



NSSE 2015 Topical Module

Experiences with Information Literacy

Auburn 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	5/12/15
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)	Elizabethtown College (Elizabethtown, PA)*
Adelphi University (Garden City, NY)	Emmanuel College (Boston, MA)
Albright College (Reading, PA)*	Fitchburg State University (Fitchburg, MA)
Alfred University (Alfred, NY)	Georgia Gwinnett College (Lawrenceville, GA)
Alverno College (Milwaukee, WI)	Goucher College (Baltimore, MD)*
Aquinas College (Grand Rapids, MI)	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)*
Edinboro University of Pennsylvania (Edinboro, PA)	North Park University (Chicago, IL)*

Information Literacy (N=116), continued

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)
Regent University (Virginia Beach, VA)
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		
				Auburn		Information Literacy		Auburn	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	5	608	2	3.0	3.2 ***	-0.32
		2	Sometimes	99	29	5,299	18			
		3	Often	109	32	10,187	34			
		4	Very often	131	35	13,249	45			
		Total		354	100	29,343	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	44	13	2,094	7	2.7	2.9 ***	-0.28
		2	Sometimes	110	31	7,721	26			
		3	Often	114	33	10,517	36			
		4	Very often	86	23	8,955	31			
		Total		354	100	29,287	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	37	11	2,117	7	2.6	2.9 ***	-0.27
		2	Sometimes	123	36	8,467	28			
		3	Often	121	34	10,846	37			
		4	Very often	72	20	7,805	28			
		Total		353	100	29,235	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	136	38	5,072	17	2.0	2.6 ***	-0.54
		2	Sometimes	111	33	9,601	32			
		3	Often	64	19	8,100	28			
		4	Very often	40	10	6,477	23			
		Total		351	100	29,250	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	112	32	6,850	25	2.1	2.3 ***	-0.19
		2	Sometimes	132	37	11,228	38			
		3	Often	79	23	7,293	24			
		4	Very often	29	8	3,860	13			
		Total		352	100	29,231	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	91	26	4,767	17	2.2	2.4 ***	-0.23
		2	Sometimes	152	43	12,217	43			
		3	Often	66	19	8,180	27			
		4	Very often	44	12	4,024	14			
		Total		353	100	29,188	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	99	27	4,882	16	2.1	2.5 ***	-0.38
		2	Sometimes	139	40	10,629	36			
		3	Often	80	24	8,746	30			
		4	Very often	35	9	4,941	18			
		Total		353	100	29,198	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	125	35	5,627	19	2.0	2.4 ***	-0.40
		2	Sometimes	126	36	10,707	36			
		3	Often	67	20	8,178	28			
		4	Very often	33	9	4,588	16			
		Total		351	100	29,100	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Auburn		Information Literacy		Auburn	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	7	499	2	3.3	3.6 ***	-.50
		2	Some	46	13	1,935	7			
		3	Quite a bit	93	28	5,862	20			
		4	Very much	191	52	21,018	72			
			Total	351	100	29,314	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	27	8	639	2	3.1	3.5 ***	-.45
		2	Some	51	15	2,656	9			
		3	Quite a bit	103	31	7,710	26			
		4	Very much	168	46	18,230	62			
			Total	349	100	29,235	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	34	10	1,427	5	3.0	3.2 ***	-.29
		2	Some	61	19	4,449	16			
		3	Quite a bit	112	34	8,503	29			
		4	Very much	142	38	14,791	50			
			Total	349	100	29,170	100			
d. Questioning the quality of information sources	INL02d	1	Very little	41	12	1,845	7	2.9	3.1 **	-.19
		2	Some	82	24	5,719	20			
		3	Quite a bit	82	25	8,915	30			
		4	Very much	145	39	12,611	43			
			Total	350	100	29,090	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	43	13	2,353	9	2.8	3.0 ***	-.26
		2	Some	96	28	6,566	22			
		3	Quite a bit	101	31	8,452	28			
		4	Very much	108	29	11,601	41			
			Total	348	100	28,972	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	4	852	3	3.1	3.1	.02
		2	Some	66	19	5,460	19			
		3	Quite a bit	140	40	13,524	45			
		4	Very much	131	36	9,302	32			
			Total	352	100	29,138	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		
				Auburn		Information Literacy		Auburn	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	18	3	646	2	3.1	3.4 ***	-0.36
		2	Sometimes	129	23	4,850	12			
		3	Often	175	31	10,605	27			
		4	Very often	259	44	22,204	59			
		Total		581	100	38,305	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	73	13	2,837	7	2.7	2.9 ***	-0.28
		2	Sometimes	189	33	9,765	26			
		3	Often	162	29	12,204	32			
		4	Very often	154	26	13,445	35			
		Total		578	100	38,251	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	81	14	3,178	9	2.6	2.8 ***	-0.24
		2	Sometimes	196	34	10,940	29			
		3	Often	170	29	12,859	33			
		4	Very often	134	23	11,190	29			
		Total		581	100	38,167	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	164	30	4,234	11	2.3	2.9 ***	-0.55
		2	Sometimes	165	28	9,227	24			
		3	Often	123	21	10,085	27			
		4	Very often	128	21	14,628	38			
		Total		580	100	38,174	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	166	29	9,191	25	2.1	2.3 ***	-0.14
		2	Sometimes	225	39	14,497	38			
		3	Often	124	21	8,580	22			
		4	Very often	65	11	5,933	15			
		Total		580	100	38,201	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	135	24	6,084	16	2.1	2.4 ***	-0.25
		2	Sometimes	266	46	16,271	43			
		3	Often	116	20	9,906	25			
		4	Very often	57	10	5,895	15			
		Total		574	100	38,156	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	125	21	4,582	12	2.3	2.7 ***	-0.35
		2	Sometimes	231	40	12,976	34			
		3	Often	134	23	11,623	31			
		4	Very often	91	15	8,978	24			
		Total		581	100	38,159	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	161	28	6,137	16	2.2	2.5 ***	-0.33
		2	Sometimes	218	38	13,311	35			
		3	Often	111	19	10,817	29			
		4	Very often	86	15	7,802	20			
		Total		576	100	38,067	100			

