

NSSE 2006 Experimental Items --Table 1: Information Literacy Item Frequencies by Class

		FY Students		Seniors	
		Count	Col %	Count	Col %
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	2151	36.3	1722	28.3
	2 Sometimes	2673	45.1	3172	52.1
	3 Often	818	13.8	864	14.2
	4 Very often	289	4.9	329	5.4
How often: Gone to a campus library to do research for a course assignment	1 Never	914	15.4	717	11.8
	2 Sometimes	2428	40.9	2244	36.9
	3 Often	1631	27.5	1744	28.7
	4 Very often	967	16.3	1377	22.6
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	945	15.9	590	9.7
	2 Sometimes	1940	32.7	1560	25.7
	3 Often	1828	30.8	1818	29.9
	4 Very often	1218	20.5	2111	34.7
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	1503	25.4	588	9.7
	2 Do not plan to do	1874	31.7	2872	47.3
	3 Plan to do	476	8	156	2.6
	4 Done	2065	34.9	2453	40.4
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	1701	28.8	696	11.5
	2 Do not plan to do	2439	41.3	4125	68.2
	3 Plan to do	364	6.2	150	2.5
	4 Done	1407	23.8	1080	17.8
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	159	2.7	150	2.5
	2 Some	1211	20.5	1067	17.6
	3 Quite a bit	2468	41.9	2344	38.6
	4 Very much	2059	34.9	2505	41.3
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	153	2.6	150	2.5
	2 Some	1279	21.7	1065	17.6
	3 Quite a bit	2587	44	2544	42.1
	4 Very much	1867	31.7	2288	37.8
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	366	6.2	422	7
	2 Some	1656	28.1	1606	26.6
	3 Quite a bit	2341	39.8	2217	36.7
	4 Very much	1526	25.9	1801	29.8
Institutional Contribution: Evaluating the quality of information	1 Very little	218	3.7	200	3.3
	2 Some	1567	26.6	1391	23
	3 Quite a bit	2664	45.2	2573	42.6
	4 Very much	1441	24.5	1882	31.1
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	248	4.2	203	3.4
	2 Some	1158	19.7	916	15.2
	3 Quite a bit	2155	36.7	2048	33.9
	4 Very much	2309	39.3	2868	47.5

Rank

Table 2: Information Literacy Scales – Reliability Statistics and Component Items

Active Learning in Information Literacy (Cronbach’s alpha = .74)

Items include:

- How often: Asked a librarian for help (in person, e-mail, chat, etc.)
- How often: Gone to a campus library to do research for a course assignment
- How often: Used your institution’s Web-based library resources when completing class assignments

Institutional Emphasis & Contributions in Information Literacy (Cronbach’s alpha = .87)

Items include:

- Institutional emphasis: Developing critical thinking and analytical abilities
- Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving
- Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)
- Institutional Contribution: Evaluating the quality of information
- Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)

Table 3: Information Literacy Scales – Descriptive Statistics by Class Rank

		FY	
		Students	Seniors
Active Learning in Information Literacy	Count	8832	8927
	Mean	2.3	2.5
	Std Deviation	0.7	0.7
	Standard Error of Mean	0.01	0.01
Institutional Emphasis & Contributions in Info Lit	Count	8832	8927
	Mean	3	3.1
	Std Deviation	0.7	0.7
	Standard Error of Mean	0.01	0.01

Table 4: Bivariate Correlations between NSSE Scales Information Literacy Scales – Descriptive Statistics by Class Rank

		<u>Active Learning in Information Literacy</u>		<u>Institutional Emphasis & Contributions in Information Literacy</u>	
		<i>FY Students</i>	<i>Seniors</i>	<i>FY Students</i>	<i>Seniors</i>
Academic Challenge (adjusted)	<i>Pearson Correlation</i>	.36	.36	.54	.53
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5950	6094	5935	6081
Active and Collaborative Learning	<i>Pearson Correlation</i>	.35	.30	.36	.34
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5953	6094	5937	6081
Student-Faculty Interaction	<i>Pearson Correlation</i>	.36	.32	.36	.36
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5951	6094	5935	6081
Supportive Campus Environment	<i>Pearson Correlation</i>	.27	.23	.51	.50
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5946	6091	5933	6078
Deep Learning	<i>Pearson Correlation</i>	.38	.37	.55	.57
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5950	6093	5935	6080
Gains in Practical Competence	<i>Pearson Correlation</i>	.31	.21	.62	.63
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5945	6088	5933	6078
Gains in Personal and Social Development	<i>Pearson Correlation</i>	.32	.29	.55	.57
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5927	6076	5915	6067
Gains in General Education	<i>Pearson Correlation</i>	.31	.30	.64	.67
	<i>Sig. (2-tailed)</i>	.000	.000	.000	.000
	<i>N</i>	5941	6087	5929	6077

