NSSE
national survey of
student engagement

# NSSE 2016 Topical Module Report
# Experiences with Information Literacy

Tennessee Technological University

IPEDS: 221847

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# NSSE 2016 Experiences with Information Literacy

## Administration Summary

## Tennessee Technological University

## 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 | 5/5/16 |
| 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=98)

Abilene Christian University (Abilene, TX)
Adelphi University (Garden City, NY)*
Albright College (Reading, PA)
Alfred University (Alfred, NY)*
Alverno College (Milwaukee, WI)*
American Public University System (Charles Town, WV)
Aquinas College (Grand Rapids, MI)*
Assumption College (Worcester, MA)
Belmont Abbey College (Belmont, NC)*
Berry College (Mount Berry, GA)
Bethany College (Lindsborg, KS)*
Binghamton University (State University of New York) (Binghamton, NY)
Biola University (La Mirada, CA)*
Bloomsburg University of Pennsylvania (Bloomsburg, PA)
Bowling Green State University (Bowling Green, OH)
Brenau University (Gainesville, GA)
Brigham Young University-Hawaii (Laie, HI)
California State University San Marcos (San Marcos, CA)
California University of Pennsylvania (California, PA)*
Cameron University (Lawton, OK)
Cedar Crest College (Allentown, PA)*
Champlain College (Burlington, VT)*
Cheyney University of Pennsylvania (Cheyney, PA)
Clarion University of Pennsylvania (Clarion, PA)
Daemen College (Amherst, NY)*
Dillard University (New Orleans, LA)
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
Eastern Connecticut State University (Willimantic, CT)
Eastern Michigan University (Ypsilanti, MI)
Edinboro University of Pennsylvania (Edinboro, PA)
Emmanuel College (Boston, MA)*
Ferris State University (Grand Rapids, MI)
Fitchburg State University (Fitchburg, MA)*
Georgia Gwinnett College (Lawrenceville, GA)*
Grand Valley State University (Allendale, MI)
Greensboro College (Greensboro, NC)
Howard University (Washington, DC)*
Indiana University Kokomo (Kokomo, IN)*
Indiana University of Pennsylvania (Indiana, PA)
Indiana University South Bend (South Bend, IN)*
Kutztown University of Pennsylvania (Kutztown, PA)*
Le Moyne College (Syracuse, NY)*
Lincoln Christian University (Lincoln, IL)*
Lock Haven University (Lock Haven, PA)
MacMurray College (Jacksonville, IL)*
Mansfield University of Pennsylvania (Mansfield, PA)*
Middle Tennessee State University (Murfreesboro, TN)
Millersville University of Pennsylvania (Millersville, PA)*
Northeastern State University (Tahlequah, OK)
Ohio State University at Newark, The (Newark, OH)
Ohio State University-Lima Campus (Lima, OH)
Ohio State University-Mansfield Campus (Mansfield, OH)
Ohio State University-Marion Campus (Marion, OH)
Ohio State University, The (Columbus, OH)
Oregon Institute of Technology (Klamath Falls, OR)*
Ouachita Baptist University (Arkadelphia, AR)
Pratt Institute (Brooklyn, NY)*
Radford University (Radford, VA)
San Diego Christian College (El Cajon, CA)*
Scripps College (Claremont, CA)

*2015 participant

## Information Literacy (N=98), continued

Shippensburg University of Pennsylvania (Shippensburg, PA)
Slippery Rock University of Pennsylvania (Slippery Rock, PA)*
Southern Utah University (Cedar City, UT)
St. Bonaventure University (Saint Bonaventure, NY)
Temple University (Philadelphia, PA)
Texas State University (San Marcos, TX)
Towson University (Towson, MD)
Trinity Western University (Langley, BC)
Université de Sherbrooke (Sherbrooke, QC)
University of Arizona, The (Tucson, AZ)*
University of Baltimore (Baltimore, MD)
University of California-Merced (Merced, CA)*
University of Charleston (Charleston, WV)
University of Hawai‘i at Manoa (Honolulu, HI)*
University of Hawai‘i-West O‘ahu (Kapolei, HI)
University of Louisiana at Lafayette (Lafayette, LA)
University of Louisville (Louisville, KY)*
University of Massachusetts Boston (Boston, MA)*
University of Massachusetts Lowell (Lowell, MA)
University of Mississippi (University, MS)
University of Montana (Missoula, MT)
University of Montevallo (Montevallo, AL)
University of North Carolina at Greensboro, The (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 San Diego (San Diego, CA)*
University of Tampa, The (Tampa, FL)
University of Tennessee Martin, The (Martin, TN)
Ursuline College (Pepper Pike, OH)
Utica College (Utica, NY)*
Valparaiso University (Valparaiso, IN)
Wartburg College (Waverly, IA)
West Chester University of Pennsylvania (West Chester, PA)
West Texas A&M University (Canyon, TX)
Wheeling Jesuit University (Wheeling, WV)*
William Paterson University of New Jersey (Wayne, NJ)
Winona State University (Winona, MN)*

