INSTITUTIONAL ASSESSMENT OF INFORMATION LITERACY - 2014-15

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INTRODUCTION

Information literacy and the ways it is understood, taught, and emphasized have understandably morphed since the term was coined in the 1970s. Though the rhetoric around the concept has and continues to evolve, its importance, particularly in our increasingly information-rich world, has not diminished. Information seeking is a basic human activity: Where can I find food and shelter? Where can I find comfort and belonging? In our academic niche of the world, in which we seek to engage young adults in the life of thought, ideas, and discovery, information seeking is very basic, too.

In this cultural moment, where "information" (or "data") might seek to nudge "knowledge" or "wisdom" out of their rightful places of prominence, a liberal arts institution like Westmont has the opportunity to maintain our support for, and continued emphasis on, the latter over the former. Which means that in our institutional assessment of information literacy, we did not simply concern ourselves with students' ability to gather information and data, but extended our inquiry to their ability to understand and scrutinize information, and to put it to good and meaningful use. Students who are able to do these things well will not only be better prepared for a life of engagement with and contribution to the world of knowledge, but will be equipped to grow in wisdom too.

ASSESSMENT OF THE INFORMATION LITERACY ILO

> *Graduates of Westmont College will be able to identify, evaluate, and integrate sources effectively and ethically in various contexts.*

Design and Methods

In 2014-15, information literacy was the focus of Westmont's institutional learning outcome assessment. As the language of the ILO (above) implies, information literacy is not only concerned with how students use tools to find information, but more importantly with what they do with that information once they've found it. In the course of their academic studies, students are constantly required, whether implicitly or explicitly, to make use of whatever information literacy skills they have at their disposal to write research papers, design and run experiments, or solve problems. The use of these skills takes a particular shape in a college setting, but the hope and expectation is that if students are well equipped upon graduation, these skills will transfer to life and vocation.

This assessment was carried out by a team of librarians and faculty who met occasionally to plan and prepare for the assessment, particularly in the initial planning stages in the fall. This assessment's design focused on the language of the ILO, essentially using the ILO as a guiding research question, and seeking to answer it: Can graduating students "identify, evaluate, and integrate sources effectively and ethically in various contexts?" Students "identify" sources when looking for resources to support an argument, or when looking for a particular synthesis of a

molecule. Students "evaluate" sources by reading critically and asking critical questions about a source's content, purpose, audience, or genre. Students "integrate" sources when they actively describe and compare the ideas of one expert with another in an oral presentation, or when they can succinctly synthesize the findings of an empirical study and explain how those findings relate to their own. Not only do we expect our students to be able to do these things effectively, but we expect them to do them "ethically," principally demonstrated by acknowledging the ideas and intent of the original authors whose writings and thoughts they use, and by providing sufficient and correct citation information.

Direct Assessment - Information Literacy in Student Writing

The project's cornerstone was direct assessment of information literacy in student writing. By gathering student writing from courses in which source-based assignments are routinely assigned, this direct assessment provided an authentic look at the sort of student writing produced in the everyday context of the classroom. The papers collected were all source-based assignments, meaning simply that students were required to find and incorporate outside sources into their own writing. Other than this unifying characteristic, the papers varied in terms of disciplinary conventions, citation style, and other assignment particulars. These assignments were given independently of the assessment project, so no changes were made to the structure of the assignments for the purposes of this assessment.

Writing samples were collected during both fall and spring semesters: 37 samples from three sections of *ENG 002/Composition*; and 49 total samples from the following upper-division classes: *HIS 198/Senior Research Seminar, PHI 195/Senior Seminar, PSY 111/History and Systems of Psychology, RS 114/The World of the New Testament, SOC/AN 195/Senior Seminar, and ENG 158/Literature of the English Renaissance 1485-1600.*

A locally-created rubric served as the main measure against which the samples of student writing were assessed, and was designed with the language of the ILO in mind. Of the many rubrics consulted during the rubric-creation process, the two most heavily drawn on were those from Carleton College and from the Association of American Colleges & Universities (AAC&U). Additionally, members of the assessment team and other Westmont faculty and librarians gave significant input on the language and structure of the rubric. (The work of librarians and faculty at Carleton College, a small liberal arts college in Minnesota, to regularly assess information literacy in student writing was a large inspiration for the design of our local assessment in general.) The rubric used in this project looked at three primary aspects of information literacy, discussed above: source evaluation, source integration, and source attribution (see Appendix A).

In most cases, the Lead Assessment Specialist for the assessment project met with each class involved in the project to explain the project, allow students the chance to opt out, and then collect the papers. A few methods were used to collect the papers: classes submitted their work directly into LiveText (a cloud-based assessment software tool), emailed their work directly to the Lead Assessment Specialist, or the faculty member provided electronic copies of the papers. All personal identifying information was removed from the papers before being read by assessors.

Two assessment reading sessions were held, the first in January 2015 to assess the lower-division writing samples, and the second in May 2015 to assess the upper-division writing samples. A cadre of faculty and librarians (see Appendix B) worked together at each session to first discuss and norm the rubric, then read and rate the papers against the rubric, and finally to discuss general impressions and initial findings at the close of each session.

Indirect Assessment - Research Process Survey

As a companion to the direct assessment piece of the project, students whose writing was collected and assessed also responded to a Research Process Survey, in which they reflected on their approach to the assignment, and identified the pieces of the research process they perceived as most challenging or most straightforward. This indirect assessment afforded a critical look at how students' perception of the research process compares to their actual writing. This survey was administered online via SurveyMonkey.

Indirect Assessment - NSSE Survey

Lastly, a group of first-year and senior students were given NSSE's "Experiences with Information Literacy" survey in 2014. This additional indirect assessment provides further insight into students' experiences with skill development and in-class assignments related to information literacy. The students who participated in this survey were not necessarily the same as those involved in the other assessment efforts described above.

Results and Discussion

Direct Assessment - Information Literacy in Student Writing

Lower-Division Course Data

Of the 37 lower-division course papers read and assessed, more than 85% were written by first- or second-year students (see Appendix C for a more thorough breakdown of data by class standing). The majority of students rated in the lowest two portions of the rubric across all three areas assessed (see Figure 1). Of the three aspects of information literacy addressed by the rubric, students did best with source evaluation, scoring primarily "competent" (3) and "developing" (2). They struggled most with source integration, scoring primarily "developing" (2) and "beginning" (1). A trend did not necessarily emerge for source attribution; the data demonstrate students' skills in this area are much more varied.

It is perhaps not surprising that, of the three aspects of information literacy addressed by this project, students did best with source evaluation. If students are given a checklist for the sort of sources they're permitted to use in a paper (e.g. books from a university press, articles published in peer-reviewed journals, no (or very few) website sources, etc.), they can be generally successful at meeting those criteria. They might overlook some key sources in their scan of all the information available on a given topic, but they have an easier time meeting the basic criteria for what counts as a "reliable" or "trustworthy" source.

