

Introduction to ILAAP Reports

The Information Literacy Assessment & Advocacy Project (ILAAP) is an assessment tool designed to analyze student information literacy skills in library information sessions. ILAAP reports summarize the results of tests given to students in library information sessions and are produced with the help of the open source information literacy assessment software WASSAIL, which was developed at the University of Alberta Augustana Campus (<https://guides.library.ualberta.ca/augustana/information-literacy/wassail>). This guide will explain the types of ILAAP reports, the components of an ILAAP report, and how to read an ILAAP report.

1. Types of Reports

There are different types of reports that can be generated from the data collected from student responses.

- One Shot: One-Shot reports display the results of one-time tests that can be administered at any time. The intent is to capture students' grasp of information literacy concepts at a specific point in time.
- Pre-Test: Pre-Test reports are generated from student responses to a test that students complete before they attend a library information session. These reports can help indicate the level of information literacy students have going into a library information session.
- Post-Test: Post-Test reports are generated from student responses to test questions given after a library information session. Post-Test reports can help indicate the development of information literacy skills as a result of the library information session.
- Gains Analysis: Gains Analysis reports combine data from a pre-test report and a post-test report to show net changes in the students' information literacy skills as a result of the library information session.

2. One Shot, Pre-Test, and Post-Test Reports

Reports for One Shot Tests, Pre-Tests, and Post-Tests all have the same general appearance. When generating the reports, ILAAP staff select the appropriate criteria (consisting of template, course, year, term and type) to generate the requested report. This can be seen at the top of the ILAAP Report. To see this in the context of an ILAAP report, see Appendix 1: Section A or Appendix 2: Section A.





Template(s)	Course(s)	Year(s)	Term(s)	Type(s)
Expand Template/Course/Year boxes				
[2454] Edgemont Library - 2017 - WINTER - ANTHRO 389 [4925] Gardenview Library - 2016 - WINTER - ENG 100 [4882] Gardenview Library - 2017 - FALL - ENG 100 [1245] Valleyside Library - 2016 - FALL - BIO 102 [3214] Westminster Library - 2015 - FALL - ECON 201	[1147] BIO 108 [1163] PSY 250 [1101] PHIL 260 [1132] ECON 102 [1172] ENG 100	--All-- 2017-2018 2016-2017 2015-2016 2014-2015	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input type="checkbox"/> Pre-test <input type="checkbox"/> Post-test <input checked="" type="checkbox"/> One shot <input type="checkbox"/> Survey
Chosen: Gardenview Library - 2016 - WINTER - ENG 100 Gardenview Library - 2017 - FALL - ENG 100	Chosen: ENG 100	Chosen: 2017-2018 2016-2017		

In the reports, **quantitative** questions are displayed along with their available answers and a summary of responses provided by the students. Results are aggregated and displayed in the form of a bar graph, along with percentage and number of respondents selecting particular answers. To see this in the context of an ILAAP report, see Appendix 1: Section B.

(4305) I have attended a library instruction session previously			Responders: 14	Responses: 14
(16461)	Yes		79%	11
(16462)	No		7%	1
(16463)	I am not sure		14%	2

Note: If the number of responses exceeds the number of responders, this simply means that at least one question had a “Select all that apply” response type which allows students to select multiple answers to a single question.

Quantitative questions with a correct answer highlight the answer with bold text and a gold bar. To see this in the context of an ILAAP report, see Appendix 1: Section D.

(3891) To physically locate a book on the shelf, you will need the:			Responders: 14 Responses: 14	
(14817)	Barcode number		7%	1
(14879)	Call number		7%	1
(14880)	International Standard Book Number (ISBN)		71%	10
(14881)	I do not know		14%	2

Qualitative question results display individual written responses. To see this in the context of an ILAAP report, see Appendix 1: Section C.

