

# Fall 2005 Information Literacy Test Results University Life 101

## **Background**

The information literacy component is one of four objectives of University Life 101. A 24 item multiple choice test was designed to address four of the five information literacy standards formulated by the Association of College & Research Libraries (ACRL). A series of three lectures geared to the standards were given to University Life 101 classes. Librarians in the Library Instruction Program performed the lectures. In addition, UNIV instructors were asked to provide students information not covered in the three lectures.

**Pre Test Cohorts:** At the beginning of the semester the Information Literacy test was given to:

- 11 randomly selected UNIV courses (N=254)
- A freshmen control group of non-University Life students (N=17)

**Post Test Cohorts:** At the end of the semester the Information Literacy test was given to:

- The 11 randomly selected UNIV courses
- The freshmen control group
- 8 additional, randomly selected UNIV courses (post only)

## **Design Summary:**

- Pre and post test: 11 UNIV 101 sections; 1 control group (not in UNIV 101)
- Post only: 8 UNIV 101 sections

## **Pre Test Results**

The pre test results indicated students in all classes had approximately the same level of information literacy knowledge. A post hoc analysis of the pre test revealed no significant differences between class sections on total mean correct. The analysis included the freshmen control group. The mean correct pre test score was 15.51.

## **Pre + Post vs Post Test Only**

Repeated exposure to the test appears to increase the mean post test score. The group receiving both a pre and a post test had significantly higher mean post test scores than the group receiving only the post test ( $p < .01$ ).

Administration	Mean Correct	N
Pre + Post Test	17.03	214
Post Only	16.14	170

## **Pre Post Matching Scores**

There was a mean positive change of 1.67 between the pre and post test scores of individual students (N=193). The change for the control group was .56 (N=9). The mean positive change was found to be significant ( $p < .000$ ) using a paired-samples T-Test. However, the post hoc analyses failed to show any significant differences between any of the sections including the control group. Although a significant

difference was found, the meaningfulness of a 1.67 score increase on a 24 item test is questionable.

<b>Pre-Post Administration</b>	<b>Mean Correct</b>	<b>Change</b>	<b>N</b>
Pre Test - Total Correct	15.51	-	202
Post Test – Total Correct	17.18	1.67	202

### **Conclusions**

- Pre test results indicated all the UNIV students and the control group had about the same level of information literacy knowledge.
- Administering the test twice (pre-post test design) appears to increase the post test scores. A pre-post design increased scores 1.67 but the post test only administration increased by a mere .64. Most of the 1.67 increase appears to come from repeating the test administration.
- It is likely the ‘treatment’ was not applied equally in all sections. The full treatment consisted of the series of 3 lectures supplemented by UNIV instructors. The extent that UNIV instructors presented this information is unknown. It’s likely the test addressed one or more of the standards not covered by either the lecture series or the UNIV instructors. Better integration between the ACRL standard, the test items, and the information presented in the lecture series is needed.

	<b>Standards</b>
Covered by test	1, 2, 3 and 5
Covered in lecture series	1,2 and part of 3
Covered by UNIV instructors	Part of 3, 4 and 5

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