And similarly, it is not surprising that the other two aspects of information literacy assessed here were more challenging for students. It is the activity of putting sources to use - reading them critically, grappling with the ideas contained in them, navigating how to incorporate them in support of an argument - that is both harder to teach and harder to learn.

	4 - Proficient	**3 - Competent**	**2 - Developing**	**1 - Beginning**
Source Evaluation	1.5%	24.2%	56.1%	18.2%
Source Integration	1.4%	14.1%	53.5%	31%
Source Attribution	1.5%	20.9%	35.8%	41.8%

Figure 1 - Aggregate data from 37 lower-division course papers (written in ENG 002)

Upper-Division Course Data

Of the 49 upper-division course papers read and assessed, more than 95% were written by graduating seniors. Students in this sample of upper-division writing show a marked improvement over the writing samples taken from lower-division students across all areas of information literacy assessed by this project (see Figure 2). More than 70% of upper-division students scored either "proficient" (4) or "competent" (3) in source evaluation and source integration. However, a benchmark used in other assessment-related work on campus is often set at 85% and if we apply this benchmark to information literacy, then our students have not quite reached it in this assessment.

The upper-division data demonstrate a very similar trend to the lower-division data described above. Students did best with source evaluation, as lower-division students were found to do. The faculty and librarians involved in this project agree that source integration is the most challenging aspect of source use, so it is significant and heartening that 23.5% of students in upper-division courses rated "proficient" (4) and 55.1% rated "competent" (3) in this area, even if it would be preferable for a greater concentration of students to score "proficient" than did in this assessment. And again, a less visible trend emerged for source attribution, as students' scores were dispersed more widely across the rubric in this area.

	4 - Proficient	**3 - Competent**	**2 - Developing**	**1 - Beginning**
Source Evaluation	36.7%	48%	15.3%	0%
Source Integration	23.5%	55.1%	21.4%	0%
Source Attribution	16.3%	46%	30.6%	7.1%

Figure 2 - Aggregate data from 49 upper-division course papers (written in HIS 198, PSY 111, RS 114, ENG 158, PHI 195, SOC/AN 195)

Upper-Division Course Data By Division

Breaking down this aggregate data by division (Humanities, Natural and Behavioral Sciences, and Social Sciences) demonstrates some unique trends within each division (see Figures 3, 4, and 5; see Appendix D for a breakdown of data by individual course). Students writing in Social Science courses were clearly the strongest in all areas of information literacy. The most notable areas of challenge for students in the Natural and Behavioral Sciences were with both source integration and attribution. Though the papers from PSY 111 were certainly examples of source-based writing, they also represent a unique piece of writing for psychology students, one that is different from the other sort of writing or research students tend to do within the major. This may account for some of the lower trend in their scores.

It is also interesting to observe that though History is grouped with the Social Sciences at Westmont, it is often designated with humanities at other institutions, and many of the History papers used in this project were written with a more humanist approach.

A question this raises for future consideration is whether or not the rubric used in the assessment, or the lens through which raters read student papers, favored students writing in the social sciences, or whether enough care was taken to consider disciplinary conventions for each paper. However, the faculty readers who participated in this rating session were all from either the Humanities or the Natural and Behavioral Sciences. The librarians tend not to be as disciplinarily focused, though librarianship itself is typically considered a social science. So it's

difficult to determine whether this was or was not the case. Care was taken to create a rubric generic enough to apply to all sorts of source-based writing, regardless of the disciplinary bent.

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	18.2%	45.4%	36.4%	0%
Source Integration	18.2%	59.1%	22.7%	0%
Source Attribution	22.7%	36.4%	36.4%	4.5%

Figure 3 - Data from 11 Humanities course papers (written in RS 114, ENG 158, PHI 195)

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	26.2%	57.1%	16.7%	0%
Source Integration	9.5%	54.8%	35.7%	0%
Source Attribution	7%	40.5%	40.5%	12%

Figure 4 - Data from 21 Natural and Behavioral Sciences course papers (written in PSY 111)

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	61.8%	38.2%	0%	0%
Source Integration	44%	53%	3%	0%
Source Attribution	23.5%	58.8%	14.7%	3%

Figure 5 - Data from 17 Social Sciences course papers (written in HIS 198, SOC/AN 195)

Indirect Assessment - Research Process Survey

The Research Process Survey served primarily as a companion piece to the direct assessment of student writing. A number of trends emerged from the data gathered (see Appendices E and F for complete survey data).

About 20% of lower-division students reported talking to some member of their family for help with their research, compared to just 2% of students in upper-division classes. This demonstrates that a much greater portion of lower-division students are seeking to fill a need through family members that is not being met, or sought, on campus.

More than 40% of upper-division students consulted a librarian in the course of the research process, but only 20% of lower-division students did so. Very few students overall, regardless of class standing, reported consulting the Writers' Corner during the course of their research. However, a vast majority of upper-division students report that "writing my paper" is either "hard" (41%) or "very hard" (22%).

Far more upper-division students (43%) than lower-division students (17%) report that "picking a topic" is either "hard" or "very hard" which may show that upper-division students are actually more deeply engaged with the research process, and with this important aspect of it.

Only 23% of lower-division students report that "incorporating source into my paper" is "hard" or "very hard." Lower-division students may not understand the extent to which they need to grow in this area.

Indirect Assessment - NSSE Survey

Westmont senior students' survey responses met national mean scores for almost every question asked on the NSSE survey and in a few areas exceeded national mean scores (see Appendix G for complete survey data, including first-year data). Though this is an encouraging sign, some trends among seniors are worth noting.

The majority (58%) of seniors reported that professors emphasized "appropriately citing the sources used in a paper or project" "very much." However, our assessment of student writing found that this is the area in which we see students struggle the most. This seems to demonstrate a disparity between what is emphasized in the classroom and how students actually perform with that task.

Seniors reported that 46% of the time they "sometimes" exclude a source due to its "questionable quality," suggesting this isn't a terribly habitual practice for them. The responses to this survey question seem to suggest that either students are usually finding reliable sources, thus reducing the need to exclude poor sources, or students are not thinking as critically about the content of the sources they use.

Seniors also reported that 47% of the time they only "sometimes" change the focus of a paper based on information gathered in the research process, which may demonstrate a reluctance on the part of many students to be open to considering new ideas or directions for their research, which is an important part of the research process.

Recommendations

Source integration is the most challenging and most important aspect of information literacy assessed by this project. Source integration requires students to read sources critically and to then think critically about how to draw an author's argument or work into conversation with their own writing. Source integration is not something that comes easily or quickly, and doing it well is by no means intuitive for anyone making a first foray into the research process. It may be that some of the ways assignments are designed demand that students attempt this, but students may not then be given sufficient opportunity to practice it, or in the case of a large final assignment, are not given feedback on this aspect of their writing. Furthermore, while students are engaging with sources and asking meaningful questions, they report that they only occasionally change direction while in the midst of the research process, perhaps even if they encounter a competing or complicating source. What does this say about their information literacy skill development or their understanding of the research process? If this is something faculty agree ought to be addressed, how might it be? Would it be useful to survey faculty on the ways they already teach information literacy, how assignments tend to be structured (e.g. do they require a literature review or an annotated bibliography)? In what sorts of contexts or assignments do they expect students to employ information literacy skills?

