
NSSE 2014 Topical Module

Experiences with Information Literacy

University of San Francisco

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)	San Jose State University (San Jose, CA)
Clarke University (Dubuque, IA)	Simon Fraser University (Burnaby, BC)
Converse College (Spartanburg, SC)	Southwestern Adventist University (Keene, TX)
DePaul University (Chicago, IL)	St. Catherine University (Saint Paul, MN)
Eastern Connecticut State University (Willimantic, CT)	St. Thomas University (Fredericton, NB)
Elizabethtown College (Elizabethtown, PA)	SUNY Empire State College (Saratoga Springs, NY)
Georgian Court University (Lakewood, NJ)	Susquehanna University (Selinsgrove, PA)
Goucher College (Baltimore, MD)	The State University of New York at Potsdam (Potsdam, NY)
Guilford College (Greensboro, NC)	The University of New Orleans (New Orleans, LA)
Hawaii Pacific University (Honolulu, HI)	The University of Tennessee Martin (Martin, TN)
Howard University (Washington, DC)	Towson University (Towson, MD)
Illinois College (Jacksonville, IL)	United States Air Force Academy (USAFA, CO)
Juniata College (Huntingdon, PA)	United States Naval Academy (Annapolis, MD)
Kentucky Wesleyan College (Owensboro, KY)	Université de Montréal (Montreal, QC)
Lakehead University (Thunder Bay, ON)	Université de Sherbrooke (Sherbrooke, QC)

Lenoir-Rhyne University (Hickory, NC)
Lincoln Memorial University (Harrogate, TN)

University of Baltimore (Baltimore, MD)
University of Central Florida (Orlando, FL)

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

University of Charleston (Charleston, WV)
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)
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)

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

University of San Francisco

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Information Literacy		USF_CA	Information Literacy	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
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	2	1	472	2	3.3	3.2 **	.15
		2	Sometimes	27	11	4,073	19			
		3	Often	95	41	7,559	35			
		4	Very often	112	47	9,821	44			
			Total	236	100	21,925	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	3	1	1,846	8	3.2	2.9 *** ▲	.35
		2	Sometimes	43	18	6,082	27			
		3	Often	95	42	7,721	36			
		4	Very often	95	39	6,246	29			
			Total	236	100	21,895	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	4	2	1,886	8	3.1	2.8 *** ▲	.33
		2	Sometimes	48	21	6,722	30			
		3	Often	105	44	7,919	37			
		4	Very often	79	33	5,326	25			
			Total	236	100	21,853	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	22	9	3,652	17	2.6	2.6	.08
		2	Sometimes	90	39	7,212	33			
		3	Often	71	30	6,054	28			
		4	Very often	52	22	4,950	23			
			Total	235	100	21,868	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	47	20	5,052	24	2.4	2.3 * ▲	.13
		2	Sometimes	88	38	8,559	39			
		3	Often	64	27	5,509	25			
		4	Very often	36	15	2,730	12			
			Total	235	100	21,850	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	26	11	3,658	17	2.5	2.4 * ▲	.16
		2	Sometimes	106	45	9,187	42			
		3	Often	64	28	6,138	27			
		4	Very often	40	17	2,836	13			
			Total	236	100	21,819	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	31	13	3,858	17	2.5	2.4	.08
		2	Sometimes	89	38	8,261	38			
		3	Often	76	33	6,279	29			
		4	Very often	37	16	3,430	16			
			Total	233	100	21,828	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	34	14	4,384	20	2.5	2.4	.09
		2	Sometimes	96	41	8,217	37			
		3	Often	68	30	5,980	28			
		4	Very often	34	15	3,179	15			
			Total	232	100	21,760	100			
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	6	3	372	2	3.5	3.6 *	-.15
		2	Some	25	11	1,596	7			
		3	Quite a bit	52	23	4,637	21			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