*2015 participant

# NSSE 2016 Experiences with Information Literacy

## Frequencies and Statistical Comparisons

## Tennessee Technological University

## First-Year Students

| Item wording or description | Variable name | Values[c] | Response options | Frequency Distributions[a] Tennessee Tech Count | Tennessee Tech % | Information Literacy Count | Information Literacy % | Statistical Comparisons[b] Tennessee Tech Mean | Information Literacy Mean | Effect size[d] |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 10 | 3 | 512 | 2 | 2.9 | 3.2 *** ▽ | -.30 |
| | | 2 | Sometimes | 79 | 31 | 4,460 | 19 | | | |
| | | 3 | Often | 91 | 35 | 8,240 | 36 | | | |
| | | 4 | Very often | 82 | 31 | 9,494 | 43 | | | |
| | | | Total | 262 | 100 | 22,706 | 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 | 34 | 12 | 1,155 | 5 | 2.6 | 3.0 *** ▼ | -.39 |
| | | 2 | Sometimes | 92 | 35 | 5,690 | 26 | | | |
| | | 3 | Often | 82 | 32 | 8,602 | 38 | | | |
| | | 4 | Very often | 55 | 20 | 7,178 | 31 | | | |
| | | | Total | 263 | 100 | 22,625 | 100 | | | |
| c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.) | INL01c | 1 | Never | 33 | 11 | 1,165 | 5 | 2.6 | 2.9 *** ▼ | -.33 |
| | | 2 | Sometimes | 85 | 34 | 6,135 | 27 | | | |
| | | 3 | Often | 95 | 38 | 8,887 | 39 | | | |
| | | 4 | Very often | 49 | 18 | 6,398 | 29 | | | |
| | | | Total | 262 | 100 | 22,585 | 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 | 74 | 28 | 4,238 | 18 | 2.2 | 2.5 *** ▼ | -.33 |
| | | 2 | Sometimes | 87 | 33 | 7,592 | 32 | | | |
| | | 3 | Often | 74 | 29 | 6,158 | 27 | | | |
| | | 4 | Very often | 26 | 10 | 4,611 | 22 | | | |
| | | | Total | 261 | 100 | 22,599 | 100 | | | |
| e. Decided not to use an information source in a course assignment due to its questionable quality | INL01e | 1 | Never | 79 | 28 | 5,704 | 26 | 2.1 | 2.2 * ▽ | -.12 |
| | | 2 | Sometimes | 106 | 42 | 8,945 | 39 | | | |
| | | 3 | Often | 55 | 23 | 5,309 | 23 | | | |
| | | 4 | Very often | 21 | 7 | 2,628 | 12 | | | |
| | | | Total | 261 | 100 | 22,586 | 100 | | | |
| f. Changed the focus of a paper or project based on information you found while researching the topic | INL01f | 1 | Never | 62 | 22 | 3,690 | 17 | 2.2 | 2.3 * ▽ | -.14 |
| | | 2 | Sometimes | 113 | 44 | 9,760 | 44 | | | |
| | | 3 | Often | 59 | 24 | 6,178 | 26 | | | |
| | | 4 | Very often | 28 | 10 | 2,932 | 13 | | | |
| | | | Total | 262 | 100 | 22,560 | 100 | | | |
| g. Looked for a reference that was cited in something you read | INL01g | 1 | Never | 60 | 21 | 3,716 | 15 | 2.3 | 2.5 *** ▽ | -.24 |
| | | 2 | Sometimes | 103 | 40 | 8,211 | 36 | | | |
| | | 3 | Often | 71 | 29 | 6,996 | 31 | | | |
| | | 4 | Very often | 26 | 10 | 3,619 | 17 | | | |
| | | | Total | 260 | 100 | 22,542 | 100 | | | |
| h. Identified how a book, article, or creative work has contributed to a field of study | INL01h | 1 | Never | 70 | 26 | 4,457 | 19 | 2.2 | 2.4 *** ▽ | -.23 |
| | | 2 | Sometimes | 106 | 40 | 8,448 | 37 | | | |
| | | 3 | Often | 62 | 25 | 6,317 | 28 | | | |
| | | 4 | Very often | 25 | 9 | 3,273 | 15 | | | |
| | | | Total | 263 | 100 | 22,495 | 100 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