**Table 5: Information Literacy Item Frequencies by Major Fields
(Seniors Only)**

		Arts and Humanities		Biological Sciences		Business		Education	
		N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	225	22.0	133	30.2	358	37.6	198	24.8
	2 Sometimes	525	51.3	258	58.5	461	48.5	423	52.9
	3 Often	183	17.9	41	9.3	101	10.6	124	15.5
	4 Very often	91	8.9	9	2.0	31	3.3	54	6.8
How often: Gone to a campus library to do research for a course assignment	1 Never	61	6.0	47	10.7	159	16.8	76	9.5
	2 Sometimes	284	27.8	164	37.2	411	43.4	298	37.2
	3 Often	330	32.3	135	30.6	239	25.2	248	31.0
	4 Very often	347	34.0	95	21.5	138	14.6	179	22.3
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	77	7.5	21	4.8	139	14.7	64	8.0
	2 Sometimes	239	23.3	107	24.3	302	31.9	211	26.3
	3 Often	297	29.0	146	33.1	285	30.1	258	32.2
	4 Very often	412	40.2	167	37.9	221	23.3	269	33.5
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	63	6.2	37	8.4	125	13.2	81	10.1
	2 Do not plan to do	470	46.1	182	41.2	517	54.6	364	45.6
	3 Plan to do	23	2.3	9	2.0	31	3.3	17	2.1
	4 Done	464	45.5	214	48.4	274	28.9	337	42.2
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	88	8.6	42	9.6	136	14.4	108	13.6
	2 Do not plan to do	748	73.4	288	65.6	660	69.8	533	67.1
	3 Plan to do	18	1.8	5	1.1	31	3.3	15	1.9
	4 Done	165	16.2	104	23.7	118	12.5	138	17.4
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	24	2.3	11	2.5	24	2.5	17	2.1
	2 Some	174	17.0	82	18.8	180	18.9	159	19.9
	3 Quite a bit	375	36.7	150	34.3	415	43.7	330	41.4
	4 Very much	450	44.0	194	44.4	331	34.8	291	36.5
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	28	2.7	12	2.8	18	1.9	17	2.1
	2 Some	202	19.8	71	16.3	165	17.4	155	19.6
	3 Quite a bit	431	42.3	175	40.1	438	46.3	347	43.9
	4 Very much	359	35.2	178	40.8	325	34.4	272	34.4
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	59	5.8	40	9.2	56	5.9	58	7.3
	2 Some	266	26.1	116	26.7	235	24.9	231	29.0
	3 Quite a bit	376	36.9	161	37.0	407	43.1	276	34.7
	4 Very much	319	31.3	118	27.1	247	26.1	231	29.0
Institutional Contribution: Evaluating the quality of information	1 Very little	27	2.7	13	3.0	32	3.4	21	2.6
	2 Some	230	22.6	95	21.6	234	24.8	201	25.3
	3 Quite a bit	410	40.4	185	42.1	429	45.4	335	42.1
	4 Very much	349	34.4	146	33.3	249	26.4	238	29.9
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	28	2.8	10	2.3	38	4.0	16	2.0
	2 Some	127	12.6	63	14.4	148	15.6	132	16.6
	3 Quite a bit	312	30.9	144	32.9	381	40.3	281	35.3
	4 Very much	544	53.8	221	50.5	379	40.1	366	46.0

