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: Very Often / Often / Sometimes / Seldom / Never]

   a. Completed an assignment that used an information resource (book, article, website, etc.) other than required or course readings
   b. Worked on a group 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 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. Information resources (books, electronic articles, databases, etc.)
   b. Appropriately citing the sources used in a paper or project
   c. Deciding not to use an information source in a course assignment due to its questionable quality
   d. Completing an assignment that used the library’s electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)
   e. Changing the focus of a paper or project based on information you found while researching the topic
   f. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study
   g. Using the library’s physical resources (study space, computers, meeting rooms, etc.)
   h. Looking for a reference that was cited something you read
   i. Identifying how an author’s findings or conclusions contributed to the existing knowledge of a topic

3. How important have the following been to your learning and development?

   [RESPONSE OPTIONS: Very Important / To Some Degree / Not Important]

   a. Information resources (books, electronic articles, databases, etc.)
   b. Using scholarly or peer-reviewed sources in your course assignments
   c. Completing an assignment that used an information source (book, article, web site, etc.) other than required or course readings
   d. Completing an assignment that used the library’s electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)
   e. Deciding 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. Using the library’s physical resources (study space, computers, meeting rooms, etc.)
   h. Looked for a reference that was cited something you read
   i. Identified how an author’s findings or conclusions contributed to the existing knowledge of a topic

4. How much has your experience at this institution contributed to your knowledge, skills, and personal development?

   Percentages above indicate a high level of agreement.

   a. Improved your ability to use information effectively
   b. Increased your awareness of the value of libraries
   c. Received feedback from instructors that improved your use of information resources
   d. Improved your ability to use information to complete an assignment
   e. Improved your ability to use information to complete an assignment
   f. Improved your ability to use information to complete an assignment
   g. Improved your ability to use information to complete an assignment
   h. Improved your ability to use information to complete an assignment
   i. Improved your ability to use information to complete an assignment

Uses of NSSE Data

Benchmarking
- Compare institutional results to similar institutions
- Compare institution to meet a goal
Program Effectiveness
- Compare program to non-participants
- Compare program to meet a goal

Subgroup Analyses
- Compare student groups (e.g., majors, demographic groups)
- Compare information sources
- Compare information sources
- Compare information sources

Accountability
- Demonstrate the value of libraries

Student Engagement & Information Literacy

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

Concept
- Integrate information sources
- Develop a research question and then review it
- Recognize information and research as 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

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

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
Spring 2012
Summer 2012
Fall 2012
Winter 2013
Spring 2013
Summer 2013
Fall 2013
Winter 2014

1. Review pretest pilot information literacy questions in NSSE.
2. Open a meeting in ALA to discuss activities associated with information literacy.
3. Inventory of NSSE.
4. WS: Introduction to the survey and develop survey questions.
5. In-person interview at ACM.
6. Survey questions and survey associated with information literacy.
7.同等重要性问题的调查
8. Review survey questions and mapped against information literacy standards (ACRL, AALL).
9. Conference call to create first draft of questions. Presentation at ALA.
10. Feedback from ALA.
11. Improve the questions.
13. Pilot was post-tested at 96 institutions.
14. The pilot test ends.
15. Data analysis of pilot data.
16. Presentation at ALA.
17. Proposal for second module.
18. Module officially launched.