University of San Francisco

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Information Literacy		USF_CA	Information Literacy	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
		4	Very much	152	64	15,317	70			
		Total		235	100	21,922	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	1	1	529	2	3.4	3.5	.00
		2	Some	25	11	2,146	10			
		3	Quite a bit	71	31	5,892	27			
		4	Very much	136	57	13,294	60			
		Total		233	100	21,861	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	11	5	1,124	5	3.2	3.2	-.05
		2	Some	38	17	3,330	16			
		3	Quite a bit	78	34	6,385	29			
		4	Very much	107	45	10,957	50			
		Total		234	100	21,796	100			
d. Questioning the quality of information sources	INL02d	1	Very little	9	4	1,389	7	3.1	3.1	-.03
		2	Some	55	24	4,382	20			
		3	Quite a bit	80	35	6,709	31			
		4	Very much	87	37	9,280	42			
		Total		231	100	21,760	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	16	7	1,855	9	2.9	3.0	-.03
		2	Some	61	26	5,177	24			
		3	Quite a bit	77	35	6,366	29			
		4	Very much	76	33	8,260	38			
		Total		230	100	21,658	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	6	3	598	3	3.1	3.1	.03
		2	Some	39	16	4,018	19			
		3	Quite a bit	118	51	10,109	46			
		4	Very much	70	30	7,090	32			
		Total		233	100	21,815	100			

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

University of San Francisco

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Information Literacy		USF_CA		Information Literacy
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
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	2	1	487	2	3.5	3.4	.08
		2	Sometimes	40	11	3,958	14			
		3	Often	110	30	8,073	28			
		4	Very often	215	58	16,771	57			
		Total	367	100	29,289	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	15	4	2,296	8	3.1	2.9 ***	.19
		2	Sometimes	75	21	7,809	26			
		3	Often	132	37	9,263	32			
		4	Very often	143	38	9,901	34			
		Total	365	100	29,269	100				
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	16	5	2,706	9	3.0	2.8 ***	.19
		2	Sometimes	92	25	8,888	30			
		3	Often	147	41	9,734	33			
		4	Very often	111	29	7,862	27			
		Total	366	100	29,190	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	19	5	3,243	12	3.0	2.9 *	.11
		2	Sometimes	94	27	7,183	25			
		3	Often	109	29	7,629	26			
		4	Very often	143	38	11,157	37			
		Total	365	100	29,212	100				
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	64	17	7,006	25	2.4	2.3 **	.14
		2	Sometimes	152	42	11,364	39			
		3	Often	88	24	6,573	22			
		4	Very often	61	17	4,275	14			
		Total	365	100	29,218	100				
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	22	6	4,576	16	2.6	2.4 ***	.25
		2	Sometimes	152	42	12,420	43			
		3	Often	128	35	7,773	26			
		4	Very often	62	17	4,412	15			
		Total	364	100	29,181	100				
g. Looked for a reference that was cited in something you read	INL01g	1	Never	35	9	3,606	12	2.8	2.6 **	.14
		2	Sometimes	102	29	10,089	35			
		3	Often	140	38	8,869	31			
		4	Very often	88	24	6,620	22			
		Total	365	100	29,184	100				
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	37	10	4,934	17	2.6	2.5 **	.14
		2	Sometimes	131	36	10,483	36			
		3	Often	130	36	8,075	28			
		4	Very often	66	18	5,645	19			
		Total	364	100	29,137	100				
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	2	1,065	4	3.5	3.5	.01
		2	Some	34	9	2,971	10			
		3	Quite a bit	88	25	6,398	22			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