(3094) What is the most useful thing you learned in today's library instruction session?	
(201360)	More about MLA specific
(201361)	I did not learn anything new in the session
(201362)	I think I'm quite familiar with MLA. I guess the reminder about pictures.
(201363)	Specificity is key.
(201364)	How to cite a longer section vs. full book. Who to cite in text when citing a chapter.
(201365)	What RefWorks is.
(201366)	Citing a whole book and just a chapter in MLA.
(201367)	How to cite, the library hours and email.
(201368)	I did not learn anything new in the session
(201369)	- learned the format of citing a chapter vs. citing an edited book. - common knowledge does not need to be cited - sources to help with citations: RefWorks
(201370)	Philosophy is MLA Tools to help with citations.
(201371)	The examples of what needs to be cited. eg. opinions and facts.
(201372)	I need to cite social media sources & my paraphrasing
(201373)	"When to cite" was really useful. It taught me how to distinguish a sentence that should be cited vs. one that does not need to be.
(201374)	How to cite a paraphrase

3. Gains Analysis Reports

a. Reading a Gains Analysis Report

Gains Analysis reports only display quantitative questions that appear on both the Pre-Test and Post-Test. The top of the report will display the Pre-Test and Post-Test used to generate the report. To see this in the context of an ILAAP report, see Appendix 2: Section A.

When reading a Gains Analysis Report, Pre-Test and Post-Test results for the same question will appear in the same rows together. The Pre-Test results will appear first and the Post-Test second. A comparison of the results from the Pre-Test and Post-Test appears at the end of the row.

		Results from the Pre-Test			Results from the Post-Test			Comparison of the answers for the Pre- and Post-Test		
(3963)	Which of the following is a characteristic of a scholarly article?		Set 1 count: 20		Set 2 count: 12		Difference			
(15096)	Contains a relevant list of references		80%	16		100%	20%	-4		
(15097)	Is written by a journalist		0%	0		0%	0%	0		
(15098)	Provides a professor's opinion about a controversial event		15%	3		0%	-15%	-3		
(15099)	I do not know		5%	1		0%	-5%	-1		

The following example explains each component of a Gains Analysis Report.

The Question ID and Question		Percentage of responses for each answer			Visual representation of the net gain and loss of responses for each answer			The net difference of responses for each answer	
(3894)	You are searching for articles on gender discrimination in the workplace. You searched a library database using the keywords gender, discrimination, and workplace, but got too many results. How would you refine your keywords to get fewer results?		Set 1 count: 7		Set 2 count: 7		Difference		
(14820)	Use broader terms for workplace		29%	2		29%	0%	0	
(14888)	Use narrower terms for discrimination		14%	1		57%	43%	3	
(14889)	Use synonyms for gender		43%	3		14%	-29%	-2	
(14890)	I do not know		14%	1		0%	-14%	-1	

The available answers

Visual representation of the number of responses for each answer

Number of responses for each answer

Percentage of the net gain and loss of response for each answer

b. The “Difference” Column in a Gains Analysis Report

The following examples demonstrate how the bar graph in the “Difference” column of a Gains Analysis Report displays an increase or decrease in response selection. A green bar does not necessarily mean more students have answered correctly. Green bars in the “Difference” column indicate increases in a specific answer being selected. Red bars indicate decreases in response selection. An answer with no bars appearing indicates there has been no increase or decrease in response selection.

Increases in Correct Responses

For questions with a correct answer, a green bar appearing in the gold highlighted row and red in the other rows shows an increase in correct responses. The following example depicts a decrease in incorrect answers being selected and an increase in the correct answer being selected. To see this in the context of an ILAAP report, see Appendix 2: Section C.

















(3897) You've been given the following APA citation: Profen, I.B. (2004). The impact of alcohol on university students' ability to concentrate during exams. <i>College Students</i> , 38(3), 30-45. doi:10.1037/0735-7044.121.1.21 What are you looking for?		Set 1 count: 18		Set 2 count: 17		Difference				
(14823)	A book chapter		6%	1		6%	1		0%	0
(14894)	A journal article		50%	9		82%	14		32%	5
(14895)	A magazine article		17%	3		12%	2		-5%	-1
(14896)	I do not know		28%	5		0%	0		-28%	-5

Decrease in selection of incorrect answers

Increase in selection of the correct answer

Increases in Incorrect Reponses

A green bar appearing in a non-gold highlighted row and a red bar appearing in the gold highlighted row indicates a decrease in selections of the correct answer and an increase in incorrect responses. The following example depicts a decrease in the correct answer being selected and an increase in an incorrect answer being selected. To see this in the context of an ILAAP report, see Appendix 2: Section D.