Several "Brown Bag Conversations" are planned for the coming year to provide faculty and librarians a forum for discussing questions like these raised by the assessment. By opening conversation among faculty and librarians, we can discuss where, or if, these skills are already explicitly taught, and strategize further about where else they might be integrated with the intention of developing concrete and specific proposals for ways to improve student learning in this area. These conversations will, among other things, focus on information literacy skill development particularly around the source evaluation and integration, assignment design

considerations, potential future assessments, and "embedded librarianship" models (discussed in more detail below). These discussions are being arranged in partnership with the Dean of Curriculum and Office for Educational Effectiveness.

Of the many pieces of the research process, students are most often flying solo at those points they also report are most difficult: "organizing / outlining my paper" and "writing my paper." And even though student survey responses don't indicate they find source integration inordinately challenging, our assessment of their writing shows that this is still an area in which students can grow. In light of this, the library has consulted with the Writers' Corner and has developed a (still nascent) plan to pilot a series of workshops in the spring designed to meet students at more points along the continuum of the research process, paying particular attention to supporting students in their understanding of how sources work together and can be integrated into their own writing, and how to organize and outline a paper. The library will seek feedback from faculty in preparation for these pilot workshops, and the hope is to collaborate with faculty teaching key lower-division and GE courses to particularly reach students in those courses.

Anecdotally, it seems that too often students talk to a librarian about finding sources before they've really had a chance to explore their topic or research question, and then come to the Writers' Corner or to the Research Help Desk so late in the process that it becomes difficult to make substantive changes. One senior student commented on the Research Process Survey that "[librarians] visiting classes isn't enough; mandatory one-on-one meetings [with a librarian] was more effective." And many librarians have reported the perceived benefits of meeting individually or in small groups with students, even at the cost of the time involved on the part of the librarian. Though it's of course not realistic to require every single student to meet one-on-one with a librarian for every single source-based assignment they're given, librarians are committed to continuing to explore this and other creative ways of working with students to help them develop and refine their information literacy skills, particularly focusing efforts on embedded librarianship.

There has been an increasing focus in librarianship in recent years on the notion of "embedded librarianship." A growing and somewhat fluid concept, embedded librarianship seeks ways to make librarians "an integral part to the whole"[1] of the particular context of which they're a part. So the form embedded librarianship takes varies greatly, depending on the type of community a librarian serves and the particular needs of that community. At its core, embedded librarianship emphasizes relationships, and creating strong relationships between librarians and those who would benefit from their expertise.[2] Westmont librarians are already functionally doing the work of embedded librarianship in a few discrete instances (most notably in collaborations with the history department). Departmentally, one of our goals for 2015/16 is to think more strategically about engaging in this work: which courses are the most logical places for deeper partnership between faculty, students, and librarians? Where are students likely to receive the most benefits from librarian support beyond the traditional "one-shot" instruction session? It's too early to propose a particular pilot of embedded librarianship endeavors, but this concept will be covered in one of the Brown Bag Conversations, as well as departmentally in the library. Ultimately, the goal of these sorts of unique engagements between faculty, librarians, and students is to improve student learning.

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[1] Jezmynne Dene, "Embedded librarianship at the Claremont Colleges," in *Embedded Librarians: Moving Beyond One-Shot Instruction,* eds. Cassandra Kvenild and Kaijsa Calkins (Chicago: Association of College and Research Libraries, 2011), 225.

[2] David Shumaker, *The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It's Needed* (Medford: Information Today, 2012), 4, ProQuest ebrary.

Among the many questions already articulated, there are yet others raised by this assessment. Are there aspects of information literacy that this assessment didn't capture? Was the rubric designed in such a way to favor students writing in the social sciences? How might the rubric be further developed to look at more minute or distinct pieces of source evaluation and integration? What might future assessments reveal if there was a greater disciplinary diversity in the student writing collected and assessed, or simply a larger number of samples? Can we find a way to assess lower-division course writing and upper-division course writing all together to avoid potential bias on the part of the raters?

All this being said, and all these questions being raised, we've seen through this snapshot assessment of student writing that students are doing relatively well in relation to the information literacy ILO. However, if we set our sights on that benchmark of 85% of students scoring either "proficient" (4) or "competent" (3) in all three areas of information literacy assessed in this project, then we still have work to do to meet that mark.

CONCLUSION

Beginning in 2013, the Association of College and Research Libraries (ACRL), the academic librarianship arm of the American Library Association, began to seriously review their *Information Literacy Competency Standards for Higher Education*, originally published in 2000. Given the rapid technological changes of the past fifteen years, ACRL sought to bring new life and language to the discussion of information literacy as it particularly, but not exclusively, relates to the academic life and learning of college and university students.

Focusing on "threshold concepts" rather than standards or outcomes, this new document, the *Framework for Information Literacy for Higher Education*, seeks "to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond."[3] This large work, and the nation-wide conversation it's begun among librarians and educators, is worth paying attention to, especially as Westmont looks forward to the directions information literacy assessment might take in the future. This assessment has provided us with just such an opportunity to discuss and consider ways to serve students well, as we equip them to lead information literate, knowledgeable, and wise lives.

[3] "Framework for Information Literacy for Higher Education," *Association of College and Research Libraries,* 2015, http://www.ala.org/acrl/standards/ilframework.

Bibliography

Dene, Jezmynne. “Embedded librarianship at the Claremont Colleges.” In *Embedded Librarians: Moving Beyond One-Shot Instruction,* eds. Cassandra Kvenild and Kaijsa Calkins, 219-228. Chicago: Association of College and Research Libraries, 2011.

“Framework for Information Literacy for Higher Education.” *Association of College and Research Libraries.* 2015. http://www.ala.org/acrl/standards/ilframework.

Shumaker, David. *The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It’s Needed*. Medford: Information Today, 2012. ProQuest ebrary.

