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**NSSE 2014 Topical Module**  
**Experiences with Information Literacy**  
Ohio 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)	Peru State College (Peru, NE)
Carlow University (Pittsburgh, PA)	Pfeiffer University (Misenheimer, NC)
Central Penn College (Summerdale, PA)	Roanoke College (Salem, VA)
Claremont McKenna College (Claremont, CA)	San Jose State University (San Jose, CA)
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

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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 <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Ohio University		Information Literacy		Ohio University	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how often have you done the following?</b>										
a. Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	INL01a	1	Never	15	4	459	2	<b>3.0</b>	3.2 ***	-0.21 ▽
		2	Sometimes	98	26	4,002	18			
		3	Often	131	34	7,523	35			
		4	Very often	145	37	9,788	45			
		Total		389	100	21,772	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	38	9	1,811	8	<b>2.7</b>	2.9 **	-0.18 ▽
		2	Sometimes	135	35	5,990	27			
		3	Often	116	31	7,700	36			
		4	Very often	98	25	6,243	30			
		Total		387	100	21,744	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	33	8	1,857	8	<b>2.7</b>	2.8 *	-0.12 ▽
		2	Sometimes	146	38	6,624	30			
		3	Often	119	32	7,905	37			
		4	Very often	90	23	5,315	26			
		Total		388	100	21,701	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	106	27	3,568	16	<b>2.2</b>	2.6 ***	-0.37 ▽
		2	Sometimes	147	39	7,155	33			
		3	Often	83	22	6,042	28			
		4	Very often	51	13	4,951	23			
		Total		387	100	21,716	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	118	30	4,981	24	<b>2.1</b>	2.3 ***	-0.18 ▽
		2	Sometimes	149	39	8,498	39			
		3	Often	89	24	5,484	25			
		4	Very often	29	8	2,737	13			
		Total		385	100	21,700	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	103	26	3,581	17	<b>2.2</b>	2.4 ***	-0.22 ▽
		2	Sometimes	154	41	9,139	42			
		3	Often	89	23	6,113	28			
		4	Very often	39	10	2,837	13			
		Total		385	100	21,670	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	80	20	3,809	17	<b>2.3</b>	2.5 ***	-0.17 ▽
		2	Sometimes	162	43	8,188	37			
		3	Often	102	27	6,253	29			
		4	Very often	39	10	3,428	16			
		Total		383	100	21,678	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	90	22	4,328	20	<b>2.3</b>	2.4 *	-0.13 ▽
		2	Sometimes	154	41	8,159	37			
		3	Often	97	26	5,951	28			
		4	Very often	41	11	3,172	15			
		Total		382	100	21,610	100			

# NSSE 2014 Experiences with Information Literacy

## Frequencies and Statistical Comparisons Ohio University

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Ohio University		Information Literacy		Ohio University	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, how much have your instructors emphasized the following?</b>										
a. Not plagiarizing another author's work	INL02a	1	Very little	4	1	374	2	<b>3.6</b>	3.6	-.02
		2	Some	38	10	1,583	7			
		3	Quite a bit	73	19	4,616	21			
		4	Very much	275	69	15,194	70			
		Total		390	100	21,767	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	16	5	514	2	<b>3.3</b>	3.5 ***	-.25
		2	Some	60	15	2,111	10			
		3	Quite a bit	112	29	5,851	27			
		4	Very much	201	51	13,229	61			
		Total		389	100	21,705	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	20	5	1,115	5	<b>3.2</b>	3.2	-.09
		2	Some	72	19	3,296	16			
		3	Quite a bit	120	32	6,343	29			
		4	Very much	176	44	10,888	50			
		Total		388	100	21,642	100			
d. Questioning the quality of information sources	INL02d	1	Very little	38	10	1,360	6	<b>3.0</b>	3.1 *	-.10
		2	Some	78	20	4,359	21			
		3	Quite a bit	118	31	6,671	31			
		4	Very much	153	39	9,214	42			
		Total		387	100	21,604	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	38	10	1,833	9	<b>3.0</b>	3.0	.02
		2	Some	84	22	5,154	24			
		3	Quite a bit	108	29	6,335	29			
		4	Very much	151	39	8,185	38			
		Total		381	100	21,507	100			
<b>3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?</b>										
	INL03	1	Very little	15	4	589	3	<b>2.9</b>	3.1 ***	-.24
		2	Some	107	28	3,950	19			
		3	Quite a bit	170	44	10,057	47			
		4	Very much	98	24	7,062	32			
		Total		390	100	21,658	100			