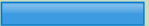
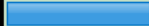
(4234) You are researching the dramatic decline in honey bee populations since 2007. An article written in 2007 suggests widespread pesticide overuse is responsible for bee population decline. Another article, written in 2012, concludes the proliferation of wireless communication devices and transmission towers to be the cause. In this case, should you:				Set 1 count: 37		Set 2 count: 33		Difference			
(16164)	Consider that both may have valid conclusions		68%	25		45%	15			-23%	-10
(16163)	Use the 2007 article because pesticide overuse seems like a more likely cause for the decline		11%	4		24%	8			13%	4
(16162)	Use the 2012 article because it is more recent research		14%	5		27%	9			13%	4
(16165)	I do not know		8%	3		3%	1			-5%	-2


Decrease in selection of the correct answer

Increase in selection of incorrect answers

Not Applicable

When no bars appear, this indicates that no change has occurred in the percentage of responses for each answer. The following example gathers information on the participant's year of study, which did not change between the Pre-Test and Post-Test. To see this in the context of an ILAAP report, see Appendix 2: Section B.

(3089) Your year of study:				Set 1 count: 2		Set 2 count: 2		Difference			
(11751)	1st		50%	1		50%	1			0%	0
(11752)	2nd		50%	1		50%	1			0%	0
(11753)	3rd		0%	0		0%	0			0%	0
(11754)	4th		0%	0		0%	0			0%	0
(11755)	Other		0%	0		0%	0			0%	0



No change in the percentage of responses for each answer

Appendix 1: One Shot, Pre-Test, and Post-Test Reports

Template(s)	Course(s)	Year(s)	Term(s)	Type(s)
[2454] Edgemont Library - 2017 - WINTER - ANTHRO 389 [4925] Gardenvue Library - 2016 - WINTER - ENG 100 [4982] Gardenvue Library - 2017 - FALL - ENG 100 [1245] ValleySide Library - 2016 - FALL - BIO 102 [3214] Westminster Library - 2015 - FALL - ECON 201	[1147] BIO 108 [1163] PSY 250 [1101] PHIL 260 [1132] ECON 102 [1172] ENG 100	--All-- 2017-2018 2016-2017 2015-2016 2014-2015	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input type="checkbox"/> Pre-test <input type="checkbox"/> Post-test <input checked="" type="checkbox"/> One shot <input type="checkbox"/> Survey
Chosen: Gardenvue Library - 2016 - WINTER - ENG 100 Gardenvue Library - 2017 - FALL - ENG 100				
Chosen: ENG 100				
Chosen: 2017-2018 2016-2017				
Show questions...				

Question ID	Question Text	Response Distribution	Percentage	Count
(4305)	I have attended a library instruction session previously			Responders: 14 Responses: 14
(16461)	Yes		79%	11
(16462)	No		7%	1
(16463)	I am not sure		14%	2
(4241)	The library instruction in this class taught me something new about research.			Responders: 14 Responses: 14
(16174)	Strongly disagree		0%	0
(16175)	Disagree		0%	0
(16201)	Neutral		0%	0
(16176)	Agree		57%	8
(16177)	Strongly agree		43%	6
(4300)	What would you like to know more about?			
201624	I would like to know how to go into depth when I research a specific topic.			
201625	I can't think of anything I would like to know more about right now			
201626	I can't think of anything I would like to know more about right now			
201627	I can't think of anything I would like to know more about right now			
201628	I can't think of anything I would like to know more about right now			
201629	More info on how to cite information in your paper			
201630	I can't think of anything I would like to know more about right now			
201631	I can't think of anything I would like to know more about right now			
201632	I can't think of anything I would like to know more about right now			
201633	I can't think of anything I would like to know more about right now			
201634	There's not really much I would like to know more about.			
201635	I would love to know more about using each of the databases and to be able to group them by subject and course.			
201636	I can't think of anything I would like to know more about right now			
201637	I can't think of anything I would like to know more about right now			
(3877)	The most efficient way to search for reliable articles for your research paper is to:			Responders: 14 Responses: 14
(14764)	Go to the periodical stacks and look through the magazines and journals		0%	0
(14765)	Search for articles in web search engines		29%	4
(14766)	Search for citations in library databases		71%	10
(14767)	I do not know		0%	0
(3966)	When searching a specialized database for articles on your topic, it is recommended to use the terminology specific to the database. Which parts of the database record are good sources for terms to use in your search?			Responders: 14 Responses: 14
(15108)	Author affiliations, journal title		21%	3
(15109)	Document type, title		50%	7
(15110)	Subject headings, abstract		29%	4
(15111)	I do not know		0%	0

