NSSE 2017 Topical Module Report
Experiences with Information Literacy

University of Toledo

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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 'UT peer Info' column of this report.

Group label	UT peer Info
Date submitted	5/19/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	No description provided

UT peer Info (N=5)

University of California-Merced (Merced, CA)

University of Louisiana at Lafayette (Lafayette, LA)*

University of Massachusetts Lowell (Lowell, MA)*

University of Montana (Missoula, MT)*

University of North Carolina at Greensboro, The (Greensboro, NC)*

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First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] UT Count	UT %	UT peer Info Count	UT peer Info %	Statistical Comparisons[b] UT Mean	UT peer Info 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, website, etc.) other than required course readings	INL01a	1	Never	14	2	39	2			
		2	Sometimes	149	28	397	25			
		3	Often	227	40	671	40	**3.0**	3.0	-.08
		4	Very often	169	30	569	33			
			Total	559	100	1,676	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	49	10	75	5			
		2	Sometimes	193	34	403	27			
		3	Often	210	38	699	41	**2.6**	2.9 ***	-.29
		4	Very often	106	18	497	27			
			Total	558	100	1,674	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	43	8	93	6			
		2	Sometimes	199	35	419	26			
		3	Often	208	38	724	42	**2.7**	2.9 ***	-.21
		4	Very often	110	19	433	25			
			Total	560	100	1,669	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	155	29	400	25			
		2	Sometimes	200	35	601	36			
		3	Often	130	23	427	25	**2.2**	2.3	-.08
		4	Very often	75	13	237	13			
			Total	560	100	1,665	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	143	25	447	27			
		2	Sometimes	238	43	716	43			
		3	Often	125	22	360	21	**2.2**	2.1	.07
		4	Very often	50	10	145	9			
			Total	556	100	1,668	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	118	22	287	19			
		2	Sometimes	268	48	722	44			
		3	Often	129	23	472	28	**2.1**	2.3 **	-.15
		4	Very often	41	7	179	9			
			Total	556	100	1,660	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	95	17	281	18			
		2	Sometimes	199	36	643	39			
		3	Often	186	33	545	32	**2.4**	2.4	.10
		4	Very often	79	14	194	11			
			Total	559	100	1,663	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	115	20	329	20			
		2	Sometimes	200	36	648	40			
		3	Often	185	34	494	29	**2.4**	2.3	.06
		4	Very often	57	11	186	11			
			Total	557	100	1,657	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]		
				UT		UT peer Info		UT	UT peer Info	
				Count	%	Count	%	Mean	Mean	Effect size[d]
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	4	1	29	2			
		2	Some	50	10	103	6			
		3	Quite a bit	122	22	367	22	**3.6**	3.6	-.05
		4	Very much	379	67	1,169	69			
			Total	555	100	1,668	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	10	2	30	2			
		2	Some	72	14	145	9			
		3	Quite a bit	154	27	478	30	**3.4**	3.5	-.09
		4	Very much	320	57	1,014	59			
			Total	556	100	1,667	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	36	7	70	5			
		2	Some	103	19	250	16			
		3	Quite a bit	170	31	526	32	**3.1**	3.2 **	-.13
		4	Very much	246	44	820	48			
			Total	555	100	1,666	100			
d. Questioning the quality of information sources	INL02d	1	Very little	42	8	89	6			
		2	Some	126	23	334	20			
		3	Quite a bit	171	31	553	33	**3.0**	3.1	-.10
		4	Very much	213	38	685	40			
			Total	552	100	1,661	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	57	10	159	10			
		2	Some	170	32	418	26			
		3	Quite a bit	161	30	510	30	**2.8**	2.9 *	-.12
		4	Very much	160	28	564	34			
			Total	548	100	1,651	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	18	3	64	4			
		2	Some	147	26	322	20			
		3	Quite a bit	245	43	751	44	**3.0**	3.0	-.09
		4	Very much	147	28	530	32			
			Total	557	100	1,667	100			

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Seniors

| | | | | Frequency Distributions[a] | | | | Statistical Comparisons[b] | | |
| | | | | UT | | UT peer Info | | UT | UT peer Info | |
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, website, etc.) other than required course readings	INL01a	1	Never	21	5	54	4			
		2	Sometimes	109	23	294	17			
		3	Often	172	37	542	31	3.0	3.2 ***	-.25
		4	Very often	166	35	809	48			
			Total	468	100	1,699	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	75	16	186	11			
		2	Sometimes	177	37	461	28			
		3	Often	132	30	530	30	2.5	2.8 *** ▼	-.32
		4	Very often	81	17	519	31			
			Total	465	100	1,696	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	71	15	182	11			
		2	Sometimes	164	35	503	30			
		3	Often	150	34	556	32	2.5	2.7 ***	-.24
		4	Very often	78	16	456	27			
			Total	463	100	1,697	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	130	29	354	23			
		2	Sometimes	128	27	473	28			
		3	Often	115	25	402	23	2.3	2.5 ***	-.19
		4	Very often	92	18	468	26			
			Total	465	100	1,697	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	127	29	490	30			
		2	Sometimes	202	42	653	38			
		3	Often	90	19	364	21	2.1	2.1	-.02
		4	Very often	49	10	188	11			
			Total	468	100	1,695	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	109	25	349	22			
		2	Sometimes	217	47	703	42			
		3	Often	105	22	424	24	2.1	2.3 ***	-.19
		4	Very often	33	7	216	13			
			Total	464	100	1,692	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	90	19	274	17			
		2	Sometimes	154	32	566	33			
		3	Often	152	33	537	31	2.4	2.5	-.09
		4	Very often	70	15	316	19			
			Total	466	100	1,693	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	107	23	332	20			
		2	Sometimes	167	36	604	35			
		3	Often	129	27	488	29	2.3	2.4	-.08
		4	Very often	63	14	265	16			
			Total	466	100	1,689	100			