# NSSE 2016 Experiences with Information Literacy

## Frequencies and Statistical Comparisons

## Tennessee Technological University

## First-Year Students

| Item wording or description | Variable name | Values [c] | Response options | Frequency Distributions [a] Tennessee Tech Count | Tennessee Tech % | Information Literacy Count | Information Literacy % | Statistical Comparisons [b] Tennessee Tech Mean | Information Literacy Mean | Effect size [d] |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 5 | 2 | 393 | 2 | | | |
| | | 2 | Some | 21 | 8 | 1,418 | 6 | | | |
| | | 3 | Quite a bit | 53 | 23 | 4,711 | 20 | **3.5** | 3.6 | -.09 |
| | | 4 | Very much | 182 | 67 | 16,082 | 71 | | | |
| | | | Total | 261 | 100 | 22,604 | 100 | | | |
| b. Appropriately citing the sources used in a paper or project | INL02b | 1 | Very little | 9 | 3 | 406 | 2 | | | |
| | | 2 | Some | 48 | 20 | 2,015 | 9 | | | |
| | | 3 | Quite a bit | 75 | 29 | 6,116 | 26 | **3.2** | 3.5 *** ▼ | -.38 |
| | | 4 | Very much | 131 | 48 | 14,028 | 63 | | | |
| | | | Total | 263 | 100 | 22,565 | 100 | | | |
| c. Using scholarly or peer reviewed sources in your course assignments | INL02c | 1 | Very little | 24 | 8 | 924 | 4 | | | |
| | | 2 | Some | 59 | 24 | 3,423 | 16 | | | |
| | | 3 | Quite a bit | 72 | 28 | 6,868 | 30 | **3.0** | 3.3 *** ▼ | -.31 |
| | | 4 | Very much | 108 | 40 | 11,319 | 50 | | | |
| | | | Total | 263 | 100 | 22,534 | 100 | | | |
| d. Questioning the quality of information sources | INL02d | 1 | Very little | 28 | 11 | 1,351 | 7 | | | |
| | | 2 | Some | 69 | 27 | 4,501 | 20 | | | |
| | | 3 | Quite a bit | 70 | 26 | 7,029 | 30 | **2.9** | 3.1 *** ▽ | -.25 |
| | | 4 | Very much | 95 | 36 | 9,620 | 43 | | | |
| | | | Total | 262 | 100 | 22,501 | 100 | | | |
| e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study | INL02e | 1 | Very little | 32 | 12 | 1,862 | 9 | | | |
| | | 2 | Some | 69 | 26 | 5,180 | 23 | | | |
| | | 3 | Quite a bit | 76 | 30 | 6,660 | 29 | **2.8** | 3.0 *** ▽ | -.21 |
| | | 4 | Very much | 84 | 31 | 8,693 | 40 | | | |
| | | | Total | 261 | 100 | 22,395 | 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 | 5 | 2 | 624 | 3 | | | |
| | | 2 | Some | 67 | 26 | 4,355 | 19 | | | |
| | | 3 | Quite a bit | 127 | 48 | 10,286 | 44 | **2.9** | 3.1 * ▽ | -.16 |
| | | 4 | Very much | 64 | 24 | 7,281 | 33 | | | |
| | | | Total | 263 | 100 | 22,546 | 100 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