**Table 5 continued: Information Literacy Item Frequencies by Major Fields
(Seniors Only)**

		Engineering		Physical Science		Professional		Social Science	
		N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	70	33.8	74	33.8	145	26.3	209	22.4
	2 Sometimes	102	49.3	108	49.3	291	52.8	525	56.2
	3 Often	27	13.0	30	13.7	79	14.3	155	16.6
	4 Very often	8	3.9	7	3.2	36	6.5	45	4.8
How often: Gone to a campus library to do research for a course assignment	1 Never	33	16.0	20	9.1	78	14.2	67	7.2
	2 Sometimes	102	49.5	93	42.5	219	39.7	304	32.6
	3 Often	37	18.0	69	31.5	140	25.4	281	30.1
	4 Very often	34	16.5	37	16.9	114	20.7	281	30.1
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	43	20.9	30	13.8	37	6.8	35	3.8
	2 Sometimes	97	47.1	62	28.4	113	20.6	138	14.8
	3 Often	42	20.4	73	33.5	165	30.1	288	30.9
	4 Very often	24	11.7	53	24.3	233	42.5	471	50.5
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	23	11.2	22	10.0	64	11.7	52	5.6
	2 Do not plan to do	94	45.9	100	45.7	245	44.9	427	45.9
	3 Plan to do	4	2.0	7	3.2	14	2.6	21	2.3
	4 Done	84	41.0	90	41.1	223	40.8	431	46.3
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	29	14.2	22	10.0	65	12.0	68	7.3
	2 Do not plan to do	111	54.4	157	71.7	334	61.5	667	71.6
	3 Plan to do	5	2.5	6	2.7	20	3.7	19	2.0
	4 Done	59	28.9	34	15.5	124	22.8	177	19.0
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	6	2.9	6	2.8	10	1.8	16	1.7
	2 Some	25	12.3	34	15.6	72	13.2	131	14.1
	3 Quite a bit	79	38.7	93	42.7	168	30.8	338	36.3
	4 Very much	94	46.1	85	39.0	295	54.1	447	48.0
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	3	1.5	7	3.2	9	1.6	19	2.0
	2 Some	34	16.6	32	14.7	76	13.9	160	17.2
	3 Quite a bit	72	35.1	93	42.7	183	33.5	362	39.0
	4 Very much	96	46.8	86	39.4	279	51.0	388	41.8
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	25	12.1	27	12.4	29	5.3	57	6.1
	2 Some	75	36.4	68	31.3	159	29.3	200	21.6
	3 Quite a bit	68	33.0	83	38.2	168	30.9	335	36.1
	4 Very much	38	18.4	39	18.0	187	34.4	335	36.1
Institutional Contribution: Evaluating the quality of information	1 Very little	10	4.9	9	4.1	21	3.9	24	2.6
	2 Some	65	31.9	53	24.3	110	20.2	161	17.3
	3 Quite a bit	91	44.6	108	49.5	216	39.6	391	42.1
	4 Very much	38	18.6	48	22.0	198	36.3	353	38.0
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	13	6.3	15	6.9	18	3.3	23	2.5
	2 Some	49	23.9	44	20.3	74	13.6	93	10.1
	3 Quite a bit	79	38.5	84	38.7	163	30.0	262	28.4
	4 Very much	64	31.2	74	34.1	288	53.0	546	59.1

Table 6: Information Literacy Item Frequencies by Living Arrangement (First-Year Students Only)

