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# **NSSE 2017 Topical Module Report**

## **Experiences with Information Literacy**

Tennessee Technological University

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## About This Topical Module

Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

## Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Information Literacy' column of this report.

Group label	Information Literacy
Date submitted	5/2/17
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	All other current- and prior-year NSSE institutions who administered module "Experiences with Information Literacy"

## Information Literacy (N=77)

Albright College (Reading, PA)*	Indiana University of Pennsylvania (Indiana, PA)*
American Public University System (Charles Town, WV)*	Longwood University (Farmville, VA)
Assumption College (Worcester, MA)*	Loyola Marymount University (Los Angeles, CA)
ASU Online (Scottsdale, AZ)	Marian University (Indianapolis, IN)
Becker College (Worcester, MA)	Mars Hill University (Mars Hill, NC)
Berkeley College (New York, NY)	Maryland Institute College of Art (Baltimore, MD)
Berry College (Mount Berry, GA)*	Mercy College (Dobbs Ferry, NY)
Brenau University (Gainesville, GA)*	Middle Tennessee State University (Murfreesboro, TN)*
Briercrest College and Seminary (Caronport, SK)	Nevada State College (Henderson, NV)
Brigham Young University (Provo, UT)	New York Institute of Technology (Old Westbury, NY)
Brigham Young University-Hawaii (Laie, HI)*	Northwest Nazarene University (Nampa, ID)
California Lutheran University (Thousand Oaks, CA)	Northwestern Oklahoma State University (Alva, OK)
California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)	Ohio State University at Newark, The (Newark, OH)*
California State University San Marcos (San Marcos, CA)*	Ohio State University-Lima Campus (Lima, OH)*
California State University-Stanislaus (Turlock, CA)	Ohio State University-Mansfield Campus (Mansfield, OH)*
California State University, Monterey Bay (Seaside, CA)	Ohio State University-Marion Campus (Marion, OH)*
Cameron University (Lawton, OK)*	Ohio State University, The (Columbus, OH)*
Central Connecticut State University (New Britain, CT)	Ouachita Baptist University (Arkadelphia, AR)*
Chadron State College (Chadron, NE)	Point Loma Nazarene University (San Diego, CA)
Cheyney University of Pennsylvania (Cheyney, PA)*	Samford University (Birmingham, AL)
Christopher Newport University (Newport News, VA)	Southern Utah University (Cedar City, UT)*
Claremont McKenna College (Claremont, CA)	Southwestern Adventist University (Keene, TX)
Dakota Wesleyan University (Mitchell, SD)	St. Bonaventure University (Saint Bonaventure, NY)*
Dominican College of Blauvelt (Orangeburg, NY)	State University of New York at Geneseo, The (Geneseo, NY)
Eastern Connecticut State University (Willimantic, CT)	Suffolk University (Boston, MA)
Eastern Michigan University (Ypsilanti, MI)*	SUNY Empire State College (Saratoga Springs, NY)
Ferris State University (Grand Rapids, MI)*	Temple University (Philadelphia, PA)*
Grand Valley State University (Allendale, MI)*	Towson University (Towson, MD)
Greensboro College (Greensboro, NC)	United States Naval Academy (Annapolis, MD)
Grinnell College (Grinnell, IA)	University of Baltimore (Baltimore, MD)*

## Information Literacy (N=77), continued

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University of California-Merced (Merced, CA)  
University of Charleston (Charleston, WV)\*  
University of Hawai'i-West O'ahu (Kapolei, HI)\*  
University of Louisiana at Lafayette (Lafayette, LA)\*  
University of Maine at Fort Kent (Fort Kent, ME)  
University of Massachusetts Lowell (Lowell, MA)\*  
University of Montana (Missoula, MT)\*  
University of Montevallo (Montevallo, AL)\*  
University of North Carolina at Greensboro, The (Greensboro, NC)\*  
University of Phoenix - Arizona/ONLINE (Tempe, AZ)  
University of Phoenix - California (Costa Mesa, CA)  
University of Tampa, The (Tampa, FL)  
University of Toledo (Toledo, OH)  
Ursuline College (Pepper Pike, OH)\*  
Wartburg College (Waverly, IA)\*  
West Chester University of Pennsylvania (West Chester, PA)\*  
William Paterson University of New Jersey (Wayne, NJ)\*