APPENDICES

Appendix A - Information Literacy in Student Writing Rubric

Appendix B - Assessment Team and Reading Session Participants

Appendix C - ENG-002 Data by Class Standing

Appendix D - Upper-Division Data by Course

Appendix E - Research Process Survey Data, Lower-Division

Appendix F - Research Process Survey Data, Upper-Division

Appendix G - Complete National Survey on Student Engagement (NSSE) Survey Data

APPENDIX A - Information Literacy in Student Writing Rubric

Information Literacy in Student Writing Rubric*

Westmont College -- Institutional Learning Outcome Assessment, 2014-15

	4 - Proficient	**3 - Competent**	**2 - Developing**	**1 - Beginning**
Source Evaluation	Incorporates a wide variety of sources, demonstrating critical exploration of sources on the topic. Uses sources that are both relevant to the topic and are authoritative and credible.	Uses appropriate sources, but some sources lack variety or depth. The majority of sources are relevant to the topic and are authoritative and credible.	Uses sources that lack variety or depth, and has not sufficiently explored sources on the topic. Many sources do not appear relevant and/or are of questionable authority and credibility.	Clearly relies on poor sources and has evidently not explored the breadth of sources on the topic. Sources lack relevance to the topic and are not authoritative or credible.
Source Integration	Synthesizes and critically reflects on content of sources with sophistication. Integrates sources by summarizing and paraphrasing with sophistication, and incorporates quotations thoughtfully; thoroughly incorporates information from sources.	Strong evidence of synthesis and critical reflection on sources, with some areas for improvement. Integrates sources by summarizing, paraphrasing, and quoting, with some evidence of critical reflection on sources; incorporated sufficient information from sources.	Some evidence of synthesis and critical reflection on sources but with obvious areas for improvement. Relies on quoting or "patch writing" from sources with limited accompanying evidence of critical reflection on sources; could have incorporated more information from sources.	Very little evidence of critical engagement with or synthesis of sources. Relies on quoting or "patch writing" from sources without demonstrating true engagement with sources; fails to incorporate sufficient information from sources.
Source Attribution	Cites sources throughout paper consistently and completely.	Cites sources throughout paper with only occasional errors or inconsistencies.	Frequently cites sources incorrectly or omits some necessary citations.	Displays fundamental and pervasive errors in citation conventions.

*Portions of this rubric adapted from:

Gould Library Reference and Instruction Department. "Information Literacy in Student Writing Rubric and Codebook." Northfield, MN: Carleton College. 2012. http://go.carleton.edu/6a *and* AAC&U's Information Literacy VALUE Rubric, https://www.aacu.org/value/rubrics/information-literacy

APPENDIX B - Assessment Team and Reading Session Participants

Assessment Team for Information Literacy

Stephen Contakes, Chemistry
Jana Mullen, Digitization and Instruction Librarian
Omedi Ochieng, Communication Studies
Molly Riley, Instructional and Research Services Librarian, and Lead Assessment Specialist

Assessment Reading Session Participants

37 Lower-division papers read and assessed January 2015
Papers collected from ENG-002-2, ENG-002-3, ENG-002-7

Stephen Contakes, Chemistry
Elizabeth Hess, English
Jana Mullen, Digitization and Instruction Librarian
Tatiana Nazarenko, Dean of Curriculum and Educational Effectiveness
Omedi Ochieng, Communication Studies
Molly Riley, Instructional and Research Services Librarian, and Lead Assessment Specialist
Sarah Stanley, Web Services and Instruction Librarian
Diane Ziliotto, Reference and Instruction Librarian / College Archivist

Assessment Reading Session Participants

49 Upper-division papers read May 2015
Papers collected from HIS-198, PHI-195, SOC/AN-195, ENG-158, RS-114, PSY-111

Grey Brothers, Music
Katherine Calloway, English
Stephen Contakes, Chemistry
Mary Logue, Associate Director, Library / Technical Services and Collection Management
Jana Mullen, Digitization and Instruction Librarian
Molly Riley, Instructional and Research Services Librarian, and Lead Assessment Specialist
Sarah Skripsky, English
Brenda Smith, Psychology
Sarah Stanley, Web Services and Instruction Librarian

APPENDIX C - ENG-002 Data by Class Standing

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	1.9%	19.2%	57.7%	21.2%
Source Integration	0%	10.5%	50.9%	38.6%
Source Attribution	0%	20.8%	35.8%	43.4%

Data from ENG-002 -- First Year class standing -- 26 papers

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	0%	33.3%	66.6%	0%
Source Integration	0%	0%	100%	0%
Source Attribution	0%	33.3%	33.3%	33.3%

Data from ENG-002 -- Sophomore class standing -- 1 paper

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	0%	20%	60%	20%
Source Integration	20%	0%	80%	0%
Source Attribution	20%	0%	20%	60%

Data from ENG-002 -- Junior class standing -- 2 papers

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	0%	66.6%	33.3%	0%
Source Integration	0%	66.6%	33.3%	0%
Source Attribution	0%	33.3%	50%	16.6%

Data from ENG-002 -- Senior class standing -- 3 papers

APPENDIX D - Upper-Division Data by Course

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	58.3%	41.7%	0%	0%
Source Integration	50%	45.8%	4.2%	0%
Source Attribution	20.8%	54.2%	20.8%	4.2%

Data from HIS 198 -- 12 papers

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	70%	30%	0%	0%
Source Integration	30%	70%	0%	0%
Source Attribution	30%	70%	0%	0%

Data from SOC/AN 195 -- 5 papers

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	10%	40%	50%	0%
Source Integration	10%	50%	40%	0%
Source Attribution	0%	30%	60%	10%

Data from PHI 195 -- 5 papers

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	20%	50%	30%	0%
Source Integration	20%	70%	10%	0%
Source Attribution	40%	40%	20%	0%

Data from RS 114 -- 5 papers

	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	26.2%	57.1%	16.7%	0%
Source Integration	9.5%	54.8%	35.7%	0%
Source Attribution	7%	40.5%	40.5%	12%

Data from PSY 111 -- 21 papers

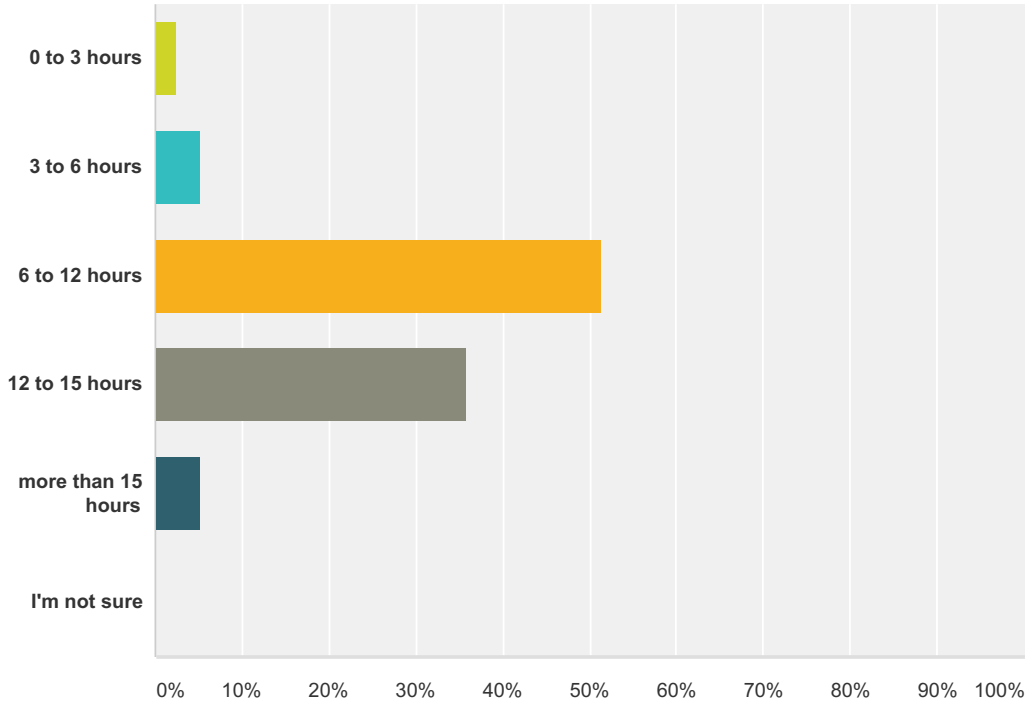
	4 - Proficient	3 - Competent	2 - Developing	1 - Beginning
Source Evaluation	50%	50%	0%	0%
Source Integration	50%	50%	0%	0%
Source Attribution	50%	50%	0%	0%