		Dormitory, campus housing (not fraternity/sorority)		Residence (house, apartment, etc.) w/in WALKING DISTANCE		Residence (house, apartment, etc.) w/in DRIVING DISTANCE		Fraternity or sorority house	
		N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	1398	36.0	78	30.0	666	38.0	4	17.0
	2 Sometimes	1813	47.0	123	47.0	724	41.0	11	46.0
	3 Often	501	13.0	42	16.0	265	15.0	7	29.0
	4 Very often	176	5.0	21	8.0	90	5.0	2	8.0
How often: Gone to a campus library to do research for a course assignment	1 Never	521	13.0	35	13.0	351	20.0	2	8.0
	2 Sometimes	1684	43.0	93	35.0	641	37.0	8	33.0
	3 Often	1085	28.0	87	33.0	445	25.0	11	46.0
	4 Very often	599	15.0	49	19.0	316	18.0	3	13.0
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	537	14.0	45	17.0	355	20.0	4	17.0
	2 Sometimes	1323	34.0	82	31.0	524	30.0	8	33.0
	3 Often	1252	32.0	82	31.0	484	28.0	7	29.0
	4 Very often	773	20.0	56	21.0	384	22.0	5	21.0
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	904	23.0	73	28.0	520	30.0	3	13.0
	2 Do not plan to do	1153	30.0	80	30.0	626	36.0	11	46.0
	3 Plan to do	329	8.0	39	15.0	105	6.0	2	8.0
	4 Done	1490	38.0	73	28.0	492	28.0	8	33.0
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	1051	27.0	82	31.0	562	32.0	3	13.0
	2 Do not plan to do	1552	40.0	104	39.0	762	44.0	16	67.0
	3 Plan to do	231	6.0	28	11.0	103	6.0	1	4.0
	4 Done	1039	27.0	50	19.0	313	18.0	4	17.0
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	85	2.0	8	3.0	64	4.0		
	2 Some	749	19.0	68	26.0	390	22.0	1	4.0
	3 Quite a bit	1610	42.0	110	41.0	732	42.0	13	54.0
	4 Very much	1411	37.0	80	30.0	556	32.0	10	42.0
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	81	2.0	9	3.0	62	4.0		
	2 Some	816	21.0	70	27.0	389	22.0	1	4.0
	3 Quite a bit	1696	44.0	112	42.0	762	44.0	13	57.0
	4 Very much	1262	33.0	73	28.0	521	30.0	9	39.0
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	224	6.0	19	7.0	120	7.0	1	4.0
	2 Some	1104	29.0	87	33.0	457	26.0	5	21.0
	3 Quite a bit	1540	40.0	96	36.0	690	40.0	12	50.0
	4 Very much	989	26.0	65	24.0	464	27.0	6	25.0
Institutional Contribution: Evaluating the quality of information	1 Very little	128	3.0	9	3.0	79	5.0		
	2 Some	1005	26.0	77	29.0	480	28.0	2	8.0
	3 Quite a bit	1759	46.0	122	46.0	765	44.0	16	67.0
	4 Very much	964	25.0	56	21.0	413	24.0	6	25.0
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	147	4.0	14	5.0	85	5.0	1	4.0
	2 Some	751	20.0	71	27.0	329	19.0	4	17.0
	3 Quite a bit	1387	36.0	95	36.0	666	38.0	6	25.0
	4 Very much	1553	40.0	86	32.0	654	38.0	13	54.0

Table 7: Information Literacy Item Frequencies by Enrollment Status and Class Rank

