

Information Use during the First College Year: Findings from the NSSE Experiences with Information Literacy Module

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What is NSSE?

- Student Engagement Theory
- NSSE is designed to gather information on the extent to which students engage in and are exposed to proven educational practices that are related to desirable learning outcomes.

Experiences w/ Information Literacy Module

- Collaboration between NSSE & academic librarians
- Designed to assess student engagement in activities that develop information literacy skills
- Opt-in addition to the core NSSE instrument
- 53,000 students at 84 institutions responded to the module in 2014

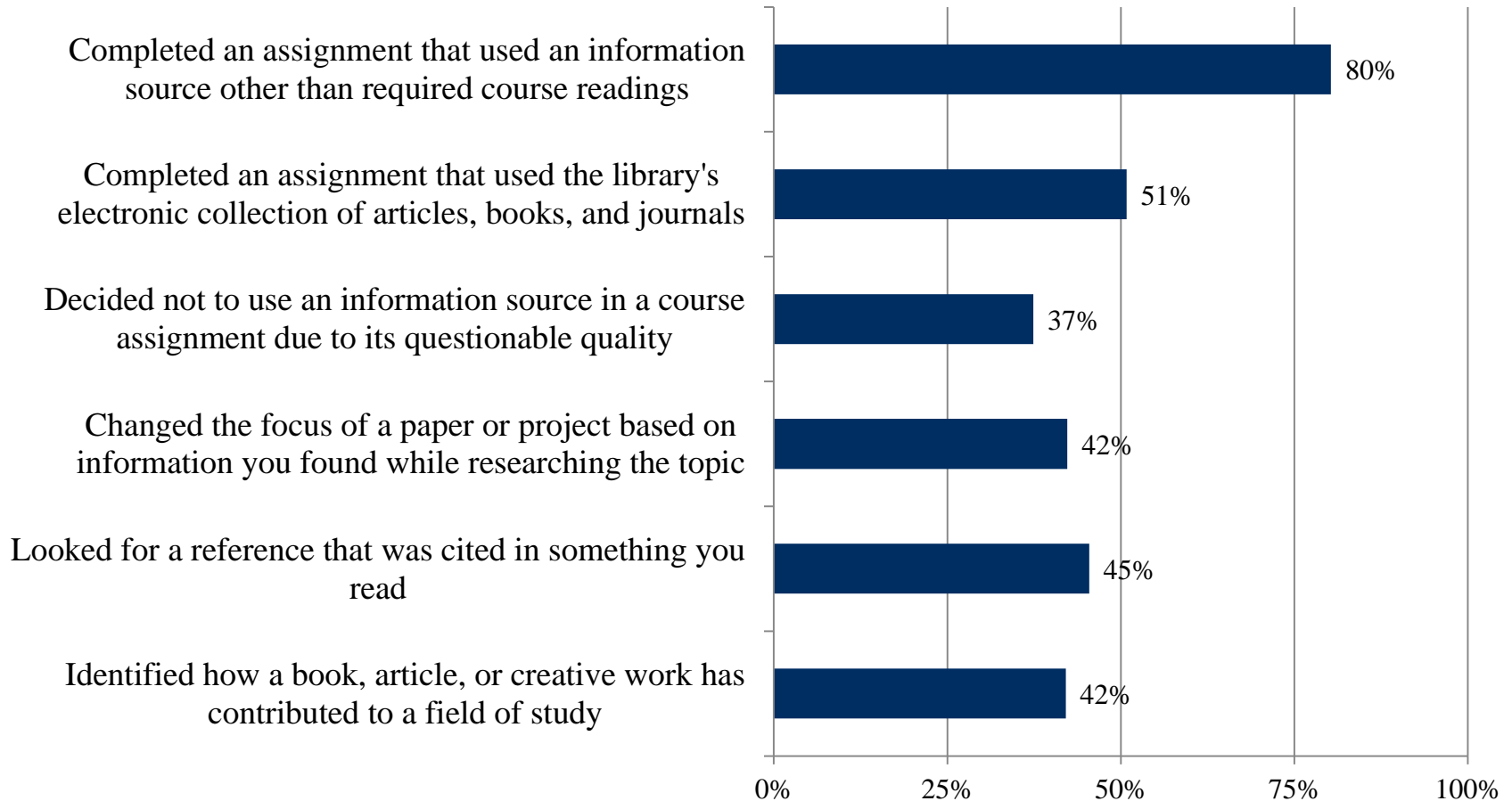
Research Questions

1. How often do first-year students engage in activities associated with information literacy skills development?
2. Do first-year students exhibit different patterns of engagement in information literacy activities?
3. If so, which student and institutional characteristics are related to these engagement patterns?