\*2016 participant

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how often have you done the following?</b>										
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	INL01a	1	Never	13	4	434	3	<b>2.9</b>	3.1 ***	-0.28
		2	Sometimes	101	33	3,931	22			
		3	Often	106	35	6,512	37			
		4	Very often	86	28	6,352	38			
		Total		306	100	17,229	100			
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	INL01b	1	Never	35	12	910	6	<b>2.6</b>	2.9 ***	-0.32
		2	Sometimes	109	35	4,698	28			
		3	Often	101	34	6,751	38			
		4	Very often	60	20	4,812	28			
		Total		305	100	17,171	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	33	11	967	6	<b>2.6</b>	2.9 ***	-0.26
		2	Sometimes	100	32	4,917	28			
		3	Often	119	40	6,951	39			
		4	Very often	54	18	4,321	27			
		Total		306	100	17,156	100			
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	INL01d	1	Never	66	22	3,071	18	<b>2.2</b>	2.5 ***	-0.35
		2	Sometimes	149	49	5,915	33			
		3	Often	57	19	4,898	28			
		4	Very often	33	11	3,285	21			
		Total		305	100	17,169	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	78	25	4,597	28	<b>2.1</b>	2.1	-0.02
		2	Sometimes	138	46	7,119	41			
		3	Often	65	22	3,852	22			
		4	Very often	22	7	1,574	10			
		Total		303	100	17,142	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	59	20	2,754	18	<b>2.2</b>	2.3 *	-0.12
		2	Sometimes	149	48	7,715	45			
		3	Often	73	24	4,879	27			
		4	Very often	23	7	1,776	10			
		Total		304	100	17,124	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	58	19	2,717	15	<b>2.3</b>	2.5 **	-0.17
		2	Sometimes	125	41	6,553	37			
		3	Often	89	30	5,491	32			
		4	Very often	32	11	2,358	15			
		Total		304	100	17,119	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	80	26	3,377	19	<b>2.1</b>	2.4 ***	-0.27
		2	Sometimes	139	46	6,691	39			
		3	Often	62	20	4,975	29			
		4	Very often	24	8	2,044	13			
		Total		305	100	17,087	100			