# NSSE 2016 Experiences with Information Literacy

## Frequencies and Statistical Comparisons

## Tennessee Technological University

## Seniors

| Item wording or description | Variable name | Values[c] | Response options | Frequency Distributions[a] Tennessee Tech Count | Tennessee Tech % | Information Literacy Count | Information Literacy % | Statistical Comparisons[b] Tennessee Tech Mean | Information Literacy Mean | Effect size[d] |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 8 | 2 | 631 | 2 | 3.2 | 3.4 *** ▽ | -.21 |
| | | 2 | Sometimes | 76 | 19 | 4,283 | 14 | | | |
| | | 3 | Often | 138 | 36 | 8,934 | 28 | | | |
| | | 4 | Very often | 178 | 43 | 17,062 | 56 | | | |
| | | | Total | 400 | 100 | 30,910 | 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 | 47 | 12 | 2,427 | 8 | 2.7 | 2.9 *** ▽ | -.19 |
| | | 2 | Sometimes | 127 | 32 | 7,886 | 26 | | | |
| | | 3 | Often | 105 | 27 | 9,820 | 31 | | | |
| | | 4 | Very often | 121 | 29 | 10,716 | 34 | | | |
| | | | Total | 400 | 100 | 30,849 | 100 | | | |
| c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.) | INL01c | 1 | Never | 33 | 9 | 2,504 | 9 | 2.8 | 2.8 | -.06 |
| | | 2 | Sometimes | 125 | 33 | 8,627 | 29 | | | |
| | | 3 | Often | 127 | 31 | 10,413 | 33 | | | |
| | | 4 | Very often | 112 | 28 | 9,256 | 30 | | | |
| | | | Total | 397 | 100 | 30,800 | 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 | 112 | 28 | 3,932 | 13 | 2.3 | 2.8 *** ▼ | -.55 |
| | | 2 | Sometimes | 140 | 36 | 7,723 | 25 | | | |
| | | 3 | Often | 72 | 19 | 8,058 | 26 | | | |
| | | 4 | Very often | 75 | 17 | 11,077 | 36 | | | |
| | | | Total | 399 | 100 | 30,790 | 100 | | | |
| e. Decided not to use an information source in a course assignment due to its questionable quality | INL01e | 1 | Never | 108 | 28 | 8,100 | 27 | 2.2 | 2.2 | -.05 |
| | | 2 | Sometimes | 157 | 40 | 11,600 | 38 | | | |
| | | 3 | Often | 75 | 19 | 6,750 | 21 | | | |
| | | 4 | Very often | 58 | 13 | 4,367 | 14 | | | |
| | | | Total | 398 | 100 | 30,817 | 100 | | | |
| f. Changed the focus of a paper or project based on information you found while researching the topic | INL01f | 1 | Never | 101 | 26 | 5,356 | 18 | 2.2 | 2.3 * ▽ | -.11 |
| | | 2 | Sometimes | 155 | 38 | 13,402 | 44 | | | |
| | | 3 | Often | 89 | 24 | 7,722 | 24 | | | |
| | | 4 | Very often | 52 | 12 | 4,316 | 13 | | | |
| | | | Total | 397 | 100 | 30,796 | 100 | | | |
| g. Looked for a reference that was cited in something you read | INL01g | 1 | Never | 70 | 17 | 4,101 | 13 | 2.4 | 2.6 *** ▽ | -.19 |
| | | 2 | Sometimes | 161 | 41 | 10,607 | 34 | | | |
| | | 3 | Often | 102 | 26 | 9,320 | 30 | | | |
| | | 4 | Very often | 66 | 17 | 6,748 | 22 | | | |
| | | | Total | 399 | 100 | 30,776 | 100 | | | |
| h. Identified how a book, article, or creative work has contributed to a field of study | INL01h | 1 | Never | 98 | 24 | 5,215 | 17 | 2.3 | 2.5 *** ▽ | -.21 |
| | | 2 | Sometimes | 149 | 39 | 10,799 | 35 | | | |
| | | 3 | Often | 91 | 23 | 8,811 | 29 | | | |
| | | 4 | Very often | 59 | 15 | 5,837 | 19 | | | |
| | | | Total | 397 | 100 | 30,662 | 100 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