Methods

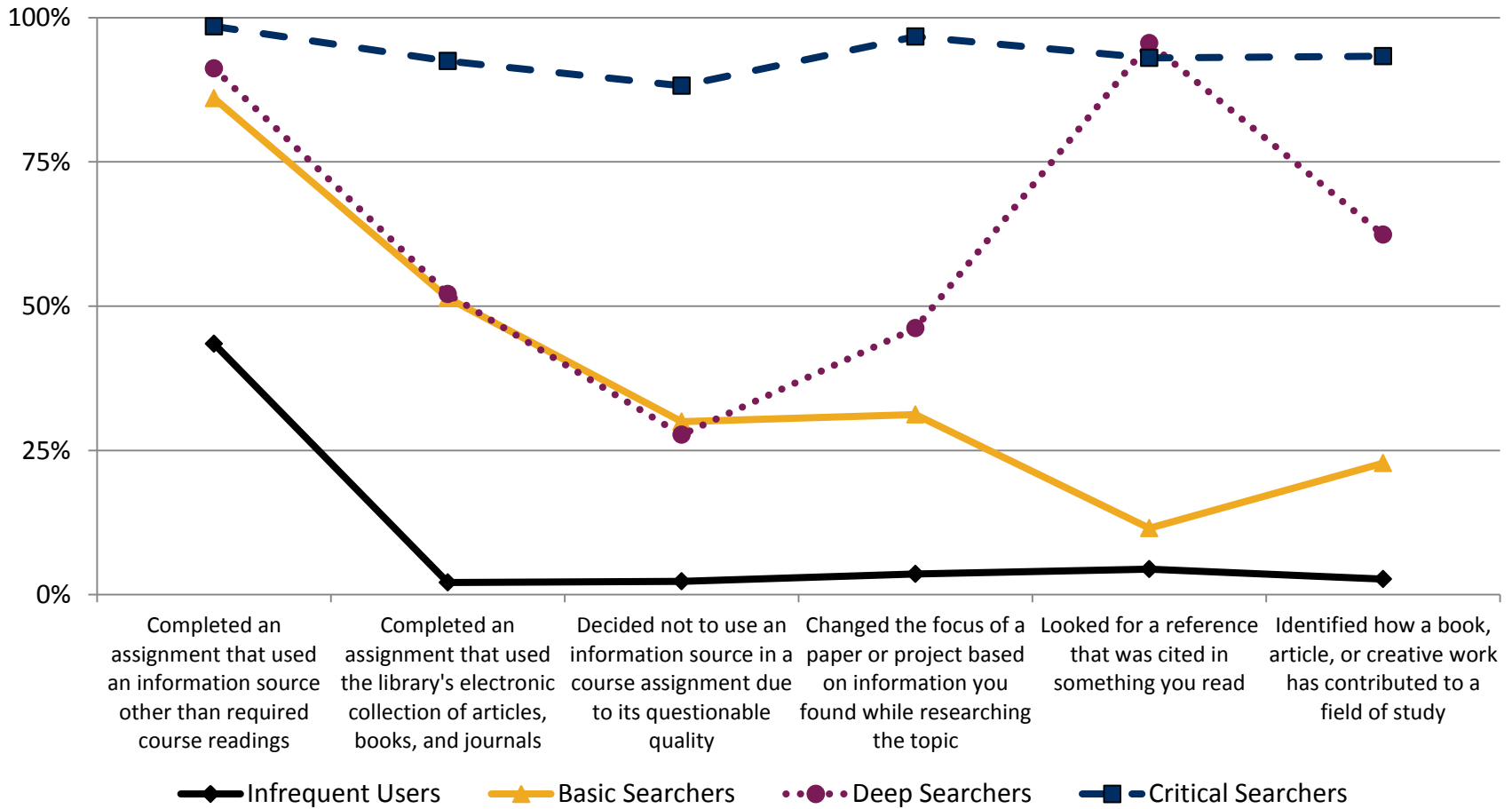
- Descriptive analyses
- Latent class analysis
- Multinomial logistic regression