		FY Students				Seniors			
		Part-time		Full-time		Part-time		Full-time	
		N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	119	42.0	2031	36.0	303	34.0	1418	27.0
	2 Sometimes	113	40.0	2559	45.0	425	48.0	2743	53.0
	3 Often	39	14.0	778	14.0	104	12.0	760	15.0
	4 Very often	13	5.0	276	5.0	49	6.0	279	5.0
How often: Gone to a campus library to do research for a course assignment	1 Never	95	33.0	819	14.0	197	22.0	519	10.0
	2 Sometimes	103	36.0	2324	41.0	324	37.0	1920	37.0
	3 Often	59	21.0	1571	28.0	233	26.0	1508	29.0
	4 Very often	27	10.0	939	17.0	126	14.0	1249	24.0
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	86	30.0	859	15.0	164	19.0	425	8.0
	2 Sometimes	82	29.0	1857	33.0	244	28.0	1315	25.0
	3 Often	59	21.0	1767	31.0	235	27.0	1582	30.0
	4 Very often	55	20.0	1163	21.0	236	27.0	1872	36.0
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	93	33.0	1410	25.0	123	14.0	465	9.0
	2 Do not plan to do	117	41.0	1756	31.0	474	54.0	2395	46.0
	3 Plan to do	23	8.0	452	8.0	21	2.0	135	3.0
	4 Done	52	18.0	2012	36.0	257	29.0	2194	42.0
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	95	33.0	1606	29.0	144	17.0	551	11.0
	2 Do not plan to do	130	46.0	2307	41.0	582	67.0	3541	68.0
	3 Plan to do	27	9.0	336	6.0	23	3.0	127	2.0
	4 Done	33	12.0	1374	24.0	121	14.0	957	18.0
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	12	4.0	147	3.0	32	4.0	118	2.0
	2 Some	74	26.0	1136	20.0	195	22.0	870	17.0
	3 Quite a bit	112	40.0	2355	42.0	366	42.0	1977	38.0
	4 Very much	85	30.0	1973	35.0	286	33.0	2217	43.0
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	12	4.0	141	3.0	32	4.0	118	2.0
	2 Some	67	24.0	1211	22.0	186	21.0	877	17.0
	3 Quite a bit	120	43.0	2466	44.0	376	43.0	2167	42.0
	4 Very much	83	29.0	1783	32.0	283	32.0	2003	39.0
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	26	9.0	340	6.0	84	10.0	338	7.0
	2 Some	82	29.0	1573	28.0	247	28.0	1355	26.0
	3 Quite a bit	100	35.0	2240	40.0	319	36.0	1898	37.0
	4 Very much	75	27.0	1450	26.0	225	26.0	1575	30.0
Institutional Contribution: Evaluating the quality of information	1 Very little	19	7.0	199	4.0	51	6.0	149	3.0
	2 Some	88	31.0	1478	26.0	235	27.0	1153	22.0
	3 Quite a bit	114	41.0	2550	45.0	344	39.0	2227	43.0
	4 Very much	60	21.0	1380	25.0	243	28.0	1639	32.0
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	22	8.0	226	4.0	39	4.0	164	3.0
	2 Some	56	20.0	1102	20.0	168	19.0	748	14.0
	3 Quite a bit	104	37.0	2050	37.0	294	34.0	1749	34.0
	4 Very much	98	35.0	2210	40.0	369	42.0	2499	48.0

Table 8: Information Literacy Item Frequencies by Gender and Class Rank

		FY Students				Seniors			
		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	819	37.0	1332	36.0	663	31.0	1059	27.0
	2 Sometimes	982	44.0	1691	45.0	1074	50.0	2098	53.0
	3 Often	300	14.0	518	14.0	302	14.0	562	14.0
	4 Very often	109	5.0	180	5.0	112	5.0	217	6.0
How often: Gone to a campus library to do research for a course assignment	1 Never	327	15.0	587	16.0	266	12.0	451	11.0
	2 Sometimes	916	41.0	1512	41.0	808	38.0	1436	36.0
	3 Often	612	28.0	1019	27.0	634	30.0	1110	28.0
	4 Very often	360	16.0	607	16.0	438	20.0	939	24.0
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	406	18.0	539	14.0	268	12.0	322	8.0
	2 Sometimes	718	32.0	1222	33.0	652	30.0	908	23.0
	3 Often	670	30.0	1158	31.0	645	30.0	1173	30.0
	4 Very often	416	19.0	802	22.0	585	27.0	1526	39.0
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	563	26.0	940	25.0	229	11.0	359	9.0
	2 Do not plan to do	704	32.0	1170	32.0	1029	48.0	1843	47.0
	3 Plan to do	219	10.0	257	7.0	72	3.0	84	2.0
	4 Done	719	33.0	1346	36.0	818	38.0	1635	42.0
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	593	27.0	1108	30.0	256	12.0	440	11.0
	2 Do not plan to do	917	42.0	1522	41.0	1408	66.0	2717	69.0
	3 Plan to do	155	7.0	209	6.0	73	3.0	77	2.0
	4 Done	543	25.0	864	23.0	403	19.0	677	17.0
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	63	3.0	96	3.0	74	3.0	76	2.0
	2 Some	451	20.0	760	21.0	405	19.0	662	17.0
	3 Quite a bit	925	42.0	1543	42.0	836	39.0	1508	38.0
	4 Very much	764	35.0	1295	35.0	828	39.0	1677	43.0
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	59	3.0	94	3.0	71	3.0	79	2.0
	2 Some	478	22.0	801	22.0	376	18.0	689	18.0
	3 Quite a bit	967	44.0	1620	44.0	935	44.0	1609	41.0
	4 Very much	701	32.0	1166	32.0	754	35.0	1534	39.0
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	166	8.0	200	5.0	189	9.0	233	6.0
	2 Some	667	30.0	989	27.0	582	27.0	1024	26.0
	3 Quite a bit	844	38.0	1497	41.0	809	38.0	1408	36.0
	4 Very much	525	24.0	1001	27.0	557	26.0	1244	32.0
Institutional Contribution: Evaluating the quality of information	1 Very little	92	4.0	126	3.0	93	4.0	107	3.0
	2 Some	619	28.0	948	26.0	524	25.0	867	22.0
	3 Quite a bit	975	44.0	1689	46.0	924	43.0	1649	42.0
	4 Very much	518	24.0	923	25.0	593	28.0	1289	33.0
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	110	5.0	138	4.0	99	5.0	104	3.0
	2 Some	479	22.0	679	18.0	371	17.0	545	14.0
	3 Quite a bit	795	36.0	1360	37.0	775	36.0	1273	33.0
	4 Very much	805	37.0	1504	41.0	889	42.0	1979	51.0

