



NSSE 2019 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	5/6/19
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	All other current- and prior-year (if applicable) NSSE institutions who administered module "Experiences with Information Literacy"

Information Literacy (N=39)

Assumption College (Worcester, MA)	University of Arizona, The (Tucson, AZ)*
Athabasca University (Athabasca, AB)*	University of Minnesota Duluth (Duluth, MN)*
Baker University (Baldwin City, KS)	University of Montana (Missoula, MT)
Brenau University (Gainesville, GA)*	University of Montevallo (Montevallo, AL)*
Caldwell University (Caldwell, NJ)*	University of Portland (Portland, OR)*
California State University San Marcos (San Marcos, CA)*	University of Tampa, The (Tampa, FL)
California State University-Channel Islands (Camarillo, CA)*	Washington & Jefferson College (Washington, PA)
Cedarville University (Cedarville, OH)*	West Texas A&M University (Canyon, TX)
Colorado Mesa University (Grand Junction, CO)	William Woods University (Fulton, MO)
Dominican College of Blauvelt (Orangeburg, NY)	
Elon University (Elon, NC)	
Emporia State University (Emporia, KS)*	
Goldey-Beacom College (Wilmington, DE)*	
Greenville University (Greenville, IL)*	
Husson University (Bangor, ME)*	
Illinois Wesleyan University (Bloomington, IL)	
Indiana University Bloomington (Bloomington, IN)*	
Indiana University East (Richmond, IN)*	
Inter American University of Puerto Rico-Ponce Campus (Mercedita, PR)	
Louisiana State University-Shreveport (Shreveport, LA)*	
Mary Baldwin University (Staunton, VA)*	
Milligan College (Milligan College, TN)	
Oakland University (Rochester Hills, MI)*	
Oklahoma State University (Stillwater, OK)*	
Oregon Institute of Technology (Klamath Falls, OR)*	
Pittsburg State University (Pittsburg, KS)	
Samford University (Birmingham, AL)	
Southern Utah University (Cedar City, UT)	
Southwestern Assemblies of God University (Waxahachie, TX)*	
Springfield College (Springfield, MA)	