Data from ENG 158 -- 1 paper

APPENDIX E - Research Process Survey Data, Lower-Division

Q1 Answer the following questions as you reflect on the work did on your final assignment for this class. About how much time did you spend on this assignment?

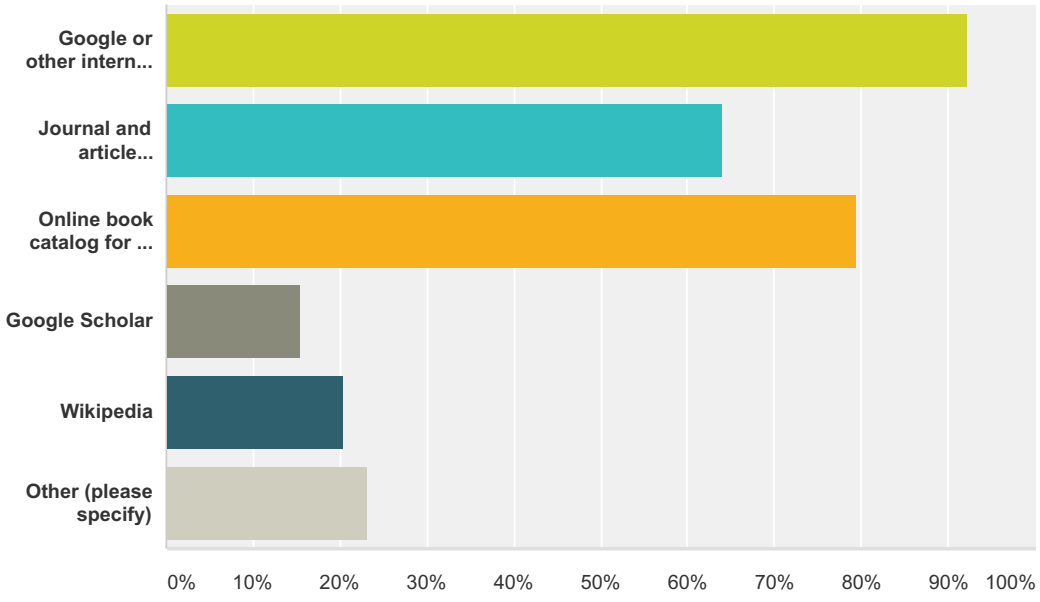
Answered: 39 Skipped: 0



Answer Choices	Responses	
0 to 3 hours	**2.56%**	1
3 to 6 hours	**5.13%**	2
6 to 12 hours	**51.28%**	20
12 to 15 hours	**35.90%**	14
more than 15 hours	**5.13%**	2
I'm not sure	**0.00%**	0
Total		**39**

Q2 Think about all the places you looked for sources or information on your topic. Check all that apply:

Answered: 39 Skipped: 0



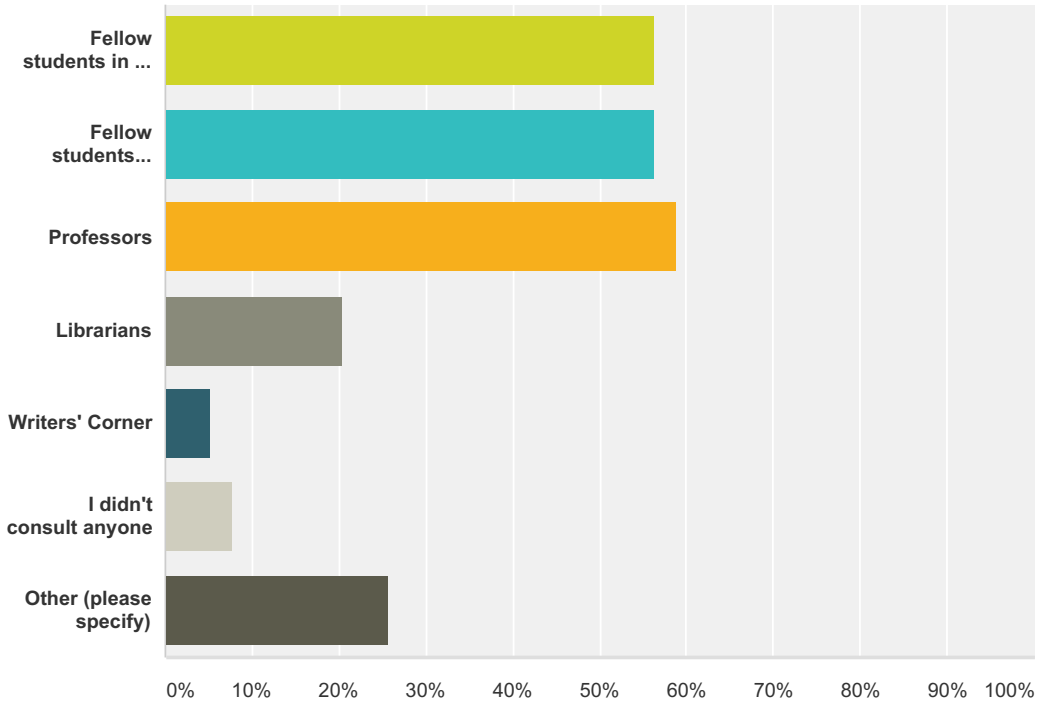
Answer Choices	Responses	
Google or other internet search engines	**92.31%**	36
Journal and article databases (eg. JSTOR, EBSCO, ProQuest, etc.)	**64.10%**	25
Online book catalog for the Westmont Library	**79.49%**	31
Google Scholar	**15.38%**	6
Wikipedia	**20.51%**	8
Other (please specify)	**23.08%**	9
Total Respondents: 39		

