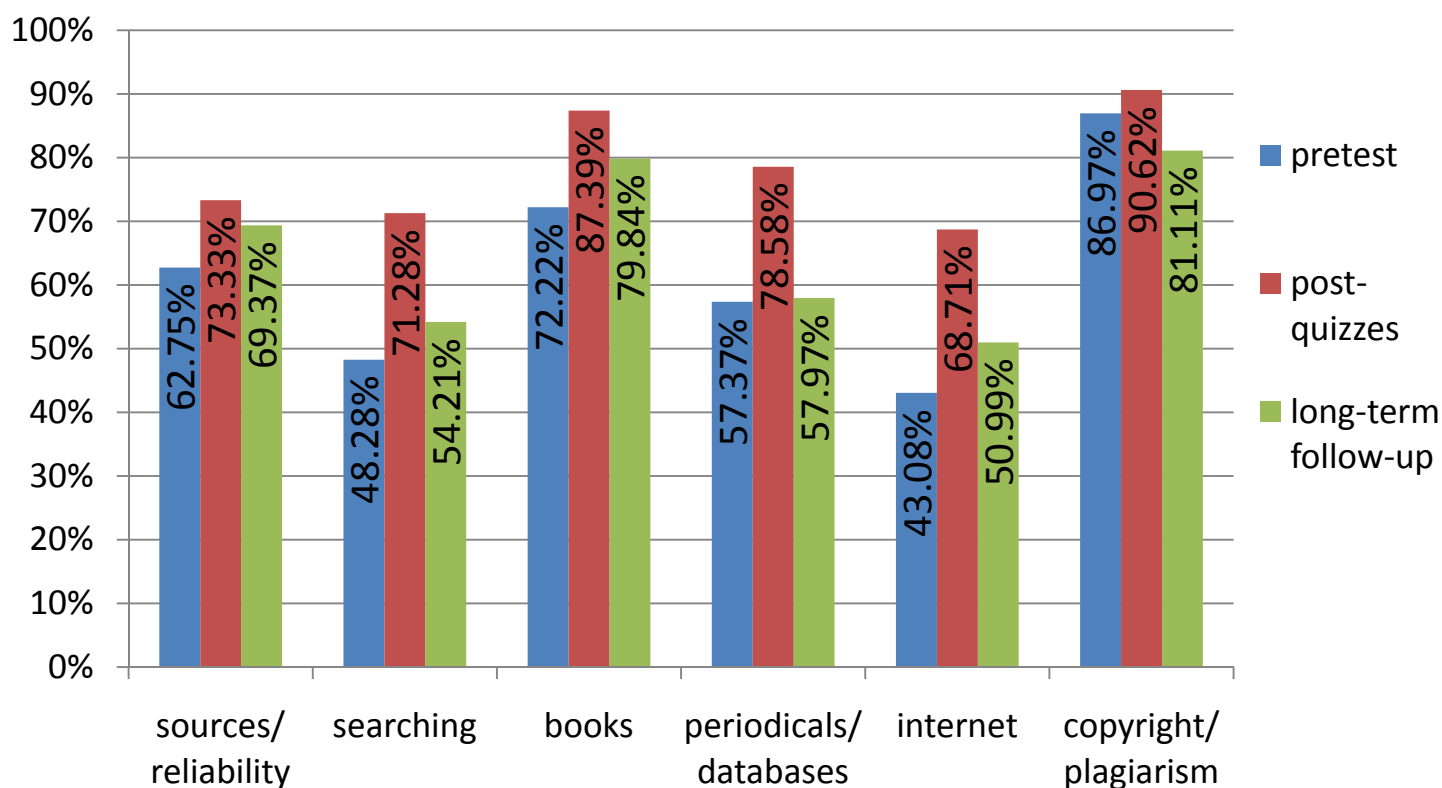
Overall Information Literacy Assessment Averages



The chart below shows students' average scores for the pretest, post-quizzes, and long-term follow-up test by topic area. These averages include all data collected since Fall 2008.

- The long-term follow-up averages of four topics, sources/reliability, searching, books, and internet, are at least 6% higher than the original pretest, indicating retention.
- The periodicals/databases average demonstrates the largest decrease in retention from the post-quizzes to the long-term follow up. This may be due to the lack of library database use by ATI students. A question on the long-term follow-up asked how often they use the library catalog and/or databases; 47% of students said never, and 46% said 1-2 times a quarter.
- The copyright/plagiarism long-term follow-up average is lower than the original pretest scores. A possible cause for this decrease is that this section saw the most questions changed to scenarios, which asks them to apply their knowledge in specific situations. These questions may be more difficult than the standard multiple choice questions that were previously on the pretest and post-quizzes.

Information Literacy Assessment Averages by Topic



Overall, the assessments illustrate students do retain information literacy skills over time, and the amount of retention varies by topic. The library will continue to collaborate with faculty to incorporate information literacy activities into the classroom. Reinforcement of these skills in ATI courses should help students retain what they learned in the library tutorials.