Table 9: Information Literacy Item Frequencies by Race/Ethnic Status and Class Rank (First-Year Students)

		African American		Native American		Asian/Pacific Islander		Caucasian/White		Latino	
		N	%	N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	75	25.0	19	49.0	97	34.0	1478	37.0	89	31.0
	2 Sometimes	145	47.0	15	38.0	116	41.0	1803	45.0	133	47.0
	3 Often	53	17.0	5	13.0	46	16.0	533	13.0	39	14.0
	4 Very often	33	11.0			24	8.0	152	4.0	24	8.0
How often: Gone to a campus library to do research for a course assignment	1 Never	36	12.0	2	5.0	38	13.0	588	15.0	40	14.0
	2 Sometimes	102	34.0	17	44.0	112	39.0	1684	42.0	87	30.0
	3 Often	97	32.0	12	31.0	77	27.0	1092	27.0	84	29.0
	4 Very often	69	23.0	8	21.0	58	20.0	610	15.0	75	26.0
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	38	13.0	3	8.0	57	20.0	587	15.0	37	13.0
	2 Sometimes	92	30.0	12	31.0	101	35.0	1312	33.0	84	30.0
	3 Often	103	34.0	15	38.0	62	22.0	1267	32.0	89	31.0
	4 Very often	71	23.0	9	23.0	65	23.0	801	20.0	74	26.0
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	75	25.0	7	18.0	81	28.0	949	24.0	70	25.0
	2 Do not plan to do	75	25.0	10	26.0	73	26.0	1312	33.0	84	30.0
	3 Plan to do	29	10.0	3	8.0	33	12.0	307	8.0	21	7.0
	4 Done	122	41.0	19	49.0	98	34.0	1394	35.0	107	38.0
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	85	28.0	11	28.0	92	32.0	1103	28.0	81	29.0
	2 Do not plan to do	96	32.0	17	44.0	100	35.0	1717	43.0	88	31.0
	3 Plan to do	36	12.0	3	8.0	30	11.0	201	5.0	26	9.0
	4 Done	84	28.0	8	21.0	62	22.0	935	24.0	87	31.0
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	6	2.0			7	2.0	104	3.0	5	2.0
	2 Some	57	19.0	13	33.0	56	20.0	825	21.0	53	19.0
	3 Quite a bit	127	42.0	15	38.0	114	40.0	1676	42.0	96	34.0
	4 Very much	113	37.0	11	28.0	106	37.0	1344	34.0	126	45.0
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	5	2.0			5	2.0	105	3.0	6	2.0
	2 Some	61	20.0	11	28.0	70	25.0	870	22.0	49	17.0
	3 Quite a bit	124	41.0	16	41.0	111	39.0	1774	45.0	109	39.0
	4 Very much	112	37.0	12	31.0	96	34.0	1194	30.0	119	42.0
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	15	5.0			21	7.0	250	6.0	10	4.0
	2 Some	79	26.0	12	31.0	98	35.0	1093	28.0	72	25.0
	3 Quite a bit	116	38.0	20	51.0	96	34.0	1611	41.0	104	37.0
	4 Very much	93	31.0	7	18.0	68	24.0	985	25.0	98	35.0
Institutional Contribution: Evaluating the quality of information	1 Very little	9	3.0	1	3.0	10	4.0	145	4.0	8	3.0
	2 Some	67	22.0	12	31.0	69	24.0	1088	28.0	54	19.0
	3 Quite a bit	135	44.0	17	44.0	134	47.0	1782	45.0	131	46.0
	4 Very much	93	31.0	9	23.0	70	25.0	924	23.0	91	32.0
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	8	3.0	1	3.0	6	2.0	165	4.0	12	4.0
	2 Some	47	15.0	8	21.0	54	19.0	787	20.0	36	13.0
	3 Quite a bit	108	36.0	18	46.0	96	34.0	1447	37.0	98	35.0
	4 Very much	141	46.0	12	31.0	126	45.0	1525	39.0	138	49.0

