



NSSE 2015 Topical Module

Experiences with Information Literacy

Regent University

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	5/19/15
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=116)

Abilene Christian University (Abilene, TX)	Edinboro University of Pennsylvania (Edinboro, PA)
Adelphi University (Garden City, NY)	Elizabethtown College (Elizabethtown, PA)*
Albright College (Reading, PA)*	Emmanuel College (Boston, MA)
Alfred University (Alfred, NY)	Fitchburg State University (Fitchburg, MA)
Alverno College (Milwaukee, WI)	Georgia Gwinnett College (Lawrenceville, GA)
Aquinas College (Grand Rapids, MI)	Goucher College (Baltimore, MD)*
Auburn University (Auburn University, AL)	Guilford College (Greensboro, NC)*
Belmont Abbey College (Belmont, NC)	Hamline University (Saint Paul, MN)
Beloit College (Beloit, WI)*	Hawaii Pacific University (Honolulu, HI)*
Bethany College (Lindsborg, KS)	Howard University (Washington, DC)
Bethany College (Bethany, WV)*	Illinois College (Jacksonville, IL)*
Biola University (La Mirada, CA)	Indiana University Kokomo (Kokomo, IN)
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	Indiana University South Bend (South Bend, IN)
California Institute of the Arts (Valencia, CA)*	Juniata College (Huntingdon, PA)*
California Lutheran University (Thousand Oaks, CA)*	Kutztown University of Pennsylvania (Kutztown, PA)
California State Polytechnic University-Pomona (Pomona, CA)*	Lakehead University (Thunder Bay, ON)*
California State University, East Bay (Hayward, CA)	Le Moyne College (Syracuse, NY)
California University of Pennsylvania (California, PA)	Lenoir-Rhyne University (Hickory, NC)*
Carlow University (Pittsburgh, PA)*	Lincoln Christian University (Lincoln, IL)
Cedar Crest College (Allentown, PA)	Lincoln Memorial University (Harrogate, TN)*
Central Penn College (Summerdale, PA)*	Lock Haven University (Lock Haven, PA)
Champlain College (Burlington, VT)	Longwood University (Farmville, VA)*
Claremont McKenna College (Claremont, CA)*	MacMurray College (Jacksonville, IL)
Clarion University of Pennsylvania (Clarion, PA)	Manhattan College (Bronx, NY)
Clark University (Worcester, MA)*	Mansfield University of Pennsylvania (Mansfield, PA)
Clarkson University (Potsdam, NY)	Mary Baldwin College (Staunton, VA)*
Converse College (Spartanburg, SC)*	Maryland Institute College of Art (Baltimore, MD)*
Daemen College (Amherst, NY)	Memorial University of Newfoundland (St. John's, NL)*
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)	Millersville University of Pennsylvania (Millersville, PA)
Eastern Connecticut State University (Willimantic, CT)	Newbury College-Brookline (Brookline, MA)*