#	Other (please specify)	Date
1	Library Books	12/12/2014 1:16 PM
2	Interview with someone who was associated with my topic	12/12/2014 1:13 PM
3	Library, books	12/12/2014 1:13 PM
4	Books and personal interviews	12/12/2014 1:12 PM
5	Westmont Library	12/12/2014 9:34 AM
6	My counselor, My brother, My father.	12/12/2014 9:32 AM
7	bought a book off of the internet	12/12/2014 9:32 AM
8	Ordered a book off of Amazon.com that ended up being really helpful.	12/12/2014 9:29 AM

9	Library	12/11/2014 3:37 PM

Q3 Think about all the people you consulted as you worked on this assignment. Check all that apply:

Answered: 39 Skipped: 0



Answer Choices	Responses	
Fellow students in the class	**56.41%**	22
Fellow students outside the class	**56.41%**	22
Professors	**58.97%**	23
Librarians	**20.51%**	8
Writers' Corner	**5.13%**	2
I didn't consult anyone	**7.69%**	3
Other (please specify)	**25.64%**	10
Total Respondents: 39		

#	Other (please specify)	Date
1	Father and Mother	12/12/2014 1:18 PM
2	Interview with someone who was associated with my topic	12/12/2014 1:13 PM
3	I sent my paper to family members to read and revise	12/12/2014 1:12 PM
4	mother	12/12/2014 1:08 PM
5	my father	12/12/2014 1:07 PM

6	family	12/12/2014 1:07 PM
7	Parents	12/12/2014 9:35 AM
8	Interviewee	12/12/2014 9:33 AM
9	My counselor, My brother, My father.	12/12/2014 9:32 AM
10	family	12/12/2014 9:31 AM

Q4 What top two criteria did you use to determine if the sources or information you found were reliable and credible? (For example: author's credentials, trustworthy publication, year of publication, etc.)

Answered: 39 Skipped: 0

#	Responses	Date
1	relevant year of publication on the books I checked out, Author of books cultural and political upbringing and possible bias.	12/12/2014 1:18 PM
2	I used solid published books as my main option and then mostly current organizations that deal with sweatshops and the problems that I researched.	12/12/2014 1:16 PM
3	trustworthy publication and year	12/12/2014 1:14 PM
4	Trustworthy publication. Trustworthy interview.	12/12/2014 1:13 PM
5	1) I looked at the publication year, and if anything was too old I did not really look through it. 2) I looked to see how reliable it was by the place that published it. If it was a national or governmental website...I immediately was hooked.	12/12/2014 1:13 PM
6	Publication and Author	12/12/2014 1:13 PM
7	Author's credentials Year of publication	12/12/2014 1:13 PM
8	I used mainly books, and I considered them reliable due to their publication (and year of publication) as well as the author. I researched the authors, and considered their credibility.	12/12/2014 1:12 PM
9	-Trustworthy publications that had a reputation for good work. (Big name newspapers for example) -If the information was the same across two or more sources.	12/12/2014 1:11 PM
10	Trustworthy publication and author's credentials	12/12/2014 1:09 PM
11	Year of publication	12/12/2014 1:08 PM
12	trustworthy publication, primary sources	12/12/2014 1:07 PM
13	Author's credentials and trustworthy publication	12/12/2014 1:07 PM
14	Year of Publication Journal it came from	12/12/2014 1:07 PM
15	Author's credentials and trustworthy publication	12/12/2014 1:07 PM
16	Year of publication	12/12/2014 1:05 PM
17	Authors credentials, year	12/12/2014 9:38 AM
18	Author's credentials and trustworthy publication	12/12/2014 9:35 AM
19	If the authors of the books were known for their expertise in literature. If the websites contained much information centered around the subject, backed by actual studies.	12/12/2014 9:34 AM
20	Year of publication	12/12/2014 9:34 AM
21	Trustworthy Publication, Year of Publication	12/12/2014 9:33 AM
22	Trustworthy publication, Author credentials.	12/12/2014 9:32 AM
23	Trustworthy publication, as in I chose to use published books, published scientific journal articles from the PubMed database, and information from reliable, official governmental websites (such as the Centers for Disease Control and Prevention (CDC)).	12/12/2014 9:32 AM
24	I relied on google scholar and proquest to make sure my authors were reliable along with googling the authors names themselves.	12/12/2014 9:32 AM

25	I taked with professionals who recommended the books I used.	12/12/2014 9:31 AM
26	publication authors credentials	12/12/2014 9:30 AM
27	Author's credentials was the first thing I looked for. Year of publication to see if information was up to date or not.	12/12/2014 9:29 AM
28	author's credentials and trustworthy publication	12/12/2014 9:29 AM
29	year of publication, trustworthy publication.	12/12/2014 9:29 AM
30	year of publication, trustworthy publication	12/12/2014 9:29 AM
31	Did not use wikipedia. Looked at my sources comparing them to other sources to check validity.	12/12/2014 9:28 AM
32	Author's credentials and trustworthy publication	12/12/2014 9:27 AM
33	Trust Worthy Publication A lot of the same information	12/11/2014 3:37 PM
34	If the site seemed legit. If the information affirmed what i already know to be true.	12/11/2014 3:33 PM
35	Trustworthy Publication and year of publication	12/11/2014 1:17 PM
36	Year of publication and trustworthy publication.	12/10/2014 2:39 PM
37	Author's credentials and trustworthy publication	12/10/2014 10:17 AM
38	Trustworthy publication, year of publication	12/10/2014 10:16 AM
39	I mainly chose by the publisher and the credibility of the author.	12/10/2014 10:16 AM

Q5 What top two strategies did you use to determine if the sources or information you found were relevant and useful to include in your paper? (For example: read the whole article, skimmed portions of the article, the author agrees with your thesis or argument, used discipline-specific expertise, etc.)