Table 9 continued: Information Literacy Item Frequencies by Race/Ethnic Status and Class Rank (Seniors)

		African American		Native American		Asian/Pacific Islander		Caucasian/White		Latino	
		N	%	N	%	N	%	N	%	N	%
How often: Asked a librarian for help (in person, e-mail, chat, etc.)	1 Never	56	19.1	8	22.9	29	19.5	1270	29.3	41	27.2
	2 Sometimes	147	50.2	18	51.4	74	49.7	2286	52.7	67	44.4
	3 Often	55	18.8	7	20.0	37	24.8	574	13.2	33	21.9
	4 Very often	35	11.9	2	5.7	9	6.0	206	4.8	10	6.6
How often: Gone to a campus library to do research for a course assignment	1 Never	23	7.8	3	8.6	14	9.4	506	11.7	19	12.6
	2 Sometimes	103	35.0	12	34.3	55	36.9	1589	36.7	50	33.1
	3 Often	81	27.6	12	34.3	49	32.9	1249	28.8	43	28.5
	4 Very often	87	29.6	8	22.9	31	20.8	987	22.8	39	25.8
How often: Used your institution's Web-based library resources when completing class assignments	1 Never	29	9.9	1	2.9	10	6.7	417	9.6	16	10.7
	2 Sometimes	83	28.2	9	25.7	41	27.5	1104	25.5	34	22.7
	3 Often	77	26.2	11	31.4	47	31.5	1303	30.1	46	30.7
	4 Very often	105	35.7	14	40.0	51	34.2	1506	34.8	54	36.0
How often: Participate in an instructional session led by a librarian or other library staff member	1 Have not decided	56	19.0	1	2.9	22	15.0	382	8.8	13	8.7
	2 Do not plan to do	116	39.5	18	51.4	56	38.1	2106	48.7	74	49.7
	3 Plan to do	17	5.8			14	9.5	90	2.1	4	2.7
	4 Done	105	35.7	16	45.7	55	37.4	1744	40.4	58	38.9
Have done or plan to do before graduation: Participate in an online library tutorial	1 Have not decided	54	18.6	1	2.9	24	16.4	466	10.8	21	14.1
	2 Do not plan to do	169	58.1	28	80.0	86	58.9	3069	71.1	102	68.5
	3 Plan to do	15	5.2	1	2.9	12	8.2	83	1.9	5	3.4
	4 Done	53	18.2	5	14.3	24	16.4	697	16.2	21	14.1
Institutional emphasis: Developing critical thinking and analytical abilities	1 Very little	7	2.4			2	1.4	109	2.5	1	0.7
	2 Some	57	19.4	6	17.1	39	26.5	761	17.6	21	14.1
	3 Quite a bit	96	32.7	14	40.0	55	37.4	1694	39.2	62	41.6
	4 Very much	134	45.6	15	42.9	51	34.7	1754	40.6	65	43.6
Institutional emphasis: Developing the ability to obtain and effectively use information for problem-solving	1 Very little	5	1.7	1	2.9	3	2.0	114	2.6		
	2 Some	58	19.8	7	20.6	35	23.8	750	17.4	23	15.3
	3 Quite a bit	97	33.1	12	35.3	57	38.8	1872	43.5	64	42.7
	4 Very much	133	45.4	14	41.2	52	35.4	1571	36.5	63	42.0
Institutional emphasis: Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.)	1 Very little	16	5.5			7	4.8	325	7.5	5	3.3
	2 Some	72	24.6	14	40.0	48	32.7	1136	26.4	32	21.3
	3 Quite a bit	89	30.4	5	14.3	49	33.3	1608	37.3	61	40.7
	4 Very much	116	39.6	16	45.7	43	29.3	1237	28.7	52	34.7
Institutional Contribution: Evaluating the quality of information	1 Very little	9	3.1	1	2.9	1	0.7	151	3.5	2	1.3
	2 Some	64	22.1	13	37.1	38	26.0	998	23.2	29	19.3
	3 Quite a bit	116	40.0	10	28.6	54	37.0	1865	43.3	67	44.7
	4 Very much	101	34.8	11	31.4	53	36.3	1293	30.0	52	34.7
Institutional Contribution: Ethical use of information sources in academic work (proper citation use, not plagiarizing, etc.)	1 Very little	10	3.4			1	0.7	159	3.7	1	0.7
	2 Some	37	12.7	7	20.0	26	17.8	658	15.3	17	11.3
	3 Quite a bit	92	31.5	10	28.6	56	38.4	1464	34.1	48	32.0
	4 Very much	153	52.4	18	51.4	63	43.2	2016	46.9	84	56.0