Information Literacy (N=116), continued

North Park University (Chicago, IL)*
Northwestern Oklahoma State University (Alva, OK)*
Ohio Northern University (Ada, OH)
Ohio University (Athens, OH)*
Oregon Institute of Technology (Klamath Falls, OR)
Pfeiffer University (Misenheimer, NC)
Pratt Institute (Brooklyn, NY)
San Diego Christian College (El Cajon, CA)
San Jose State University (San Jose, CA)*
Simon Fraser University (Burnaby, BC)*
Slippery Rock University of Pennsylvania (Slippery Rock, PA)
St. Catherine University (Saint Paul, MN)*
St. Thomas University (Fredericton, NB)*
State University of New York at Potsdam, The (Potsdam, NY)*
SUNY Empire State College (Saratoga Springs, NY)*
Susquehanna University (Selinsgrove, PA)*
Texas State University (San Marcos, TX)
Towson University (Towson, MD)*
United States Air Force Academy (USAFA, CO)*
United States Naval Academy (Annapolis, MD)*
Université de Montréal (Montreal, QC)*
Université de Sherbrooke (Sherbrooke, QC)*
University of Arizona, The (Tucson, AZ)
University of Baltimore (Baltimore, MD)*
University of California-Merced (Merced, CA)
University of Central Florida (Orlando, FL)*
University of Charleston (Charleston, WV)*
University of Evansville (Evansville, IN)*
University of Hawai'i at Manoa (Honolulu, HI)
University of Louisiana at Lafayette (Lafayette, LA)*
University of Louisville (Louisville, KY)
University of Maine at Machias (Machias, ME)*
University of Massachusetts Amherst (Amherst, MA)*
University of Massachusetts Boston (Boston, MA)
University of Montevallo (Montevallo, AL)*
University of New Orleans, The (New Orleans, LA)*
University of North Carolina at Greensboro (Greensboro, NC)
University of Phoenix - Arizona/ONLINE (Tempe, AZ)
University of Phoenix - Texas (Austin, TX)
University of Phoenix - Utah (Salt Lake City, UT)
University of Puerto Rico in Ponce (Ponce, PR)*
University of San Diego (San Diego, CA)
University of Tampa, The (Tampa, FL)
Utica College (Utica, NY)
Vanguard University of Southern California (Costa Mesa, CA)*
Viterbo University (La Crosse, WI)*
Wabash College (Crawfordsville, IN)*
West Virginia Wesleyan College (Buckhannon, WV)*
Westmont College (Santa Barbara, CA)*
Wheeling Jesuit University (Wheeling, WV)
Whitman College (Walla Walla, WA)*
William Paterson University of New Jersey (Wayne, NJ)*
Wilson College (Chambersburg, PA)*
Wingate University (Wingate, NC)*
Winona State University (Winona, MN)
Worcester State University (Worcester, MA)*

*2014 participant

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Regent		Information Literacy		Regent	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	0	0	623	2	3.5	3.2 ***	.35
		2	Sometimes	6	9	5,392	18			
		3	Often	22	31	10,274	34			
		4	Very often	41	60	13,339	45			
			Total	69	100	29,628	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	4	7	2,134	7	3.0	2.9	.14
		2	Sometimes	13	19	7,818	26			
		3	Often	26	37	10,605	36			
		4	Very often	26	37	9,015	31			
			Total	69	100	29,572	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	1	1	2,153	7	3.2	2.9 **	.35
		2	Sometimes	14	20	8,576	28			
		3	Often	26	38	10,941	37			
		4	Very often	27	40	7,850	28			
			Total	68	100	29,520	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	9	14	5,199	18	2.9	2.6 **	.36
		2	Sometimes	18	25	9,694	32			
		3	Often	11	15	8,153	27			
		4	Very often	31	46	6,486	23			
			Total	69	100	29,532	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	20	31	6,942	25	2.2	2.3	-.09
		2	Sometimes	24	35	11,336	38			
		3	Often	15	21	7,357	24			
		4	Very often	9	13	3,880	13			
			Total	68	100	29,515	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	10	15	4,848	17	2.3	2.4	-.07
		2	Sometimes	35	51	12,334	43			
		3	Often	17	25	8,229	27			
		4	Very often	7	10	4,061	14			
			Total	69	100	29,472	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	4	6	4,977	16	2.5	2.5	.00
		2	Sometimes	35	51	10,733	36			
		3	Often	21	31	8,805	30			
		4	Very often	9	13	4,967	18			
			Total	69	100	29,482	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	8	12	5,744	20	2.6	2.4	.23
		2	Sometimes	25	37	10,808	36			
		3	Often	20	28	8,225	28			
		4	Very often	15	23	4,606	16			
			Total	68	100	29,383	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Regent		Information Literacy		Regent	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	1	1	519	2	3.7	3.6	.13
		2	Some	4	6	1,977	7			
		3	Quite a bit	11	16	5,944	20			
		4	Very much	53	77	21,156	71			
		Total		69	100	29,596	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	0	0	666	2	3.7	3.5 ***	.33
		2	Some	3	4	2,704	9			
		3	Quite a bit	13	18	7,800	26			
		4	Very much	52	77	18,346	62			
		Total		68	100	29,516	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	0	0	1,461	5	3.6	3.2 ***	.43
		2	Some	8	11	4,502	16			
		3	Quite a bit	11	15	8,604	29			
		4	Very much	50	73	14,883	50			
		Total		69	100	29,450	100			
d. Questioning the quality of information sources	INL02d	1	Very little	4	6	1,882	7	3.3	3.1	.17
		2	Some	11	16	5,790	20			
		3	Quite a bit	16	24	8,981	30			
		4	Very much	36	54	12,720	43			
		Total		67	100	29,373	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	0	0	2,396	9	3.3	3.0 **	.28
		2	Some	12	17	6,650	22			
		3	Quite a bit	26	38	8,527	28			
		4	Very much	30	45	11,679	40			
		Total		68	100	29,252	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	1	1	866	3	3.5	3.1 ***	.53
		2	Some	5	7	5,521	19			
		3	Quite a bit	23	33	13,641	45			
		4	Very much	40	59	9,393	32			
		Total		69	100	29,421	100			