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how often have you done the following?										
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	INL01a	1	Never	10	2	288	3	3.0	3.0 *	-0.10 ▽
		2	Sometimes	132	28	2,349	23			
		3	Often	190	43	4,092	40			
		4	Very often	140	27	3,406	34			
		Total		472	100	10,135	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	39	8	535	5	2.7	2.9 ***	-0.20 ▽
		2	Sometimes	157	33	2,727	27			
		3	Often	169	38	4,096	41			
		4	Very often	106	21	2,765	27			
		Total		471	100	10,123	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	35	8	508	5	2.8	2.9 *	-0.11 ▽
		2	Sometimes	141	29	2,839	28			
		3	Often	194	42	4,357	43			
		4	Very often	103	21	2,410	24			
		Total		473	100	10,114	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	101	20	2,031	20	2.3	2.4	-0.09
		2	Sometimes	185	39	3,446	34			
		3	Often	127	28	2,903	28			
		4	Very often	60	13	1,736	17			
		Total		473	100	10,116	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	135	26	2,615	26	2.1	2.2	-0.05
		2	Sometimes	194	43	4,077	40			
		3	Often	106	23	2,507	25			
		4	Very often	37	8	913	9			
		Total		472	100	10,112	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	106	23	1,623	16	2.2	2.3 **	-0.14 ▽
		2	Sometimes	195	42	4,329	43			
		3	Often	122	26	3,141	31			
		4	Very often	49	9	1,007	10			
		Total		472	100	10,100	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	88	18	1,454	14	2.4	2.5 **	-0.12 ▽
		2	Sometimes	184	39	3,856	38			
		3	Often	147	32	3,478	34			
		4	Very often	53	11	1,312	13			
		Total		472	100	10,100	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	98	19	1,779	17	2.2	2.4 ***	-0.16 ▽
		2	Sometimes	206	45	3,943	39			
		3	Often	126	28	3,245	32			
		4	Very often	41	8	1,120	11			
		Total		471	100	10,087	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. During the current school year, how much have your instructors emphasized the following?										
a. Not plagiarizing another author's work	INL02a	1	Very little	5	1	196	2	3.6	3.5 ***	.15 △
		2	Some	27	6	810	8			
		3	Quite a bit	84	18	2,480	24			
		4	Very much	354	74	6,621	66			
		Total		470	100	10,107	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	9	2	164	2	3.5	3.4	.01
		2	Some	33	7	979	10			
		3	Quite a bit	155	35	3,075	30			
		4	Very much	272	56	5,871	58			
		Total		469	100	10,089	100			
c. Using scholarly or peer reviewed sources in your course assignments	INL02c	1	Very little	14	2	331	3	3.3	3.3	.00
		2	Some	71	16	1,464	15			
		3	Quite a bit	156	34	3,316	33			
		4	Very much	229	48	4,968	48			
		Total		470	100	10,079	100			
d. Questioning the quality of information sources	INL02d	1	Very little	24	5	533	5	3.1	3.1	-.02
		2	Some	96	20	2,034	20			
		3	Quite a bit	164	37	3,467	35			
		4	Very much	181	37	4,016	40			
		Total		465	100	10,050	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	36	8	748	7	2.9	2.9	-.01
		2	Some	121	26	2,512	25			
		3	Quite a bit	149	33	3,519	35			
		4	Very much	165	33	3,228	33			
		Total		471	100	10,007	100			
3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?										
	INL03	1	Very little	15	3	252	3	3.0	3.1 *	-.10 ▽
		2	Some	96	22	1,895	19			
		3	Quite a bit	215	46	4,524	45			
		4	Very much	144	29	3,427	33			
		Total		470	100	10,098	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 ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how often have you done the following?										
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	INL01a	1	Never	15	3	287	3	3.1	3.2	-.08
		2	Sometimes	106	23	1,999	19			
		3	Often	164	32	3,638	34			
		4	Very often	225	42	4,979	44			
		Total		510	100	10,903	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	57	13	890	9	2.6	2.8 ***	-.20
		2	Sometimes	175	36	3,093	29			
		3	Often	140	26	3,737	34			
		4	Very often	137	25	3,184	28			
		Total		509	100	10,904	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	65	14	977	10	2.7	2.7	-.08
		2	Sometimes	156	32	3,348	31			
		3	Often	145	28	3,897	35			
		4	Very often	143	26	2,682	24			
		Total		509	100	10,904	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	128	28	1,680	17	2.3	2.7 ***	-.31
		2	Sometimes	161	32	3,002	29			
		3	Often	110	20	2,880	26			
		4	Very often	111	20	3,329	28			
		Total		510	100	10,891	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	138	27	3,050	28	2.1	2.1	-.01
		2	Sometimes	212	43	4,321	39			
		3	Often	105	20	2,352	22			
		4	Very often	53	10	1,167	11			
		Total		508	100	10,890	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	138	29	1,783	17	2.2	2.3 ***	-.18
		2	Sometimes	188	37	4,981	45			
		3	Often	126	24	2,903	26			
		4	Very often	56	10	1,207	11			
		Total		508	100	10,874	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	82	17	1,381	13	2.5	2.6 **	-.13
		2	Sometimes	188	37	3,885	35			
		3	Often	146	28	3,515	33			
		4	Very often	93	17	2,096	19			
		Total		509	100	10,877	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	111	23	1,861	18	2.3	2.4 **	-.14
		2	Sometimes	182	38	4,097	37			
		3	Often	141	27	3,223	30			
		4	Very often	73	13	1,670	15			
		Total		507	100	10,851	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 ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Tennessee Tech		Information Literacy		Tennessee Tech	Information Literacy	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. During the current school year, how much have your instructors emphasized the following?										
a. Not plagiarizing another author's work	INL02a	1	Very little	21	5	309	3	3.4	3.5 *	-0.10 ▽
		2	Some	57	13	1,087	10			
		3	Quite a bit	107	22	2,504	23			
		4	Very much	321	61	6,985	64			
			Total	506	100	10,885	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	32	8	374	4	3.2	3.4 ***	-0.23 ▽
		2	Some	79	17	1,164	11			
		3	Quite a bit	131	26	2,968	28			
		4	Very much	264	50	6,353	57			
			Total	506	100	10,859	100			
c. Using scholarly or peer reviewed sources in your course assignments	INL02c	1	Very little	46	11	571	6	3.1	3.3 ***	-0.22 ▽
		2	Some	81	17	1,342	13			
		3	Quite a bit	125	25	2,869	27			
		4	Very much	254	48	6,078	54			
			Total	506	100	10,860	100			
d. Questioning the quality of information sources	INL02d	1	Very little	55	12	986	10	2.9	3.0	-0.09
		2	Some	113	24	2,407	23			
		3	Quite a bit	146	28	3,186	29			
		4	Very much	190	36	4,241	38			
			Total	504	100	10,820	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	28	7	651	6	3.1	3.1	.06
		2	Some	100	20	2,076	20			
		3	Quite a bit	130	26	3,532	33			
		4	Very much	245	47	4,556	41			
			Total	503	100	10,815	100			
3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?										
	INL03	1	Very little	11	3	230	2	3.2	3.3	-0.02
		2	Some	72	15	1,469	14			
		3	Quite a bit	183	38	4,151	38			
		4	Very much	240	45	5,036	45			
			Total	506	100	10,886	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Tennessee Tech	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy	Comparisons with: Information Literacy		
INL01a	469	2.96	3.04	.036	.008	0.79	0.83	10,976	.027	-.10
INL01b	468	2.72	2.89	.041	.008	0.89	0.86	507	.000	-.20
INL01c	470	2.76	2.86	.040	.008	0.87	0.84	509	.024	-.11
INL01d	470	2.33	2.42	.043	.010	0.94	0.99	517	.051	-.09
INL01e	469	2.12	2.17	.041	.009	0.89	0.92	515	.263	-.05
INL01f	469	2.22	2.34	.042	.008	0.90	0.87	10,937	.003	-.14
INL01g	469	2.36	2.47	.041	.009	0.89	0.89	10,924	.009	-.12
INL01h	468	2.24	2.38	.039	.009	0.85	0.90	515	.000	-.16
INL02a	467	3.65	3.54	.031	.007	0.66	0.73	517	.000	.15
INL02b	465	3.45	3.44	.033	.007	0.70	0.74	10,919	.826	.01
INL02c	466	3.27	3.27	.038	.008	0.81	0.83	10,908	.968	.00
INL02d	461	3.07	3.09	.041	.009	0.88	0.90	10,877	.631	-.02
INL02e	468	2.92	2.93	.044	.009	0.95	0.93	10,838	.807	-.01
INL03	467	3.00	3.09	.037	.008	0.80	0.80	10,928	.031	-.10