Descriptive Statistics



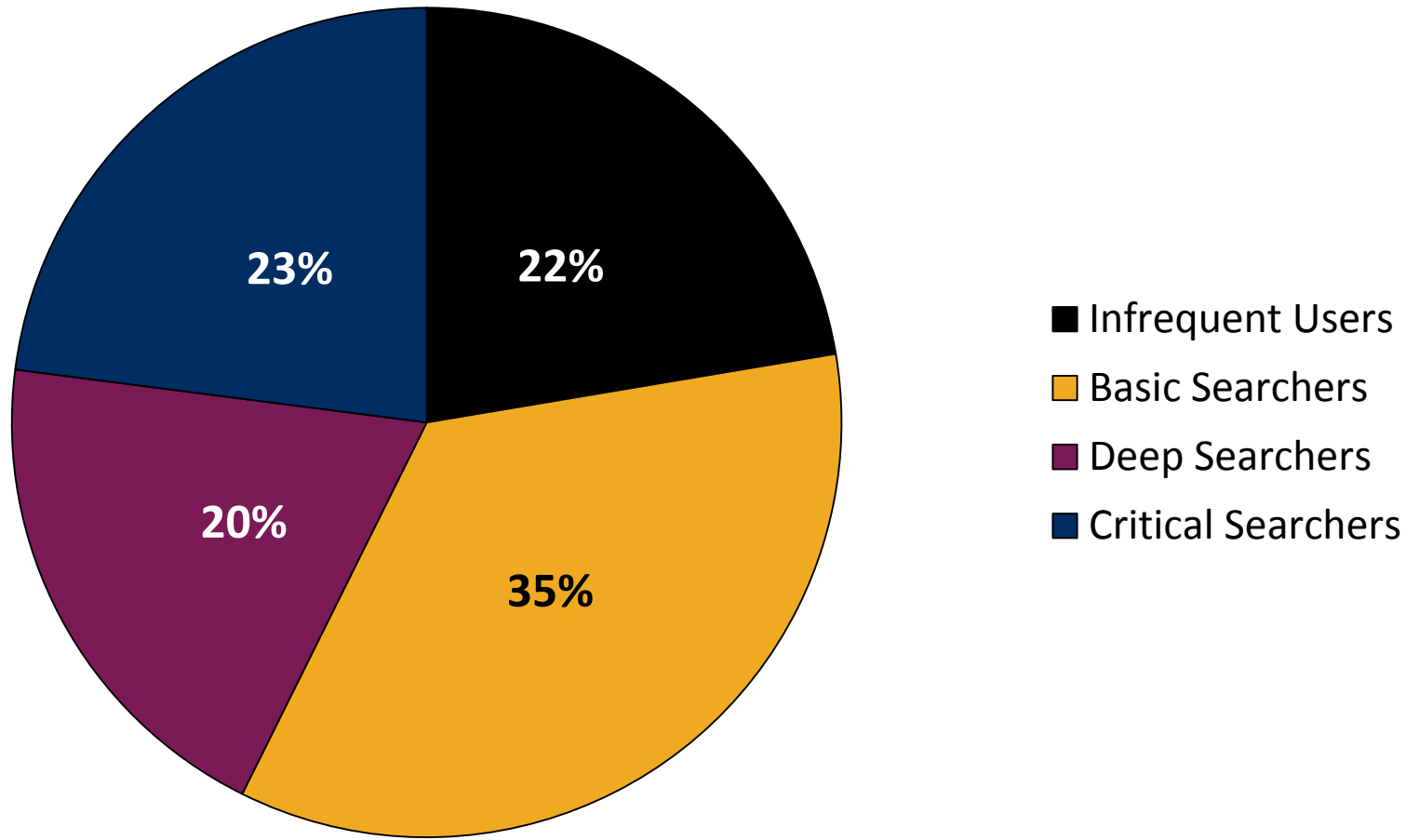
Percentage of students who responded “often” or “very often”

Latent Class Analysis



Percentage of students who responded "often" or "very often"

Latent Class Analysis



Multinomial Results

- Best predictors:
 1. Reflective & Integrative Learning
 2. Learning Strategies
- Other student and institutional characteristics were only able to significantly discriminate between *Critical Searchers* and *Infrequent Users*

Implications

- Most first-year students use information, but many fail to do so effectively and/or critically
- Students have a wide varying information literacy instructional needs
- Few observable characteristics correlated with engagement with information sources
- Improve information skills via encouraging reflective and integrative learning and/or learning strategy activities
- Improve information literacy skills prior to college entry

Thanks!

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