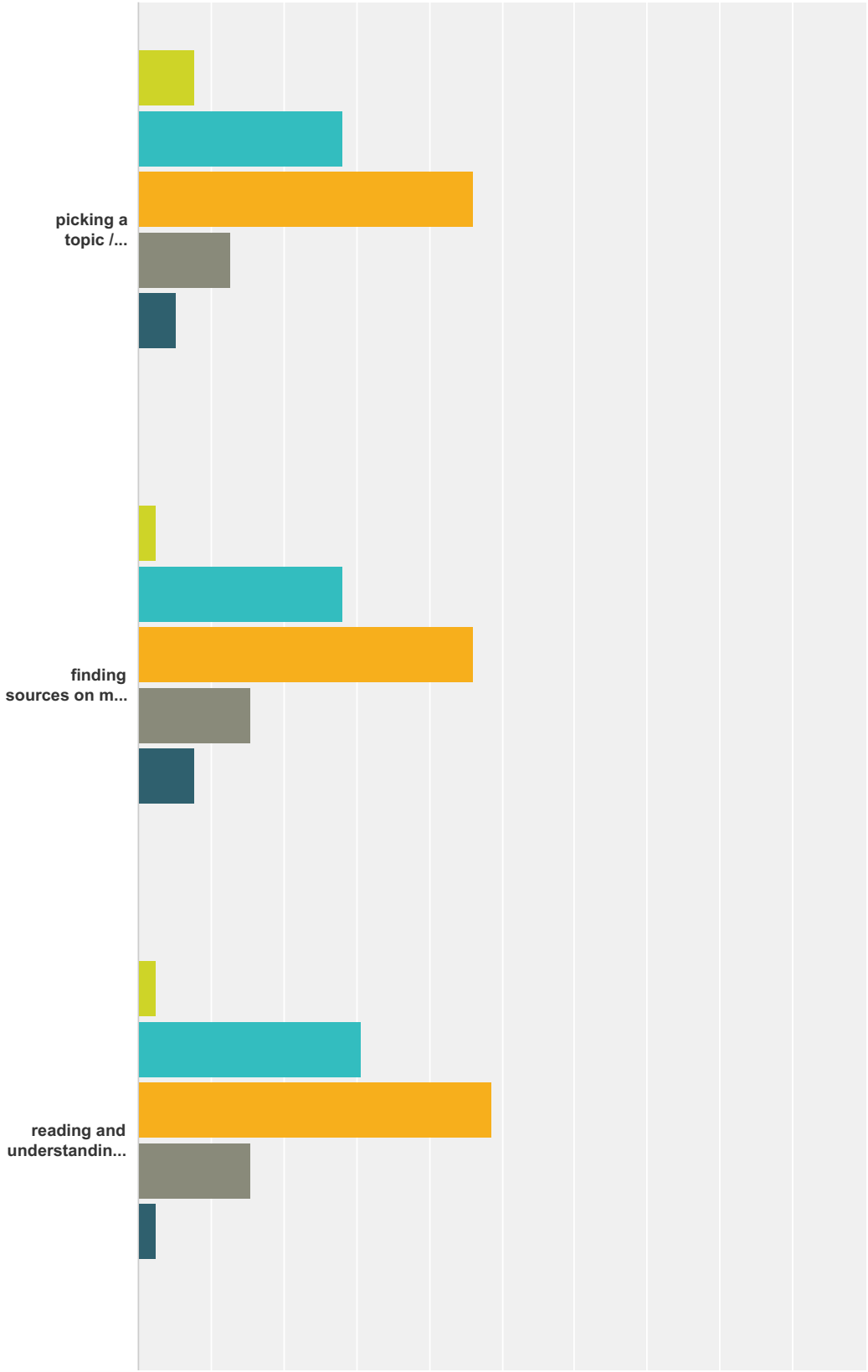
Answered: 39 Skipped: 0

#	Responses	Date
1	The year of publication, and reading as much as the material as possible in the amount of time I had. How much experience and credibility the author had in the field of study.	12/12/2014 1:18 PM
2	Read the whole article and authors that used specific expertise from their field.	12/12/2014 1:16 PM
3	i read the whole website, and skimmed the books	12/12/2014 1:14 PM
4	Read the article. Had recommendations for my interview source.	12/12/2014 1:13 PM
5	1) I skimmed through portions of the article, in which I was looking for to put into my paper. 2) I wanted to see if what the author was covering was something that matched with on of the points in my thesis statement.	12/12/2014 1:13 PM
6	I would read the whole article	12/12/2014 1:13 PM
7	Read the whole book Author agrees with my argument	12/12/2014 1:13 PM
8	My paper was historical and covered specific points. I used information from certain chapters that covered those particular time periods and eras. I read the entire chapter and highlighted info that would contribute to my topic. I also used interviews, which was first hand information. I was able to ask specific questions about my topic.	12/12/2014 1:12 PM
9	-The keywords used in articles and names -titles that were relevant to the information I needed	12/12/2014 1:11 PM
10	read the whole article and skimmed portions of books.	12/12/2014 1:09 PM
11	Looked in the table of contents	12/12/2014 1:08 PM
12	read the whole article	12/12/2014 1:07 PM
13	Discipline-specific expertise and read the whole article	12/12/2014 1:07 PM
14	Read the Abstract Looked for key facts that related	12/12/2014 1:07 PM
15	Skimmed portions of the articles and used disciple-specific expertise	12/12/2014 1:07 PM
16	Read the whole article and looked at the title	12/12/2014 1:05 PM
17	skimmed portions, read summaries	12/12/2014 9:38 AM
18	Skimmed portions of the article and the author agrees with my thesis	12/12/2014 9:35 AM
19	If the articles could provide scientific evidence based on various topics. If the author's stories could reflect a point of view counter to their motivation to write about.	12/12/2014 9:34 AM
20	Skimmed portions of the article.	12/12/2014 9:34 AM
21	Looked at table of contents then skimmed section, weather or not the author agrees with majority of other research I found and for the current time period	12/12/2014 9:33 AM
22	If the table of contents touched on a topic I needed to talk about. How closely they argued along the same train of thought I did.	12/12/2014 9:32 AM