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, how much have your instructors emphasized the following?</b>										
a. Not plagiarizing another author's work	INL02a	1	Very little	4	1	304	2	<b>3.6</b>	3.6	-.03
		2	Some	26	8	1,243	7			
		3	Quite a bit	70	24	3,907	22			
		4	Very much	205	67	11,679	69			
			Total	305	100	17,133	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	8	3	314	2	<b>3.3</b>	3.5 **	-0.19 ▽
		2	Some	40	13	1,652	9			
		3	Quite a bit	93	32	4,967	27			
		4	Very much	164	52	10,196	61			
			Total	305	100	17,129	100			
c. Using scholarly or peer reviewed sources in your course assignments	INL02c	1	Very little	14	5	682	4	<b>3.1</b>	3.3 **	-0.18 ▽
		2	Some	63	21	2,573	15			
		3	Quite a bit	102	34	5,320	30			
		4	Very much	126	41	8,533	50			
			Total	305	100	17,108	100			
d. Questioning the quality of information sources	INL02d	1	Very little	20	7	989	7	<b>3.0</b>	3.1 *	-0.14 ▽
		2	Some	72	24	3,461	20			
		3	Quite a bit	110	37	5,567	31			
		4	Very much	102	33	7,077	42			
			Total	304	100	17,094	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	21	7	1,475	9	<b>2.8</b>	2.9	-0.11
		2	Some	101	33	4,332	25			
		3	Quite a bit	86	29	5,337	30			
		4	Very much	95	31	5,840	36			
			Total	303	100	16,984	100			
<b>3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?</b>										
	INL03	1	Very little	19	6	488	4	<b>2.9</b>	3.1 **	-0.18 ▽
		2	Some	68	23	3,231	19			
		3	Quite a bit	132	44	7,585	43			
		4	Very much	85	27	5,813	34			
			Total	304	100	17,117	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how often have you done the following?</b>										
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	INL01a	1	Never	16	5	605	3	<b>3.1</b>	3.3 ***	-0.23
		2	Sometimes	98	22	3,919	16			
		3	Often	136	30	7,214	30			
		4	Very often	192	43	11,966	52			
		Total		442	100	23,704	100			
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	INL01b	1	Never	62	15	1,993	9	<b>2.6</b>	2.9 ***	-0.23
		2	Sometimes	131	30	6,360	27			
		3	Often	138	31	7,636	31			
		4	Very often	109	24	7,670	33			
		Total		440	100	23,659	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	47	12	2,275	10	<b>2.6</b>	2.8 **	-0.14
		2	Sometimes	145	34	6,897	29			
		3	Often	146	32	7,957	33			
		4	Very often	101	22	6,491	28			
		Total		439	100	23,620	100			
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	INL01d	1	Never	136	34	3,178	14	<b>2.2</b>	2.8 ***	-0.58
		2	Sometimes	134	30	5,983	25			
		3	Often	93	20	6,194	26			
		4	Very often	75	16	8,300	35			
		Total		438	100	23,655	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	113	27	6,726	30	<b>2.1</b>	2.1	-0.05
		2	Sometimes	189	42	9,198	38			
		3	Often	105	23	4,962	20			
		4	Very often	32	7	2,757	12			
		Total		439	100	23,643	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	107	27	3,988	18	<b>2.1</b>	2.3 ***	-0.19
		2	Sometimes	183	40	10,614	46			
		3	Often	119	26	6,119	25			
		4	Very often	30	7	2,891	12			
		Total		439	100	23,612	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	72	18	3,097	13	<b>2.4</b>	2.6 ***	-0.22
		2	Sometimes	164	37	8,217	34			
		3	Often	148	33	7,403	31			
		4	Very often	54	12	4,893	21			
		Total		438	100	23,610	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	93	22	3,961	17	<b>2.3</b>	2.5 ***	-0.21
		2	Sometimes	178	41	8,606	36			
		3	Often	116	26	6,989	29			
		4	Very often	51	11	3,983	17			
		Total		438	100	23,539	100			

# NSSE 2017 Experiences with Information Literacy

## Frequencies and Statistical Comparisons Tennessee Technological University

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, how much have your instructors emphasized the following?</b>										
a. Not plagiarizing another author's work	INL02a	1	Very little	12	3	812	3	<b>3.5</b>	3.5	.00
		2	Some	40	10	2,407	10			
		3	Quite a bit	95	22	5,321	22			
		4	Very much	291	65	15,085	65			
			Total	438	100	23,625	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	33	9	855	4	<b>3.2</b>	3.4 ***	-.28
		2	Some	64	15	2,584	11			
		3	Quite a bit	111	25	6,093	25			
		4	Very much	230	51	14,061	61			
			Total	438	100	23,593	100			
c. Using scholarly or peer reviewed sources in your course assignments	INL02c	1	Very little	43	11	1,334	6	<b>3.1</b>	3.3 ***	-.25
		2	Some	72	17	3,037	13			
		3	Quite a bit	113	26	6,008	25			
		4	Very much	208	46	13,189	55			
			Total	436	100	23,568	100			
d. Questioning the quality of information sources	INL02d	1	Very little	51	12	2,298	11	<b>2.9</b>	3.0	-.05
		2	Some	96	23	5,180	22			
		3	Quite a bit	117	26	6,668	27			
		4	Very much	173	38	9,372	40			
			Total	437	100	23,518	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	27	7	1,377	6	<b>3.1</b>	3.1	-.02
		2	Some	82	19	4,380	19			
		3	Quite a bit	134	31	7,095	30			
		4	Very much	191	44	10,550	45			
			Total	434	100	23,402	100			
<b>3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?</b>										
	INL03	1	Very little	11	3	528	3	<b>3.2</b>	3.3	-.03
		2	Some	59	15	3,184	15			
		3	Quite a bit	174	39	8,940	37			
		4	Very much	194	44	10,969	45			
			Total	438	100	23,621	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.