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

NSSE 2015 Experiences with Information Literacy

Frequencies and Statistical Comparisons Regent University

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Regent		Information Literacy		Regent	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	1	0	663	2	3.8	3.4 ***	▲ .46
		2	Sometimes	7	3	4,972	13			
		3	Often	34	15	10,746	27			
		4	Very often	191	82	22,272	58			
		Total		233	100	38,653	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	11	5	2,899	8	3.1	2.9 ***	▲ .22
		2	Sometimes	52	22	9,902	26			
		3	Often	65	28	12,301	32			
		4	Very often	104	46	13,495	34			
		Total		232	100	38,597	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	13	6	3,246	9	3.1	2.8 ***	▲ .24
		2	Sometimes	55	23	11,081	29			
		3	Often	71	31	12,958	33			
		4	Very often	94	41	11,230	29			
		Total		233	100	38,515	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	11	5	4,387	12	3.4	2.9 ***	▲ .52
		2	Sometimes	32	14	9,360	24			
		3	Often	34	15	10,174	26			
		4	Very often	155	67	14,601	37			
		Total		232	100	38,522	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	91	40	9,266	25	2.0	2.3 ***	▼ -.30
		2	Sometimes	80	34	14,642	38			
		3	Often	36	15	8,668	22			
		4	Very often	26	11	5,972	15			
		Total		233	100	38,548	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	33	14	6,186	17	2.2	2.4 **	▼ -.16
		2	Sometimes	134	58	16,403	43			
		3	Often	43	18	9,979	25			
		4	Very often	23	10	5,929	15			
		Total		233	100	38,497	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	16	7	4,691	12	2.8	2.7	.12
		2	Sometimes	81	34	13,126	34			
		3	Often	78	34	11,679	30			
		4	Very often	59	25	9,010	24			
		Total		234	100	38,506	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	24	10	6,274	16	2.7	2.5 **	▲ .20
		2	Sometimes	75	32	13,454	35			
		3	Often	74	32	10,854	28			
		4	Very often	59	26	7,829	20			
		Total		232	100	38,411	100			