University of San Francisco

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				USF_CA		Information Literacy		USF_CA	Information Literacy	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
b. Appropriately citing the sources used in a paper or project	INL02b	4	Very much	237	64	18,862	65	3.4	3.4	.02
		Total	367	100	29,296	100				
		1	Very little	6	2	1,145	4			
		2	Some	42	12	3,422	12			
		3	Quite a bit	110	31	7,441	26			
		4	Very much	206	56	17,172	59			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	Total	364	100	29,180	100	3.3	3.3	.02	
		1	Very little	12	3	1,785				6
		2	Some	58	17	3,865				14
		3	Quite a bit	97	27	7,434				26
		4	Very much	198	53	16,068				54
		Total	365	100	29,152	100				
d. Questioning the quality of information sources	INL02d	1	Very little	19	5	2,600	10	3.1	3.0	.08
		2	Some	84	23	6,313	22			
		3	Quite a bit	109	31	8,348	29			
		4	Very much	152	41	11,830	40			
		Total	364	100	29,091	100				
		e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	22	6			
2	Some			59	17	5,350	19			
3	Quite a bit			107	30	8,447	29			
4	Very much			172	47	13,297	45			
Total	360			100	28,942	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	5	1	484	2	3.3	3.3	.03
		2	Some	40	12	3,450	13			
		3	Quite a bit	150	41	11,488	40			
		4	Very much	170	46	13,810	46			
		Total	365	100	29,232	100				

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	USF_CA	USF_CA	Information Literacy	USF_CA	Information Literacy	USF_CA	Information Literacy	Comparisons with: Information Literacy		
INL01a	236	3.33	3.21	.05	.01	0.71	0.82	244	.009	.15
INL01b	236	3.19	2.86	.05	.01	0.76	0.93	245	.000	.35
INL01c	236	3.09	2.79	.05	.01	0.78	0.91	244	.000	.33
INL01d	235	2.64	2.56	.06	.01	0.92	1.02	242	.198	.08
INL01e	235	2.38	2.26	.06	.01	0.96	0.96	17,045	.048	.13
INL01f	236	2.51	2.36	.06	.01	0.90	0.91	17,026	.014	.16
INL01g	233	2.52	2.44	.06	.01	0.91	0.96	17,025	.216	.08
INL01h	232	2.46	2.37	.06	.01	0.91	0.97	16,972	.166	.09
INL021	235	3.48	3.59	.05	.01	0.79	0.71	239	.036	-.15
INL02b	232	3.45	3.45	.05	.01	0.71	0.77	17,045	.941	.00
INL02c	234	3.19	3.24	.06	.01	0.88	0.90	17,002	.422	-.05
INL02d	230	3.05	3.08	.06	.01	0.87	0.94	236	.608	-.03
INL02e	230	2.93	2.96	.06	.01	0.92	0.98	16,896	.659	-.03
INL03	233	3.09	3.07	.05	.01	0.75	0.79	17,018	.688	.03

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	USF_CA	USF_CA	Information Literacy	USF_CA	Information Literacy	USF_CA	Information Literacy	Comparisons with: Information Literacy		
INL01a	365	3.45	3.39	.04	.01	0.71	0.79	379	.109	.08
INL01b	363	3.09	2.91	.05	.01	0.87	0.95	376	.000	.19
INL01c	364	2.95	2.77	.04	.01	0.86	0.95	378	.000	.19
INL01d	363	3.00	2.89	.05	.01	0.93	1.04	377	.019	.11
INL01e	363	2.40	2.26	.05	.01	0.96	0.99	22,701	.009	.14
INL01f	363	2.62	2.39	.04	.01	0.84	0.93	376	.000	.25
INL01g	363	2.76	2.62	.05	.01	0.92	0.96	375	.005	.14
INL01h	362	2.62	2.49	.05	.01	0.89	0.99	376	.004	.14
INL021	365	3.50	3.49	.04	.01	0.76	0.81	22,756	.781	.01
INL02b	362	3.41	3.39	.04	.01	0.76	0.85	376	.627	.02
INL02c	363	3.30	3.27	.05	.01	0.86	0.93	22,653	.648	.02
INL02d	363	3.07	2.99	.05	.01	0.92	1.00	22,599	.129	.08
INL02e	358	3.18	3.13	.05	.01	0.92	0.95	22,480	.301	.06
INL03	363	3.31	3.29	.04	.01	0.73	0.76	22,690	.597	.03

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.