
NSSE 2014 Topical Module
Experiences with Information Literacy
San Jose State 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	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all module participants) was used.
Group description	Default comparison group

'Information Literacy' institutions (N=81)

Abilene Christian University (Abilene, TX)	Longwood University (Farmville, VA)
Albright College (Reading, PA)	Mary Baldwin College (Staunton, VA)
Beloit College (Beloit, WI)	Maryland Institute College of Art (Baltimore, MD)
Bethany College (Bethany, WV)	Memorial University of Newfoundland (St. John's, NL)
Brigham Young University (Provo, UT)	Mercy College (Dobbs Ferry, NY)
Bryant University (Smithfield, RI)	Mississippi University for Women (Columbus, MS)
California Institute of the Arts (Valencia, CA)	Newbury College-Brookline (Brookline, MA)
California Lutheran University (Thousand Oaks, CA)	North Park University (Chicago, IL)
California State Polytechnic University-Pomona (Pomona, CA)	Northwestern Oklahoma State University (Alva, OK)
California State University, San Bernardino (San Bernardino, CA)	Ohio University (Athens, OH)
Carlow University (Pittsburgh, PA)	Peru State College (Peru, NE)
Central Penn College (Summerdale, PA)	Pfeiffer University (Misenheimer, NC)
Claremont McKenna College (Claremont, CA)	Roanoke College (Salem, VA)
Clark University (Worcester, MA)	Simon Fraser University (Burnaby, BC)
Clarke University (Dubuque, IA)	Southwestern Adventist University (Keene, TX)
Converse College (Spartanburg, SC)	St. Catherine University (Saint Paul, MN)
DePaul University (Chicago, IL)	St. Thomas University (Fredericton, NB)
Eastern Connecticut State University (Willimantic, CT)	SUNY Empire State College (Saratoga Springs, NY)
Elizabethtown College (Elizabethtown, PA)	Susquehanna University (Selinsgrove, PA)
Georgian Court University (Lakewood, NJ)	The State University of New York at Potsdam (Potsdam, NY)
Goucher College (Baltimore, MD)	The University of New Orleans (New Orleans, LA)
Guilford College (Greensboro, NC)	The University of Tennessee Martin (Martin, TN)
Hawaii Pacific University (Honolulu, HI)	Towson University (Towson, MD)
Howard University (Washington, DC)	United States Air Force Academy (USAFA, CO)
Illinois College (Jacksonville, IL)	United States Naval Academy (Annapolis, MD)
Juniata College (Huntingdon, PA)	Université de Montréal (Montreal, QC)
Kentucky Wesleyan College (Owensboro, KY)	Université de Sherbrooke (Sherbrooke, QC)
Lakehead University (Thunder Bay, ON)	University of Baltimore (Baltimore, MD)
Lenoir-Rhyne University (Hickory, NC)	University of Central Florida (Orlando, FL)
Lincoln Memorial University (Harrogate, TN)	University of Charleston (Charleston, WV)