NSSE 2015 Experiences with Information Literacy

Frequencies and Statistical Comparisons Regent University

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Regent		Information Literacy		Regent	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	8	4	1,251	3	3.6	3.5	.07
		2	Some	15	6	3,402	9			
		3	Quite a bit	45	19	7,970	20			
		4	Very much	165	71	26,035	68			
		Total		233	100	38,658	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	1	0	1,350	4	3.7	3.4 ***	.33
		2	Some	12	5	4,030	10			
		3	Quite a bit	41	18	9,388	24			
		4	Very much	179	77	23,737	62			
		Total		233	100	38,505	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	3	1	2,220	6	3.7	3.3 ***	.40
		2	Some	14	6	4,880	13			
		3	Quite a bit	39	17	9,485	25			
		4	Very much	177	76	21,867	56			
		Total		233	100	38,452	100			
d. Questioning the quality of information sources	INL02d	1	Very little	26	12	3,476	10	3.0	3.0	-.03
		2	Some	54	22	7,885	21			
		3	Quite a bit	53	23	10,707	27			
		4	Very much	99	43	16,304	42			
		Total		232	100	38,372	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	5	2	2,325	7	3.4	3.2 ***	.26
		2	Some	33	14	6,745	18			
		3	Quite a bit	55	24	10,682	28			
		4	Very much	137	60	18,445	48			
		Total		230	100	38,197	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	4	2	725	2	3.5	3.3 ***	.26
		2	Some	19	8	4,749	13			
		3	Quite a bit	70	30	15,229	39			
		4	Very much	141	60	17,836	46			
		Total		234	100	38,539	100			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Regent	Regent	Information Literacy	Regent	Information Literacy	Regent	Information Literacy			
INL01a	69	3.51	3.22	.08	.00	0.66	0.82	68	.001	.35
INL01b	69	3.04	2.91	.11	.00	0.92	0.92	42,636	.234	.14
INL01c	67	3.17	2.85	.10	.00	0.80	0.91	42,587	.004	.35
INL01d	69	2.93	2.55	.14	.00	1.13	1.03	42,591	.003	.36
INL01e	68	2.17	2.26	.12	.00	1.02	0.97	42,552	.483	-.09
INL01f	69	2.30	2.37	.10	.00	0.84	0.92	42,467	.535	-.07
INL01g	69	2.51	2.50	.10	.00	0.79	0.96	68	.974	.00
INL01h	68	2.63	2.40	.12	.00	0.97	0.98	42,305	.062	.23
INL02a	69	3.69	3.60	.08	.00	0.65	0.71	42,701	.296	.13
INL02b	68	3.73	3.48	.06	.00	0.53	0.76	67	.000	.33
INL02c	69	3.62	3.24	.08	.00	0.68	0.90	68	.000	.43
INL02d	67	3.25	3.09	.12	.00	0.95	0.95	42,355	.178	.17
INL02e	68	3.28	3.01	.09	.00	0.74	0.99	67	.004	.28
INL03	69	3.49	3.07	.08	.00	0.69	0.80	42,414	.000	.53

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Regent	Regent	Information Literacy	Regent	Information Literacy	Regent	Information Literacy			
INL01a	233	3.78	3.42	.03	.00	0.51	0.78	236	.000	.46
INL01b	232	3.14	2.93	.06	.00	0.92	0.95	57,333	.001	.22
INL01c	233	3.06	2.83	.06	.00	0.93	0.95	57,233	.000	.24
INL01d	232	3.43	2.89	.06	.00	0.90	1.04	234	.000	.52
INL01e	233	1.97	2.28	.07	.00	1.00	1.00	234	.000	-.30
INL01f	233	2.23	2.38	.05	.00	0.81	0.93	235	.006	-.16
INL01g	234	2.77	2.66	.06	.00	0.91	0.97	235	.056	.12
INL01h	232	2.73	2.52	.06	.00	0.96	0.99	57,036	.002	.20
INL02a	233	3.58	3.52	.05	.00	0.77	0.79	57,424	.302	.07
INL02b	233	3.71	3.44	.04	.00	0.58	0.83	236	.000	.33
INL02c	233	3.67	3.30	.04	.00	0.65	0.92	236	.000	.40
INL02d	232	2.97	3.00	.07	.00	1.06	1.02	56,994	.671	-.03
INL02e	230	3.41	3.16	.05	.00	0.81	0.95	232	.000	.26
INL03	234	3.49	3.29	.05	.00	0.72	0.77	57,210	.000	.26

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 .
- 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. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

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.