NSSE national survey of student engagement

Information Engagement: Preliminary results from the NSSE Information Literacy Module

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Information Literacy Module Questions

1. During the current school year, about how often have you done the following?
   [RESPONSE OPTIONS: 4=Very Often/ 3=Often/ 2=Sometimes/ 1=Never]
   a. Completed an assignment that used an information source (book, article, web site, etc.) other than required course readings
   b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.
   c. Received feedback from instructors that improved your use of information resources (source selection, proper citation, etc.)
   d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)
   e. Decided not to use an information source in a course assignment due to its questionable quality
   f. Changed the focus of a paper or project based on information you found while researching the topic
   g. Used the library's physical resources (study space, computers, meeting rooms, etc.)
   h. Looked for a reference that was cited in something you read
   i. Identified how an author's findings or conclusions contributed to the existing knowledge of a topic

2. During the current school year, how much have your instructors emphasized the following?
   [RESPONSE OPTIONS: Very Much, Quite a bit, Some, Very Little]
   a. Not plagiarizing another author's work
   b. Appropriately citing the sources used in a paper or project
   c. Using scholarly or peer-reviewed sources in your course assignments
   d. Questioning the quality of information sources
   e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study

3. How important have the following been to your learning and development?
   [RESPONSE OPTIONS: Very Important To Not Important]
   a. Information resources (books, electronic articles, databases, etc.)
   b. Library staff (in-person or online consultation)
   c. Library guides and tutorials (in print or online)

4. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?
   [RESPONSE OPTIONS: Very Much, Quite a bit, Some Very Little]

Preliminary Results of the Module

79% of first-year students reported that their instructors emphasized using scholarly or peer-reviewed sources.

33% of first-year students frequently decided not to use an information source due to its questionable quality

67% of first-year students frequently received feedback from instructors that improved their use of information resources

35% of seniors frequently changed the focus of a paper or projects based on information found when researching a topic.

83% of seniors frequently used information sources beyond required readings to complete an assignment

60% of seniors frequently used electronic information sources to complete an assignment

50% of seniors believe that library staff had little or no importance on their learning and development

Uses of NSSE Data

Benchmarking
- Compare institutional results to similar institutions
- Track change over time to meet a goal

Program Effectiveness
- Compare program or course participants to non-participants

Subgroup Analyses
- Compare student groups (e.g., majors, demographic groups)
- Identify areas for improvement

Accountability
- Demonstrate the value of libraries

Concept

A diverse group of librarians representing a variety of perspectives and institutions convening to create a standardized instrument to measure student engagement in information literacy activities

Goals

- Review previous NSSE information literacy questions
- Establish key learning information literacy outcomes
- Create survey questions

Process

-Collaborations through email, listserv, wiki, and Skype

-Involvement of a broader audience through meetings and presentations at ALA conferences

Purpose

To gather information about student's knowledge and awareness of their information-seeking practices and the ways in which those are driven by faculty instruction, course assignments, and library resources/services

Student Engagement & Information Literacy

- **Interrogate** information sources
- **Develop** a research question and then revise it
- **Recognize** research is a recursive practice
- **Explore** an issue or subject through multiple lenses
- **Transfer** learning to other courses/projects
- **Learn** information literacy on a continuum across the discipline

NSSE Topical Modules

What: Short sets of targeted questions that can be appended to the core survey

Cost: First module is free for survey participants. Second module is $150.

Other modules: Academic Advising, Civic Engagement, Development of Transferable Skills, Experiences with Diverse Perspectives, Learning with Technology, & Experiences with Writing

Timeline

Spring 2011	Summer 2011	Fall 2011	Winter 2012	Spring 2012	Summer 2012	Fall 2012	Winter 2013	Spring 2013	Summer 2013	Fall 2013	Winter 2014
IU librarians propose adding information literacy questions to NSSE.	Open meeting at ALA to discuss activities associated with information literacy.	NSSE/Information Literacy Working Group created.	WG identifies outcomes for the survey and drafts survey questions. Informal discussion at ALA Midwinter.	Survey questions are revised and mapped against information literacy standards (ACRL, AACU).	Conference call to finalize first draft of questions. Presentation at ALA.	Feedback from ALA used to improve the questions. Questions finalized for pilot.	The module was pilot tested at 99 institutions.	The pilot test ends.	Data analysis of pilot data.	Module finalized for official launch in NSSE 2014 administration.	Module officially launched.