# NSSE 2016 Experiences with Information Literacy

## Frequencies and Statistical Comparisons

## Tennessee Technological University

## Seniors

| Item wording or description | Variable name | Values[c] | Response options | Frequency Distributions[a] Tennessee Tech Count | Tennessee Tech % | Information Literacy Count | Information Literacy % | Statistical Comparisons[b] Tennessee Tech Mean | Information Literacy Mean | Effect size[d] |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 16 | 5 | 972 | 3 | | | |
| | | 2 | Some | 39 | 10 | 2,662 | 9 | | | |
| | | 3 | Quite a bit | 95 | 25 | 6,359 | 20 | 3.4 | 3.5 ** ▽ | -.15 |
| | | 4 | Very much | 248 | 60 | 20,867 | 68 | | | |
| | | | Total | 398 | 100 | 30,860 | 100 | | | |
| b. Appropriately citing the sources used in a paper or project | INL02b | 1 | Very little | 23 | 6 | 1,049 | 4 | | | |
| | | 2 | Some | 52 | 14 | 3,085 | 10 | | | |
| | | 3 | Quite a bit | 120 | 32 | 7,620 | 24 | 3.2 | 3.4 *** ▽ | -.29 |
| | | 4 | Very much | 202 | 48 | 19,023 | 62 | | | |
| | | | Total | 397 | 100 | 30,777 | 100 | | | |
| c. Using scholarly or peer reviewed sources in your course assignments | INL02c | 1 | Very little | 32 | 9 | 1,762 | 6 | | | |
| | | 2 | Some | 70 | 19 | 3,869 | 13 | | | |
| | | 3 | Quite a bit | 113 | 28 | 7,542 | 25 | 3.1 | 3.3 *** ▽ | -.26 |
| | | 4 | Very much | 184 | 44 | 17,565 | 56 | | | |
| | | | Total | 399 | 100 | 30,738 | 100 | | | |
| d. Questioning the quality of information sources | INL02d | 1 | Very little | 47 | 13 | 3,017 | 11 | | | |
| | | 2 | Some | 104 | 28 | 6,385 | 21 | | | |
| | | 3 | Quite a bit | 98 | 23 | 8,354 | 27 | 2.8 | 3.0 ** ▽ | -.14 |
| | | 4 | Very much | 150 | 36 | 12,902 | 41 | | | |
| | | | Total | 399 | 100 | 30,658 | 100 | | | |
| e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study | INL02e | 1 | Very little | 25 | 8 | 1,807 | 7 | | | |
| | | 2 | Some | 78 | 20 | 5,359 | 18 | | | |
| | | 3 | Quite a bit | 110 | 28 | 8,587 | 28 | 3.1 | 3.2 | -.07 |
| | | 4 | Very much | 181 | 44 | 14,761 | 47 | | | |
| | | | Total | 394 | 100 | 30,514 | 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 | 11 | 3 | 667 | 2 | | | |
| | | 2 | Some | 57 | 15 | 4,019 | 14 | | | |
| | | 3 | Quite a bit | 155 | 40 | 11,970 | 38 | 3.2 | 3.3 | -.08 |
| | | 4 | Very much | 175 | 42 | 14,164 | 46 | | | |
| | | | Total | 398 | 100 | 30,820 | 100 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