A: Selection Criteria

B: Quantitative responses with no correct answer

C: Qualitative responses

D: Quantitative responses with a correct answer

Appendix 2: Gains Analysis Reports

Parameter set 1

Template(s)	Course(s)	Year(s)	Term(s)	Type(s)
[2454] Edgemont Library - 2017 - WINTER - ANTHRO 389 OS [4925] Gardenvue Library - 2017 - FALL - ENG 100 POS [4882] Gardenvue Library - 2017 - FALL - ENG 100 PRE [1245] Valleyside Library - 2016 - FALL - BIO 102 OS [3214] Westminster Library - 2015 - FALL - ECON 201 POS	[1147] BIO 108 [1163] PSY 250 [1101] PHIL 260 [1132] ECON 102 [1172] ENG 100	--All-- 2017-2018 2016-2017 2015-2016 2014-2015	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input checked="" type="checkbox"/> Pre-test <input type="checkbox"/> Post-test
Chosen: Gardenvue Library - 2017 - FALL - ENG 100 PRE	Chosen: ENG 100	Chosen: 2017-2018		

Parameter set 2

Template(s)	Course(s)	Year(s)	Term(s)	Type(s)
[2454] Edgemont Library - 2017 - WINTER - ANTHRO 389 OS [4925] Gardenvue Library - 2017 - FALL - ENG 100 POS [4882] Gardenvue Library - 2017 - FALL - ENG 100 PRE [1245] Valleyside Library - 2016 - FALL - BIO 102 OS [3214] Westminster Library - 2015 - FALL - ECON 201 POS	[1147] BIO 108 [1163] PSY 250 [1101] PHIL 260 [1132] ECON 102 [1172] ENG 100	--All-- 2017-2018 2016-2017 2015-2016 2014-2015	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input type="checkbox"/> Pre-test <input checked="" type="checkbox"/> Post-test
Chosen: Gardenvue Library - 2017 - FALL - ENG 100 POS	Chosen: ENG 100	Chosen: 2017-2018		

Generate
Generate CSV

A: Selection Criteria

Item ID	Question	Set 1 count: 5	Set 2 count: 5	Difference
(1407)	Which resource would be best to find the meaning of "etymology"?			
(5711)	Dictionary	100% 5	100% 5	0% 0
(5712)	Periodical	0% 0	0% 0	0% 0
(5713)	Almanac	0% 0	0% 0	0% 0
(5714)	Directory	0% 0	0% 0	0% 0
(5715)	I don't know	0% 0	0% 0	0% 0
(1308)	The most current information on a topic to be researched would be found in:			
(5664)	a book	20% 1	0% 0	-20% -1
(5665)	an encyclopedia	0% 0	0% 0	0% 0
(5666)	an annotated bibliography	0% 0	0% 0	0% 0
(5667)	a journal article	60% 3	100% 5	40% 2
(5668)	I don't know	20% 1	0% 0	-20% -1
(1299)	This is a citation to: Li, W.-Y. (1999). Dreams of interpretation in early Chinese historical and philosophical writings. In D. Shulman & G. G. Stroumsa (Eds.), <i>Dream cultures: Explorations in the comparative history of dreaming</i> (pp. 17-42). New York: Oxford University Press.			
(5688)	a book	0% 0	0% 0	0% 0
(5689)	a journal article	0% 0	40% 2	40% 2
(5690)	a chapter in a book	80% 4	60% 3	-20% -1
(5691)	I don't know	20% 1	0% 0	-20% -1

B: No Change in Responses

C: Increase in Correct Responses

D: Increase in Incorrect Responses