'Information Literacy' institutions (N=81), continued

University of Evansville (Evansville, IN)
University of Louisiana at Lafayette (Lafayette, LA)
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 Northern Iowa (Cedar Falls, IA)
University of Puerto Rico in Ponce (Ponce, PR)
University of San Francisco (San Francisco, CA)
Vanguard University of Southern California (Costa Mesa, CA)
Viterbo University (La Crosse, WI)
Wabash College (Crawfordsville, IN)
Washington State University (Pullman, WA)
West Texas A&M University (Canyon, TX)
West Virginia Wesleyan College (Buckhannon, WV)
Westmont College (Santa Barbara, CA)
Whitman College (Walla Walla, WA)
William Paterson University of New Jersey (Wayne, NJ)
Wilson College (Chambersburg, PA)
Wingate University (Wingate, NC)
Worcester State University (Worcester, MA)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				San José State		Information Literacy		San José State	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, Web site, etc.) other than required course readings	INL01a	1	Never	6	1	468	2	3.3	3.2	.08
		2	Sometimes	90	16	4,010	19			
		3	Often	201	37	7,453	35			
		4	Very often	254	46	9,679	44			
		Total		551	100	21,610	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	19	4	1,830	8	3.1	2.9 ***	.26
		2	Sometimes	104	19	6,021	27			
		3	Often	228	42	7,588	35			
		4	Very often	200	36	6,141	29			
		Total		551	100	21,580	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	21	4	1,869	8	3.0	2.8 ***	.18
		2	Sometimes	145	27	6,625	30			
		3	Often	216	39	7,808	37			
		4	Very often	166	30	5,239	25			
		Total		548	100	21,541	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	87	16	3,587	17	2.5	2.6	-.06
		2	Sometimes	194	35	7,108	33			
		3	Often	165	30	5,960	28			
		4	Very often	103	18	4,899	23			
		Total		549	100	21,554	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	138	24	4,961	24	2.2	2.3	-.01
		2	Sometimes	211	39	8,436	39			
		3	Often	134	25	5,439	25			
		4	Very often	67	12	2,699	12			
		Total		550	100	21,535	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	83	15	3,601	17	2.4	2.4	.07
		2	Sometimes	220	40	9,073	42			
		3	Often	175	32	6,027	27			
		4	Very often	70	13	2,806	13			
		Total		548	100	21,507	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	80	14	3,809	17	2.5	2.4 *	.09
		2	Sometimes	197	36	8,153	38			
		3	Often	172	32	6,183	29			
		4	Very often	97	18	3,370	16			
		Total		546	100	21,515	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	110	20	4,308	20	2.4	2.4	.02
		2	Sometimes	207	38	8,106	37			
		3	Often	138	26	5,910	28			
		4	Very often	93	17	3,120	15			
		Total		548	100	21,444	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				San José State		Information Literacy		San José State	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	11	2	367	2	3.6	3.6	.07
		2	Some	31	6	1,590	8			
		3	Quite a bit	101	19	4,588	21			
		4	Very much	409	73	15,060	70			
			Total	552	100	21,605	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	9	2	521	2	3.5	3.5	.04
		2	Some	44	8	2,127	10			
		3	Quite a bit	165	31	5,798	27			
		4	Very much	331	60	13,099	60			
			Total	549	100	21,545	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	27	5	1,108	5	3.2	3.2	-.05
		2	Some	96	18	3,272	16			
		3	Quite a bit	173	32	6,290	29			
		4	Very much	253	46	10,811	50			
			Total	549	100	21,481	100			
d. Questioning the quality of information sources	INL02d	1	Very little	36	6	1,362	7	3.1	3.1	-.03
		2	Some	128	23	4,309	20			
		3	Quite a bit	154	29	6,635	31			
		4	Very much	228	41	9,139	42			
			Total	546	100	21,445	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	55	10	1,816	9	2.9	3.0	-.04
		2	Some	130	24	5,108	24			
		3	Quite a bit	160	30	6,283	29			
		4	Very much	196	36	8,140	38			
			Total	541	100	21,347	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	13	2	591	3	3.0	3.1	-.08
		2	Some	117	22	3,940	19			
		3	Quite a bit	267	49	9,960	46			
		4	Very much	151	27	7,009	32			
			Total	548	100	21,500	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				San José State		Information Literacy		San José State	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, Web site, etc.) other than required course readings	INL01a	1	Never	33	2	456	2	3.4	3.4	-.01
		2	Sometimes	188	13	3,810	14			
		3	Often	405	28	7,778	28			
		4	Very often	865	57	16,121	57			
		Total		1,491	100	28,165	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	72	5	2,239	8	3.1	2.9 ***	.16
		2	Sometimes	322	22	7,562	27			
		3	Often	522	36	8,873	32			
		4	Very often	574	37	9,470	33			
		Total		1,490	100	28,144	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	115	8	2,607	9	2.8	2.8 *	.05
		2	Sometimes	426	29	8,554	31			
		3	Often	529	36	9,352	33			
		4	Very often	416	27	7,557	27			
		Total		1,486	100	28,070	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	120	8	3,142	12	2.9	2.9 *	.06
		2	Sometimes	376	26	6,901	25			
		3	Often	400	27	7,338	26			
		4	Very often	592	38	10,708	37			
		Total		1,488	100	28,089	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	351	23	6,719	25	2.3	2.3 *	.06
		2	Sometimes	565	38	10,951	39			
		3	Often	327	22	6,334	22			
		4	Very often	247	16	4,089	14			
		Total		1,490	100	28,093	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	207	14	4,391	16	2.4	2.4 *	.06
		2	Sometimes	632	43	11,940	43			
		3	Often	414	28	7,487	26			
		4	Very often	238	15	4,236	15			
		Total		1,491	100	28,054	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	176	12	3,465	12	2.6	2.6	.02
		2	Sometimes	503	34	9,688	35			
		3	Often	469	32	8,540	31			
		4	Very often	341	22	6,367	22			
		Total		1,489	100	28,060	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	260	18	4,711	17	2.5	2.5	.02
		2	Sometimes	486	33	10,128	36			
		3	Often	442	30	7,763	28			
		4	Very often	298	19	5,413	19			
		Total		1,486	100	28,015	100			