NSSE 2015 Experiences with Information Literacy

Frequencies and Statistical Comparisons Auburn University

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Auburn		Information Literacy		Auburn	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	29	5	1,230	3	3.4	3.5 ***	-0.19 ▽
		2	Some	70	12	3,347	9			
		3	Quite a bit	131	23	7,884	20			
		4	Very much	352	59	25,848	68			
		Total		582	100	38,309	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	34	6	1,317	4	3.2	3.4 ***	-0.30 ▽
		2	Some	96	17	3,946	10			
		3	Quite a bit	156	28	9,273	24			
		4	Very much	294	49	23,622	62			
		Total		580	100	38,158	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	62	11	2,161	6	3.0	3.3 ***	-0.33 ▽
		2	Some	116	21	4,778	13			
		3	Quite a bit	139	24	9,385	25			
		4	Very much	263	44	21,781	56			
		Total		580	100	38,105	100			
d. Questioning the quality of information sources	INL02d	1	Very little	71	13	3,431	10	2.8	3.0 ***	-0.20 ▽
		2	Some	156	28	7,783	21			
		3	Quite a bit	152	26	10,608	27			
		4	Very much	200	34	16,203	42			
		Total		579	100	38,025	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	46	8	2,284	7	3.1	3.2	-0.06
		2	Some	105	19	6,673	18			
		3	Quite a bit	154	27	10,583	28			
		4	Very much	266	46	18,316	48			
		Total		571	100	37,856	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	1	723	2	3.4	3.3 ***	0.17 △
		2	Some	58	10	4,710	13			
		3	Quite a bit	195	34	15,104	39			
		4	Very much	322	54	17,655	46			
		Total		581	100	38,192	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
	Auburn	Auburn	Information Literacy	Auburn	Information Literacy	Auburn	Information Literacy			
INL01a	350	2.97	3.23	.05	.01	0.91	0.82	12,823	.000	-.32
INL01b	350	2.66	2.91	.05	.01	0.97	0.91	366	.000	-.28
INL01c	349	2.62	2.86	.05	.01	0.92	0.91	367	.000	-.27
INL01d	347	2.02	2.57	.05	.01	0.99	1.03	367	.000	-.54
INL01e	348	2.07	2.26	.05	.01	0.93	0.98	369	.000	-.19
INL01f	349	2.16	2.37	.05	.01	0.94	0.92	12,738	.000	-.23
INL01g	349	2.15	2.51	.05	.01	0.92	0.96	370	.000	-.38
INL01h	347	2.03	2.41	.05	.01	0.95	0.98	367	.000	-.40
INL02a	347	3.25	3.61	.05	.01	0.93	0.71	357	.000	-.50
INL02b	345	3.15	3.49	.05	.01	0.95	0.76	356	.000	-.45
INL02c	345	2.99	3.25	.05	.01	0.98	0.89	12,736	.000	-.29
INL02d	346	2.92	3.10	.06	.01	1.05	0.95	361	.001	-.19
INL02e	344	2.76	3.01	.05	.01	1.01	0.99	12,654	.000	-.26
INL03	348	3.08	3.07	.05	.01	0.85	0.80	365	.702	.02

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Auburn	Auburn	Information Literacy	Auburn	Information Literacy	Auburn	Information Literacy	Comparisons with: Information Literacy		
INL01a	578	3.15	3.43	.04	.01	0.88	0.77	601	.000	-.36
INL01b	574	2.68	2.94	.04	.01	1.00	0.95	601	.000	-.28
INL01c	578	2.61	2.84	.04	.01	0.99	0.95	606	.000	-.24
INL01d	577	2.34	2.91	.05	.01	1.11	1.03	603	.000	-.55
INL01e	577	2.14	2.28	.04	.01	0.96	1.00	610	.001	-.14
INL01f	572	2.15	2.38	.04	.01	0.90	0.93	603	.000	-.25
INL01g	578	2.33	2.67	.04	.01	0.97	0.97	22,177	.000	-.35
INL01h	572	2.20	2.53	.04	.01	1.01	0.99	22,118	.000	-.33
INL02a	579	3.37	3.53	.04	.01	0.88	0.79	603	.000	-.19
INL02b	577	3.20	3.45	.04	.01	0.93	0.82	600	.000	-.30
INL02c	577	3.01	3.31	.04	.01	1.04	0.91	600	.000	-.33
INL02d	576	2.81	3.01	.04	.01	1.04	1.02	604	.000	-.20
INL02e	567	3.11	3.17	.04	.01	0.98	0.95	22,010	.140	-.06
INL03	577	3.42	3.29	.03	.01	0.72	0.77	22,186	.000	.17

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.