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

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Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] UT Count	UT %	UT peer Info Count	UT peer Info %	Statistical Comparisons[b] UT Mean	UT peer Info Mean	Effect size[d]
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	58	4			
		2	Some	55	12	155	9			
		3	Quite a bit	95	22	351	21	**3.4**	3.5 *	-.12
		4	Very much	295	61	1,127	66			
			Total	466	100	1,691	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	24	6	72	5			
		2	Some	80	18	207	12			
		3	Quite a bit	111	25	423	25	**3.2**	3.4 **	-.15
		4	Very much	252	51	985	57			
			Total	467	100	1,687	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	39	9	139	9			
		2	Some	87	20	243	15			
		3	Quite a bit	138	30	422	25	**3.0**	3.2 *	-.13
		4	Very much	202	41	885	51			
			Total	466	100	1,689	100			
d. Questioning the quality of information sources	INL02d	1	Very little	53	12	183	12			
		2	Some	132	30	361	22			
		3	Quite a bit	124	28	480	28	**2.8**	2.9 **	-.16
		4	Very much	153	30	655	38			
			Total	462	100	1,679	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	37	8	106	7			
		2	Some	121	28	320	19			
		3	Quite a bit	149	33	530	31	**2.9**	3.1 ***	-.24
		4	Very much	153	32	721	43			
			Total	460	100	1,677	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	14	3	41	3			
		2	Some	105	23	275	17			
		3	Quite a bit	206	45	675	40	**3.0**	3.2 ***	-.24
		4	Very much	138	29	701	41			
			Total	463	100	1,692	100			

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Detailed Statistics[e]
University of Toledo

First-Year Students

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	UT	UT	UT peer Info	UT	UT peer Info	UT	UT peer Info			
INL01a	545	2.97	3.03	.04	.02	0.82	0.82	1,882	.130	-.08
INL01b	544	2.64	2.89	.04	.02	0.89	0.86	980	.000	-.29
INL01c	546	2.69	2.87	.04	.02	0.87	0.86	1,004	.000	-.21
INL01d	546	2.20	2.28	.04	.03	1.00	0.98	1,872	.131	-.08
INL01e	542	2.17	2.11	.04	.02	0.92	0.90	1,871	.183	.07
INL01f	542	2.15	2.28	.04	.02	0.84	0.88	1,050	.003	-.15
INL01g	545	2.45	2.36	.04	.02	0.93	0.90	1,870	.055	.10
INL01h	543	2.35	2.30	.04	.03	0.91	0.91	1,863	.261	.06
INL02a	540	3.55	3.59	.03	.02	0.71	0.70	1,868	.293	-.05
INL02b	542	3.39	3.45	.03	.02	0.80	0.75	948	.094	-.09
INL02c	542	3.11	3.23	.04	.02	0.94	0.87	1,868	.009	-.13
INL02d	539	2.99	3.08	.04	.03	0.96	0.91	1,863	.062	-.10
INL02e	534	2.77	2.89	.04	.03	0.97	0.99	1,848	.021	-.12
INL03	543	2.96	3.03	.03	.02	0.81	0.83	1,871	.064	-.09

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]
								Comparisons with:		
	UT	UT	UT peer Info	UT	UT peer Info	UT	UT peer Info	UT peer Info		
INL01a	465	3.02	3.24	.04	.02	0.88	0.86	807	.000	-.25
INL01b	461	2.49	2.80	.04	.03	0.95	1.00	1,751	.000	-.32
INL01c	461	2.51	2.74	.04	.03	0.93	0.97	1,752	.000	-.24
INL01d	461	2.32	2.53	.05	.03	1.09	1.11	1,752	.001	-.19
INL01e	465	2.11	2.13	.04	.03	0.93	0.97	1,754	.679	-.02
INL01f	461	2.10	2.27	.04	.03	0.85	0.94	889	.000	-.19
INL01g	464	2.44	2.52	.04	.03	0.97	0.98	1,751	.108	-.09
INL01h	462	2.32	2.40	.05	.03	0.97	0.98	1,747	.135	-.08
INL02a	463	3.39	3.49	.04	.02	0.88	0.81	763	.030	-.12
INL02b	464	3.22	3.35	.04	.02	0.93	0.88	777	.009	-.15
INL02c	463	3.04	3.17	.05	.03	0.98	1.00	1,747	.015	-.13
INL02d	459	2.76	2.93	.05	.03	1.02	1.04	1,735	.003	-.16
INL02e	456	2.89	3.11	.04	.03	0.95	0.94	1,732	.000	-.24
INL03	460	2.99	3.19	.04	.02	0.80	0.81	814	.000	-.24

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 Ns 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.