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

San Jose State University

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				San José State		Information Literacy		San José State	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	34	2	1,039	4	3.6	3.5 ***	.15 △
		2	Some	103	7	2,902	10			
		3	Quite a bit	270	19	6,216	22			
		4	Very much	1,088	72	18,011	65			
		Total		1,495	100	28,168	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	42	3	1,109	4	3.5	3.4 ***	.13 △
		2	Some	143	10	3,321	12			
		3	Quite a bit	324	23	7,227	26			
		4	Very much	981	65	16,397	58			
		Total		1,490	100	28,054	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	61	4	1,736	7	3.4	3.3 ***	.15 △
		2	Some	162	11	3,761	14			
		3	Quite a bit	342	24	7,189	26			
		4	Very much	920	60	15,346	54			
		Total		1,485	100	28,032	100			
d. Questioning the quality of information sources	INL02d	1	Very little	115	8	2,504	10	3.1	3.0 **	.08 △
		2	Some	300	21	6,097	22			
		3	Quite a bit	421	29	8,036	29			
		4	Very much	651	43	11,331	40			
		Total		1,487	100	27,968	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	62	4	1,808	7	3.2	3.1 ***	.10 △
		2	Some	269	19	5,140	19			
		3	Quite a bit	404	28	8,150	29			
		4	Very much	744	49	12,725	45			
		Total		1,479	100	27,823	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	29	2	460	2	3.2	3.3 ***	-.10 ▽
		2	Some	202	14	3,288	12			
		3	Quite a bit	646	44	10,992	39			
		4	Very much	606	40	13,374	46			
		Total		1,483	100	28,114	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
	San José State	San José State	Information Literacy	San José State	Information Literacy	San José State	Information Literacy	Comparisons with: Information Literacy		
INL01a	553	3.27	3.21	.03	.01	0.77	0.82	12,972	.075	.08
INL01b	553	3.10	2.86	.03	.01	0.82	0.93	617	.000	.26
INL01c	550	2.95	2.79	.04	.01	0.85	0.91	606	.000	.18
INL01d	551	2.51	2.57	.04	.01	0.97	1.02	605	.156	-.06
INL01e	552	2.25	2.26	.04	.01	0.96	0.96	12,922	.794	-.01
INL01f	550	2.43	2.36	.04	.01	0.89	0.92	12,908	.118	.07
INL01g	548	2.53	2.44	.04	.01	0.94	0.96	12,906	.038	.09
INL01h	549	2.39	2.37	.04	.01	0.99	0.97	12,866	.655	.02
INL02i	554	3.63	3.58	.03	.01	0.69	0.71	607	.087	.07
INL02b	551	3.48	3.45	.03	.01	0.71	0.78	609	.287	.04
INL02c	550	3.19	3.24	.04	.01	0.89	0.90	12,889	.234	-.05
INL02d	548	3.05	3.08	.04	.01	0.95	0.94	12,874	.465	-.03
INL02e	543	2.92	2.96	.04	.01	1.00	0.98	12,809	.354	-.04
INL03	550	3.00	3.07	.03	.01	0.77	0.79	601	.053	-.08

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	San José State	San José State	Information Literacy	San José State	Information Literacy	San José State	Information Literacy			
								<i>Comparisons with: Information Literacy</i>		
INL01a	1,498	3.39	3.40	.02	.01	0.80	0.78	20,361	.745	-.01
INL01b	1,496	3.06	2.90	.02	.01	0.88	0.96	1,785	.000	.16
INL01c	1,493	2.82	2.77	.02	.01	0.92	0.95	1,751	.046	.05
INL01d	1,495	2.95	2.88	.03	.01	0.99	1.04	1,766	.016	.06
INL01e	1,497	2.32	2.26	.03	.01	1.01	0.98	1,732	.039	.06
INL01f	1,498	2.45	2.39	.02	.01	0.91	0.93	20,287	.016	.06
INL01g	1,497	2.64	2.63	.02	.01	0.96	0.96	20,279	.455	.02
INL01h	1,494	2.51	2.49	.03	.01	1.00	0.99	20,251	.368	.02
INL021	1,502	3.60	3.48	.02	.01	0.72	0.81	1,815	.000	.15
INL02b	1,497	3.49	3.38	.02	.01	0.79	0.85	1,782	.000	.13
INL02c	1,492	3.40	3.26	.02	.01	0.85	0.93	1,786	.000	.15
INL02d	1,495	3.06	2.99	.03	.01	0.98	1.00	20,222	.005	.08
INL02e	1,486	3.21	3.12	.02	.01	0.90	0.95	20,115	.000	.10
INL03	1,490	3.22	3.30	.02	.01	0.76	0.76	1,735	.000	-.10

Endnotes

- a. Column percentages are weighted by gender 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 gender 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 gender 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 Ns 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.