See the July/August 2007 C&RL News article, "Information literacy-related student behaviors: Results from the NSSE items" which further explains the findings:

<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2007/julyaugust07/infolitstudent.cfm>

E-mail from Dr. Robert Gonyea, Associate Director, January 17, 2007 commenting on the data.

Table 1: Frequencies by Class Rank.

As expected seniors report doing the activities a bit more often than first year students, and also report greater gains (institutional contributions) related to info. lit. Note that the responses are limited to "during the current school year" so seniors are not asked to reflect on their entire undergrad career, only the current year.

Table 2: Info Lit Scales.

I computed two useful scales for further analysis. The scales are reliable based on the Cronbach's alpha scores and have solid face validity I believe.

Table 3: Descriptive Stats on Scales.

To provide context, the means for the "Active Learning in IL" scale are 2.3 (fy) and 2.5 (sr). Recall that a response of 'sometimes' on the item is coded as a 2 and 'often' is a 3. Thus, the mean falls between sometimes and often on the scale. Similar for the second scale - the mean corresponds to an average response of 'quite a bit.'

Table 4: Bivariate Correlations.

This table shows the basic relationship between the two info lit scales and other NSSE measures, including the five benchmarks, our "deep learning" scale, and the gains scales. You'll see modest to high positive significant correlations meaning that as scores increase in the info lit scales they also increase in benchmarks and gains. Not to imply causality however, but they do appear to be related.

Table 5 (2 pages): Frequencies by Major for Seniors.

I had a hunch that the responses would differ by major field and I was correct. Depending on the item some majors seem to have more frequent engagement or higher ratings. For example, the first 2 items show that arts and humanities majors are more actively engaged with the library but business are less engaged. I was surprised to see that business is even lower than the science majors.

Table 6: Frequencies by Living Arrangement.

Similar to above, I thought it would be interesting to look at the items by where first-year students are living. Not surprising, students living on campus more often use library resources. (In this table ignore fraternity and sorority column due to the low N.)

Table 7: Frequencies by Enrollment Status (full-time vs part-time).

As expected in most engagement questions, full-time students are more engaged than part-time students. This is why we weight our reports based on this variable.

Table 8: Frequencies by Gender.

In this table I notice only slightly higher score for females, but nothing really substantial. One exception is for seniors on the third item - using web-based resources. Females are 12% more likely to do this very often. I did not expect that at all... I wonder what's the story behind that? Also look at the last item for seniors... females more likely to report gains in ethical use of information. Interesting.

Table 9 (2 pages): Frequencies by Race and Ethnicity.

The first page is for FY students, the second for seniors. (I'd place less stock in the native American column due to low N.) Looks like African American and Latino students are more engaged on first three items than Whites. One statistic I note is on the first item for seniors. If you sum up 'often' and 'very often' you get a total of 31% for Af Americans and 18% for Whites. That's a sizeable difference. About same differential for FY students. Why?