Overview

- What is student engagement?
- The Experiences with Information Literacy Module
- Research using the module
- Additional resources
What is student engagement?

It represents two critical features of collegiate quality:

1. The amount of time and effort students put into their studies and other educationally purposeful activities.

2. How the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

Current understanding articulated by Kuh and colleagues (1991). It is informed by:

- Pace’s (1984) quality of student effort concept
- Astin’s (1984) student involvement theory
- Kuh et al.’s research on the benefits of out of class activities
- Chickering and Gamson’s (1987) seven principles for good practice in undergraduate education
National Survey of Student Engagement (NSSE)

• Collects data at about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development.

• 1600+ institutions have participated since 2000

• Community College Survey of Student Engagement (CCSSE)
NSSE Content

**Academic Challenge**
- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning

**Learning with Peers**
- Collaborative Learning
- Discussions with Diverse Others

**Experiences with Faculty**
- Student-Faculty Interaction
- Effective Teaching Practices

**Campus Environment**
- Quality of Interactions
- Supportive Environment

**High-Impact Practices**
- Learning community
- Service-learning
- Research with faculty
- Internships
- Study abroad
- Culminating senior experience
Evidence for the Importance of Engagement

Wabash National Study of Liberal Arts Education

Engagement results are good proxy measures for growth in important educational outcomes such as

- critical thinking,
- moral reasoning,
- intercultural effectiveness,
- personal well-being, and a
- positive orientation toward literacy activities.
Evidence for the Importance of Engagement

“Connecting the Dots” Study

- Engagement significantly and positively effects grades and persistence, after holding constant pre-college skills, financial aid/need, socio-economic status, race/ethnicity, etc.
- The relationship between engagement and these outcomes is stronger for students with lower skills when entering college and historically underrepresented groups.
Experiences with Information Literacy Module
The NSSE Modules

• Academic Advising
• Civic Engagement
• Development of Transferable Skills
• Experiences with Writing
• Experiences with Information Literacy
• First-Year Experiences and Senior Transitions
• Global Learning
• Inclusiveness and Engagement with Cultural Diversity
• Learning with Technology

Go here for more details: http://nsse.indiana.edu/html/modules.cfm
A little background…

NSSE was approached by instructional librarians hoping to add more information literacy content on NSSE.

Informal NSSE-librarian working group (led by Carrie Donovan [Ferris State University] and myself, 18 other members) created the module

Pilot-tested in 2013

Added as an official NSSE module in 2014

208 schools have administered the module since 2014

About 175,000 students have responded to the module
### The Questions...

1. **During the current school year, about how often have you done the following?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Completed an assignment that used the library’s electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Decided not to use an information source in a course assignment due to its questionable quality</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>f. Changed the focus of a paper or project based on information you found while researching the topic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>g. Looked for a reference that was cited in something you read</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>h. Identified how a book, article, or creative work has contributed to a field of study</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The Questions…

2. During the current school year, how much have your instructors emphasized the following?
   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

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Not plagiarizing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Appropriately</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Using scholarly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Questioning the</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Using practices</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?

<table>
<thead>
<tr>
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<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Information Use

- Completed an assignment that used an information source other than required course readings¹
- Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.¹
- Received feedback from an instructor that improved your use of information resources¹
- Completed an assignment that used the library’s electronic collection of articles, books, and journals¹

¹ “Often” or “Very Often”
Information Evaluation

- Decided not to use an information source in a course assignment due to its questionable quality\(^1\)
- Changed the focus of a paper or project based on information you found while researching the topic\(^1\)
- Looked for a reference that was cited in something you read\(^1\)
- Identified how a book, article, or creative work has contributed to a field of study\(^1\)

\(^1\) “Often” or “Very Often”
Instructors' Emphasis

- Not plagiarizing another author's work²
- Appropriately citing the sources used in a paper or project²
- Using scholarly or peer-reviewed sources in your course assignments²
- Questioning the quality of information sources²
- Using practices of a specific major or field of study²

² “Quite a Bit” or “Very Much”
A Quick Summary

Positive
Faculty role
• Plagiarism
• Emphasized the use of scholarly resources
• Emphasized questioning the quality of resources
• Modelled information seeking and use process
• Provided feedback on information use

Negative
Students’ critical use of information
• Most did not reject a source due to its quality
• Most did not revise the focus of a paper
• Most did not look for a source cited in something they read
Research using the module
# Role of Information Engagement in Senior Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Higher-Order Learning</th>
<th>Reflective &amp; Integrative Learning</th>
<th>Perceived Gains</th>
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<tbody>
<tr>
<td></td>
<td>Est.</td>
<td>Sig.</td>
<td>Est.</td>
</tr>
<tr>
<td>Information Use</td>
<td>0.21</td>
<td>***</td>
<td>0.15</td>
</tr>
<tr>
<td>Information Evaluation</td>
<td>0.13</td>
<td>***</td>
<td>0.24</td>
</tr>
<tr>
<td>Instructors' Emphasis</td>
<td>0.19</td>
<td>***</td>
<td>0.12</td>
</tr>
<tr>
<td>R² change</td>
<td>.16</td>
<td></td>
<td>.12</td>
</tr>
<tr>
<td>Final R²</td>
<td>.20</td>
<td></td>
<td>.21</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01, ***p < .001

Note: All variables shown standardized with mean of 0 & SD of 1. Models control for both student background characteristics and institutional fixed-effects.
Styles of Information Engagement

Percentage of students who responded “often” or “very often”
First-Year Students Need Help

• Most first-year students use information, but many fail to do so effectively and/or critically
• Students information literacy instructional needs vary widely

Solutions

• Collaboration with K-12 librarians/teachers
• Information literacy instruction embedded within first-year curriculum (writing requirements, first-year seminars, etc.)
Don’t Assume Who is in Each Group

The ONLY student characteristic significantly associated with group membership was race/ethnicity. African Americans were more likely to be critical searchers.
Institutional Ideas for Module Results

• Use results as a baseline to assess influence of curriculum changes
• Use module results to inform information literacy programming/offerings
• Link module and administrative data to assess impacts of librarian instructional sessions
• Identify majors/fields with lower than average information literacy activities
Additional Resources


Contact Information

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