TRiO Student Support Services

Cultivating Information Literacy in First-Generation College Students

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Description of NOVA

• NOVA is a federally-funded TRiO project. Its legislative intent is to increase retention and graduation rates of low-income and first generation students.

• NOVA accepts 80 to 100 first-time freshmen students into the program each fall.

• A variety of academic and social support services are delivered through the 4 sections of Academic Orientation, which are taught by NOVA professionals.

Project Background

• EKU Libraries has traditionally offered library orientation to all freshmen through the GSO 100 (Academic Orientation) courses.

• Fall 2005 marked the beginning of a new approach to library orientation.

• EKU Libraries developed a series of online tutorials to inform first-year students about library services and resources.

Assessment Questions

• How does tailored **library instruction** impact information literacy (IL) compared with students who receive only **online library tutorials**?

• Is there a relationship between the type of library instructions and students attitudes about the library?

• Does information literacy (IL) persist over time and does that vary by instructional method?

Phase I Action Steps

• Two NOVA GSO 100 sections (n = 48) received library instruction via online tutorials only (Control Group).

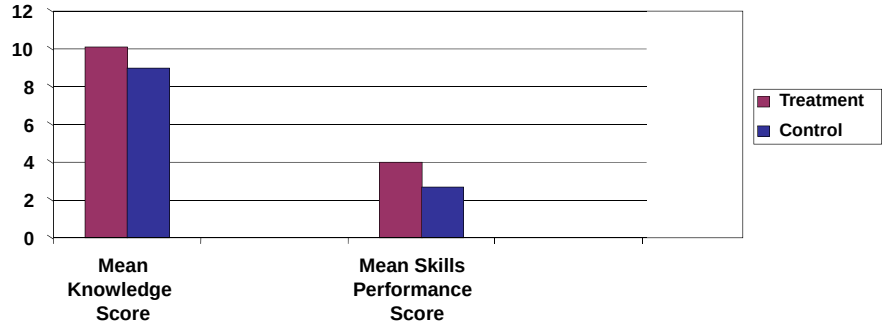
• Two NOVA GSO 100 sections (n = 59) received online tutorials *and* face-to-face library instruction in conjunction with a library-integrated assignment (Treatment Group).

Independent t-Test Results

The Treatment group correctly answered more knowledge questions, and located more skills performance answers than the Control group.

Test	Group	N	Mean	Std. Dev.	t	Sig. (2-tailed)
Knowledge	Treatment	36	10.11	1.70	2.435	.017
	Control	44	9.00	2.26		
Skills	Treatment	36	3.97	1.02	4.581	.000
	Control	44	2.68	1.41		

Phase I Results



Phase II Action Steps

• NOVA students (n=32) voluntarily enrolled in one of four specific ENG 102 sections for Spring semester of 2006. Students completed a second assessment of Attitudes, Knowledge, and Skills in April 2006.

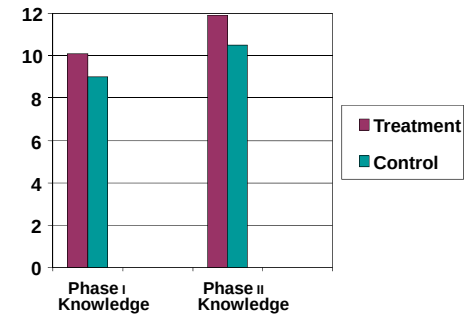
• Research papers from these sections were collected. The Performance (IL) portion of the ENG 102 rubric was then applied to assess retention and application of research skills. Data analysis was performed during the summer of 2006.

Phase II Results

• SAMPLE SIZE
n=9 for Treatment group; n=15 for Control
ATTITUDINAL (n.s.) Xt=4.55 & Xc=4.33 / 6.00
SKILLS TEST (n.s.) Xt=4.78 & Xc=4.60 / 5.00
KNOWLEDGE ($p \leq .05$) Xt=84.9% & Xc=75.2%

Persistent: Present over the course of two semesters
Additive: Knowledge for both groups increased with additional library instruction
Cumulative: Treatment group's relative advantage increased

Phase I & II Means Comparisons



Phase II Results – IL Rubric

•PERFORMANCE (n.s)
Xt=3.27 & Xc=3.07 / 8.00

•Sample Size (small): n=15 for Control group; n=11 for Treatment group

•Multiple elements within the ENG 102 IL Rubric (example: Quality & Quantity)

The Future

•TESTING CHANGE – Revision of ***all*** test instrumentation.

•CURRICULAR CHANGE – From an occupation-related to a health-related assignment

•INSTRUCTIONAL METHODS CHANGE – To a synergistic, multiple-course approach: The new NOVA Curricular Learning Community (CLC)