# NSSE 2016 Experiences with Information Literacy

## Detailed Statistics[e]

## Tennessee Technological University

## First-Year Students

| Variable name | N | Mean | | Standard error[f] | | Standard deviation[g] | | DF[h] | Sig.[i] | Effect size[d] |
|---|---|---|---|---|---|---|---|---|---|---|
| | Tennessee Tech | Tennessee Tech | Information Literacy | Tennessee Tech | Information Literacy | Tennessee Tech | Information Literacy | *Comparisons with:* Information Literacy | | |
| INL01a | 259 | 2.94 | 3.18 | .05 | .01 | 0.86 | 0.83 | 19,285 | .000 | -.30 |
| INL01b | 261 | 2.61 | 2.95 | .06 | .01 | 0.94 | 0.88 | 266 | .000 | -.39 |
| INL01c | 260 | 2.63 | 2.92 | .06 | .01 | 0.90 | 0.88 | 266 | .000 | -.33 |
| INL01d | 258 | 2.20 | 2.54 | .06 | .01 | 0.96 | 1.03 | 266 | .000 | -.33 |
| INL01e | 258 | 2.09 | 2.20 | .06 | .01 | 0.89 | 0.96 | 266 | .034 | -.12 |
| INL01f | 260 | 2.22 | 2.35 | .06 | .01 | 0.91 | 0.91 | 19,129 | .021 | -.14 |
| INL01g | 258 | 2.28 | 2.51 | .06 | .01 | 0.91 | 0.95 | 265 | .000 | -.24 |
| INL01h | 261 | 2.17 | 2.39 | .06 | .01 | 0.92 | 0.96 | 268 | .000 | -.23 |
| INL02a | 259 | 3.54 | 3.61 | .05 | .01 | 0.74 | 0.70 | 265 | .156 | -.09 |
| INL02b | 261 | 3.22 | 3.50 | .05 | .01 | 0.87 | 0.74 | 265 | .000 | -.38 |
| INL02c | 261 | 3.00 | 3.26 | .06 | .01 | 0.98 | 0.87 | 265 | .000 | -.31 |
| INL02d | 260 | 2.86 | 3.10 | .06 | .01 | 1.03 | 0.94 | 265 | .000 | -.25 |
| INL02e | 259 | 2.80 | 3.00 | .06 | .01 | 1.02 | 0.99 | 19,002 | .001 | -.21 |
| INL03 | 261 | 2.95 | 3.07 | .05 | .01 | 0.76 | 0.81 | 19,124 | .011 | -.16 |

# NSSE 2016 Experiences with Information Literacy

## Detailed Statistics[e]

## Tennessee Technological University

## Seniors

| Variable name | N | Mean | | Standard error[f] | | Standard deviation[g] | | DF[h] | Sig.[i] | Effect size[d] |
|---|---|---|---|---|---|---|---|---|---|---|
| | Tennessee Tech | Tennessee Tech | Information Literacy | Tennessee Tech | Information Literacy | Tennessee Tech | Information Literacy | *Comparisons with:* Information Literacy | | |
| INL01a | 399 | 3.20 | 3.37 | .04 | .00 | 0.82 | 0.80 | 26,551 | .000 | -.21 |
| INL01b | 399 | 2.72 | 2.91 | .05 | .01 | 1.01 | 0.96 | 409 | .000 | -.19 |
| INL01c | 396 | 2.78 | 2.83 | .05 | .01 | 0.95 | 0.95 | 26,450 | .232 | -.06 |
| INL01d | 397 | 2.25 | 2.84 | .05 | .01 | 1.04 | 1.06 | 26,451 | .000 | -.55 |
| INL01e | 396 | 2.17 | 2.22 | .05 | .01 | 0.99 | 1.00 | 26,471 | .370 | -.05 |
| INL01f | 395 | 2.23 | 2.33 | .05 | .01 | 0.97 | 0.92 | 26,447 | .031 | -.11 |
| INL01g | 397 | 2.43 | 2.62 | .05 | .01 | 0.96 | 0.97 | 26,428 | .000 | -.19 |
| INL01h | 395 | 2.28 | 2.49 | .05 | .01 | 0.99 | 0.99 | 26,327 | .000 | -.21 |
| INL02a | 397 | 3.41 | 3.52 | .04 | .00 | 0.85 | 0.79 | 406 | .007 | -.15 |
| INL02b | 396 | 3.21 | 3.44 | .05 | .01 | 0.91 | 0.82 | 405 | .000 | -.29 |
| INL02c | 397 | 3.07 | 3.31 | .05 | .01 | 0.99 | 0.92 | 26,397 | .000 | -.26 |
| INL02d | 397 | 2.83 | 2.98 | .05 | .01 | 1.06 | 1.03 | 408 | .006 | -.14 |
| INL02e | 393 | 3.09 | 3.16 | .05 | .01 | 0.97 | 0.95 | 26,203 | .158 | -.07 |
| INL03 | 396 | 3.20 | 3.27 | .04 | .00 | 0.81 | 0.79 | 26,461 | .098 | -.08 |

See the endnotes on the last page of this report.

## 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*; *z*-tests use Cohen's *h*.

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 Ns due to weighting and whether equal variances were assumed.

i. Statistical comparisons are two-tailed independent *t*-tests or *z*-tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.

j. Statistical comparison uses *z*-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.

k. Mean represents the proportion who responded (depending on the item) “Done or in progress” or "Yes."

l. This was a new item in 2016, comparison group results do not include 2015 institutions. May not apply to all modules.

***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.