\*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 Ohio University

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Ohio University		Information Literacy		Ohio University	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how often have you done the following?</b>										
a. Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	INL01a	1	Never	6	2	483	2	<b>3.3</b>	3.4 **	-0.16
		2	Sometimes	70	17	3,928	14			
		3	Often	123	33	8,060	28			
		4	Very often	183	48	16,803	57			
		Total		382	100	29,274	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	46	12	2,265	8	<b>2.8</b>	2.9 *	-0.14
		2	Sometimes	104	27	7,780	26			
		3	Often	117	32	9,278	32			
		4	Very often	114	30	9,930	34			
		Total		381	100	29,253	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	43	11	2,679	9	<b>2.7</b>	2.8 *	-0.11
		2	Sometimes	126	32	8,854	30			
		3	Often	127	35	9,754	33			
		4	Very often	84	22	7,889	27			
		Total		380	100	29,176	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	49	13	3,213	12	<b>2.7</b>	2.9 **	-0.15
		2	Sometimes	108	29	7,169	25			
		3	Often	104	29	7,634	26			
		4	Very often	117	29	11,183	37			
		Total		378	100	29,199	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	89	23	6,981	24	<b>2.3</b>	2.3	.01
		2	Sometimes	146	38	11,370	39			
		3	Often	100	26	6,561	22			
		4	Very often	45	12	4,291	14			
		Total		380	100	29,203	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	81	21	4,517	16	<b>2.3</b>	2.4 *	-0.12
		2	Sometimes	159	42	12,413	43			
		3	Often	95	25	7,806	26			
		4	Very often	46	12	4,428	15			
		Total		381	100	29,164	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	64	16	3,577	12	<b>2.5</b>	2.6 **	-0.16
		2	Sometimes	145	38	10,046	35			
		3	Often	104	28	8,905	31			
		4	Very often	64	17	6,644	22			
		Total		377	100	29,172	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	84	22	4,887	17	<b>2.4</b>	2.5 *	-0.12
		2	Sometimes	137	36	10,477	36			
		3	Often	100	27	8,105	28			
		4	Very often	56	16	5,655	19			
		Total		377	100	29,124	100			