See the endnotes on the last page of this report.

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Tennessee Tech	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy	Tennessee Tech	Information Literacy			
INL01a	503	3.12	3.19	.039	.008	0.88	0.85	10,837	.082	-.08
INL01b	502	2.63	2.82	.044	.009	1.00	0.94	545	.000	-.20
INL01c	501	2.66	2.73	.045	.009	1.01	0.93	542	.127	-.08
INL01d	502	2.32	2.66	.048	.010	1.08	1.06	10,823	.000	-.31
INL01e	501	2.13	2.14	.041	.009	0.93	0.95	10,825	.758	-.01
INL01f	501	2.15	2.31	.042	.009	0.95	0.88	10,806	.000	-.18
INL01g	502	2.45	2.58	.043	.009	0.97	0.94	10,817	.004	-.13
INL01h	499	2.29	2.42	.043	.009	0.96	0.95	10,787	.003	-.14
INL02a	498	3.39	3.48	.039	.008	0.88	0.80	538	.043	-.10
INL02b	498	3.18	3.37	.043	.008	0.97	0.84	534	.000	-.23
INL02c	498	3.09	3.29	.047	.009	1.04	0.91	535	.000	-.22
INL02d	496	2.88	2.96	.046	.010	1.03	1.00	541	.066	-.09
INL02e	495	3.13	3.08	.043	.009	0.96	0.93	540	.242	.06
INL03	498	3.24	3.26	.036	.008	0.80	0.79	10,827	.685	-.02

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.