#### First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	Tennessee Tech	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy	Comparisons with: Information Literacy		
INL01a	306	2.87	3.10	.05	.01	0.88	0.84	17,169	.000	-.28
INL01b	305	2.61	2.89	.05	.01	0.93	0.88	314	.000	-.32
INL01c	306	2.64	2.87	.05	.01	0.89	0.88	17,101	.000	-.26
INL01d	305	2.18	2.53	.05	.01	0.90	1.02	319	.000	-.35
INL01e	304	2.12	2.14	.05	.01	0.87	0.93	316	.674	-.02
INL01f	304	2.20	2.30	.05	.01	0.84	0.88	316	.030	-.12
INL01g	304	2.32	2.48	.05	.01	0.90	0.93	17,044	.004	-.17
INL01h	305	2.10	2.36	.05	.01	0.88	0.94	317	.000	-.27
INL02a	305	3.56	3.58	.04	.01	0.70	0.71	17,052	.612	-.03
INL02b	305	3.34	3.48	.05	.01	0.81	0.75	314	.003	-.19
INL02c	305	3.11	3.26	.05	.01	0.89	0.87	17,039	.002	-.18
INL02d	304	2.96	3.09	.05	.01	0.91	0.94	315	.015	-.14
INL02e	303	2.84	2.94	.05	.01	0.95	0.98	16,900	.066	-.11
INL03	304	2.92	3.07	.05	.01	0.86	0.83	17,031	.002	-.18

#### Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	Tennessee Tech	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy			
INL01a	442	3.11	3.30	.04	.01	0.91	0.84	21,218	.000	-.23
INL01b	441	2.65	2.87	.05	.01	1.00	0.97	457	.000	-.23
INL01c	438	2.64	2.78	.05	.01	0.95	0.97	21,133	.003	-.14
INL01d	438	2.19	2.81	.05	.01	1.08	1.07	21,163	.000	-.58
INL01e	439	2.10	2.14	.04	.01	0.88	0.97	461	.304	-.05
INL01f	438	2.13	2.30	.04	.01	0.89	0.90	21,123	.000	-.19
INL01g	437	2.40	2.61	.04	.01	0.91	0.96	456	.000	-.22
INL01h	437	2.27	2.47	.04	.01	0.93	0.97	456	.000	-.21
INL02a	436	3.49	3.49	.04	.01	0.80	0.80	21,129	.967	.00
INL02b	436	3.19	3.42	.05	.01	0.99	0.83	448	.000	-.28
INL02c	434	3.07	3.30	.05	.01	1.03	0.92	448	.000	-.25
INL02d	436	2.91	2.96	.05	.01	1.05	1.02	21,028	.271	-.05
INL02e	432	3.11	3.13	.05	.01	0.95	0.94	20,918	.630	-.02
INL03	437	3.23	3.25	.04	.01	0.81	0.80	21,129	.601	-.03

See the endnotes on the last page of this report.

## Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent  $t$ -tests uses Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the  $t$ -tests. Values differ from  $N$ s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent  $t$ -tests or  $z$ -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses  $z$ -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

### Key to symbols:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.