\*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

### Ohio University

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Ohio University		Information Literacy		Ohio University	Information Literacy	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, how much have your instructors emphasized the following?</b>										
a. Not plagiarizing another author's work	INL02a	1	Very little	11	3	1,062	4	<b>3.4</b>	3.5 *	-0.11 ▽
		2	Some	40	11	2,965	10			
		3	Quite a bit	107	29	6,379	22			
		4	Very much	222	57	18,877	65			
			Total	380	100	29,283	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	20	5	1,131	4	<b>3.2</b>	3.4 ***	-0.24 ▽
		2	Some	53	15	3,411	11			
		3	Quite a bit	128	34	7,423	26			
		4	Very much	178	45	17,200	59			
			Total	379	100	29,165	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	27	7	1,770	6	<b>3.1</b>	3.3 ***	-0.18 ▽
		2	Some	70	19	3,853	14			
		3	Quite a bit	108	30	7,423	26			
		4	Very much	173	44	16,093	54			
			Total	378	100	29,139	100			
d. Questioning the quality of information sources	INL02d	1	Very little	47	12	2,572	9	<b>2.8</b>	3.0 ***	-0.19 ▽
		2	Some	94	25	6,303	22			
		3	Quite a bit	120	32	8,337	29			
		4	Very much	115	30	11,867	40			
			Total	376	100	29,079	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	30	8	1,840	7	<b>3.1</b>	3.1	-0.07
		2	Some	68	18	5,341	19			
		3	Quite a bit	125	33	8,429	29			
		4	Very much	154	41	13,315	45			
			Total	377	100	28,925	100			
<b>3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?</b>										
	INL03	1	Very little	10	3	479	2	<b>3.2</b>	3.3 *	-0.12 ▽
		2	Some	57	15	3,433	13			
		3	Quite a bit	156	42	11,482	40			
		4	Very much	156	41	13,824	46			
			Total	379	100	29,218	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 <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	Ohio University	Ohio University	Information Literacy	Ohio University	Information Literacy	Ohio University	Information Literacy	Comparisons with: Information Literacy		
INL01a	387	3.04	3.22	.04	.01	0.88	0.82	10,099	.000	-.21
INL01b	385	2.71	2.87	.05	.01	0.95	0.93	413	.001	-.18
INL01c	386	2.69	2.80	.05	.01	0.91	0.91	10,064	.022	-.12
INL01d	384	2.20	2.58	.05	.01	0.98	1.02	417	.000	-.37
INL01e	383	2.09	2.26	.05	.01	0.91	0.96	416	.000	-.18
INL01f	382	2.18	2.37	.05	.01	0.93	0.91	10,049	.000	-.22
INL01g	380	2.28	2.45	.05	.01	0.90	0.96	414	.000	-.17
INL01h	379	2.25	2.38	.05	.01	0.92	0.97	411	.012	-.13
INL02i	388	3.57	3.59	.04	.01	0.72	0.71	10,097	.662	-.02
INL02b	387	3.27	3.46	.04	.01	0.88	0.77	410	.000	-.25
INL02c	386	3.15	3.24	.05	.01	0.90	0.90	10,035	.072	-.09
INL02d	385	2.99	3.09	.05	.01	0.99	0.94	10,023	.047	-.10
INL02e	379	2.98	2.96	.05	.01	1.00	0.98	9,972	.757	.02
INL03	388	2.89	3.07	.04	.01	0.82	0.79	416	.000	-.24

### Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	Ohio University	Ohio University	Information Literacy	Ohio University	Information Literacy	Ohio University	Information Literacy	Comparisons with: Information Literacy		
INL01a	376	3.27	3.40	.04	.01	0.81	0.78	15,153	.002	-.16
INL01b	376	2.79	2.92	.05	.01	1.00	0.95	392	.013	-.14
INL01c	375	2.67	2.78	.05	.01	0.94	0.95	15,106	.030	-.11
INL01d	372	2.74	2.89	.05	.01	1.02	1.04	15,109	.005	-.15
INL01e	373	2.28	2.27	.05	.01	0.96	0.99	15,117	.781	.01
INL01f	376	2.28	2.40	.05	.01	0.93	0.93	15,098	.017	-.12
INL01g	370	2.47	2.63	.05	.01	0.96	0.96	15,092	.002	-.16
INL01h	371	2.37	2.49	.05	.01	0.99	0.99	15,071	.021	-.12
INL021	373	3.40	3.49	.04	.01	0.80	0.81	15,154	.042	-.11
INL02b	372	3.19	3.39	.05	.01	0.89	0.84	15,099	.000	-.24
INL02c	371	3.11	3.28	.05	.01	0.95	0.92	15,085	.001	-.18
INL02d	370	2.80	3.00	.05	.01	1.00	1.00	15,050	.000	-.19
INL02e	370	3.07	3.13	.05	.01	0.96	0.94	14,970	.185	-.07
INL03	372	3.20	3.30	.04	.01	0.79	0.76	15,110	.019	-.12

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## 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.