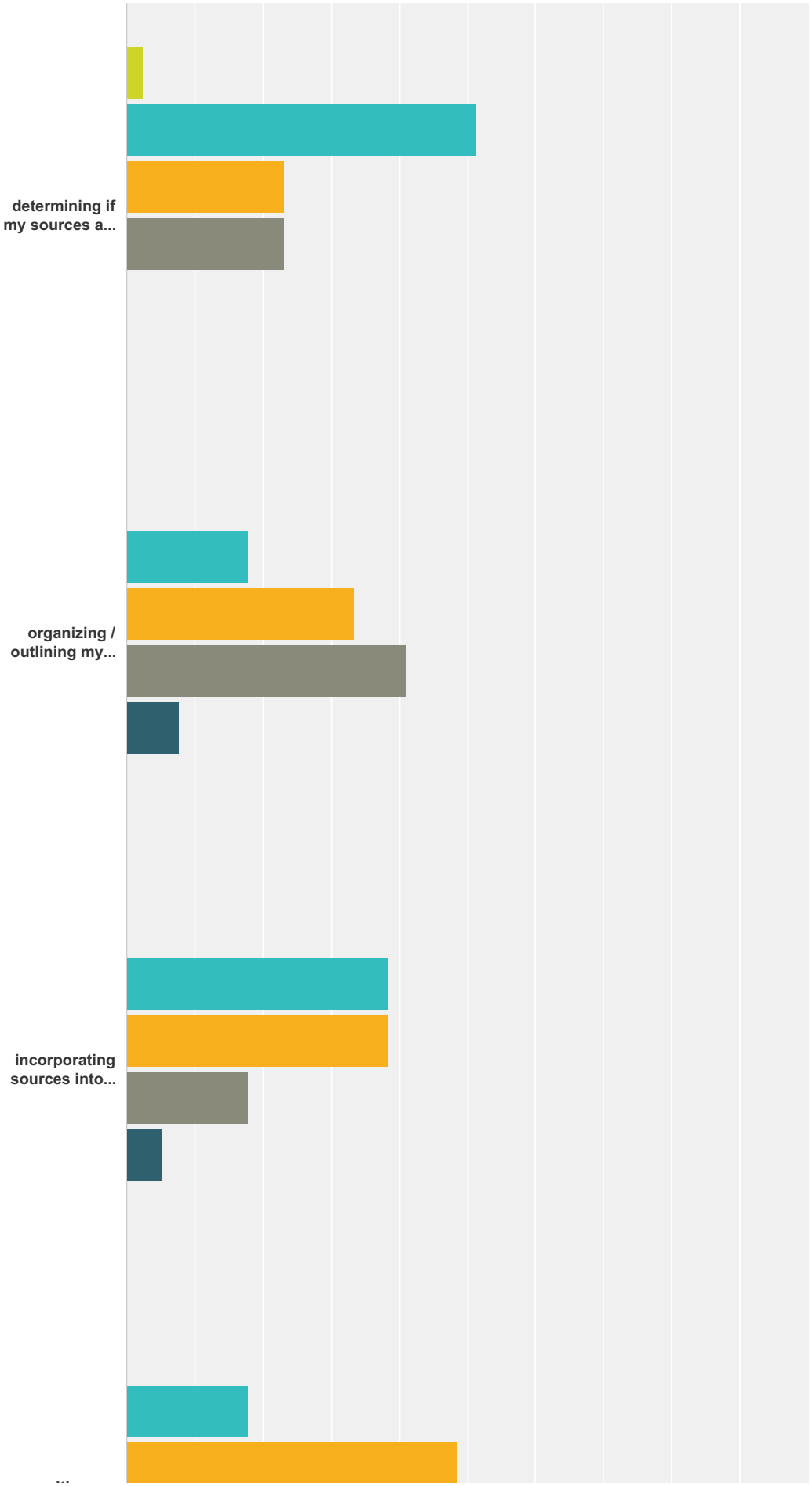
23	For books I skimmed through the description of the book on Westmont Library's website as well as glanced through the table of contents to determine if the book had useful information, and looked for information about the history or science of my topic. For scientific literature I read the abstract to determine their experimental design and results and determined from that if it was relevant to my topic (that would be discipline-specific expertise I suppose).	12/12/2014 9:32 AM
24	I would read through each article to see if what they were saying was accurate along with what they were saying was lining up with what I wanted to say.	12/12/2014 9:32 AM
25	I skimmed the table of contents of the books and skimmed the articles.	12/12/2014 9:31 AM
26	helpful abstract impressive statistics	12/12/2014 9:30 AM
27	I skimmed portions of the article to get a sense of what the whole piece was about, if it was going in a different direction than what I needed I put it aside. Otherwise I read the sections of the articles that I needed very much in depth.	12/12/2014 9:29 AM
28	read whole article and author agrees with your thesis or argument	12/12/2014 9:29 AM
29	found chapters of a book, read them. also read the whole article.	12/12/2014 9:29 AM
30	skimmed portions of the article, looked for facts	12/12/2014 9:29 AM
31	skimmed/read articles.	12/12/2014 9:28 AM
32	Read the whole article and find author's that agreed with my thesis.	12/12/2014 9:27 AM
33	Read Table of Contents Skimmed over a couple of Chapters	12/11/2014 3:37 PM
34	If I could think of a way to integrate it into my essay. If I thought it was interesting.	12/11/2014 3:33 PM
35	I read the whole article and saw if they agreed with me	12/11/2014 1:17 PM
36	I skimmed through portions of the article but I also focused on what the author was agreeing for	12/10/2014 2:39 PM
37	Skimmed portion of the article and use discipline-specific expertise.	12/10/2014 10:17 AM
38	skimmed portions of the article & for the books I used, I found specific chapters that were relevant to my topic	12/10/2014 10:16 AM
39	I skimmed for main portions that I was looking for, and if I found those key words, I would read the article in depth.	12/10/2014 10:16 AM

Q6 Think about your process throughout this assignment. Rate the difficulty of the following pieces of the research process:

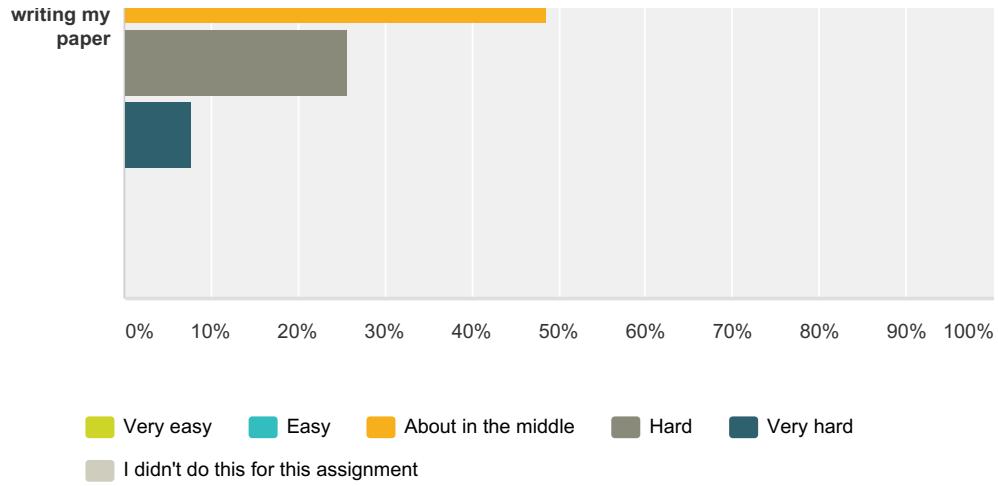
Answered: 39 Skipped: 0



27


determining if my sources a...
organizing / outlining my...
incorporating sources into...
...

28



	Very easy	Easy	About in the middle	Hard	Very hard	I didn't do this for this assignment	Total
picking a topic / developing my "research question"	**7.69%** 3	**28.21%** 11	**46.15%** 18	**12.82%** 5	**5.13%** 2	**0.00%** 0	39
finding sources on my topic	**2.56%** 1	**28.21%** 11	**46.15%** 18	**15.38%** 6	**7.69%** 3	**0.00%** 0	39
reading and understanding my sources	**2.56%** 1	**30.77%** 12	**48.72%** 19	**15.38%** 6	**2.56%** 1	**0.00%** 0	39
determining if my sources are relevant to my topic	**2.56%** 1	**51.28%** 20	**23.08%** 9	**23.08%** 9	**0.00%** 0	**0.00%** 0	39
organizing / outlining my paper	**0.00%** 0	**17.95%** 7	**33.33%** 13	**41.03%** 16	**7.69%** 3	**0.00%** 0	39
incorporating sources into my paper	**0.00%** 0	**38.46%** 15	**38.46%** 15	**17.95%** 7	**5.13%** 2	**0.00%** 0	39
writing my paper	**0.00%** 0	**17.95%** 7	**48.72%** 19	**25.64%** 10	**7.69%** 3	**0.00%** 0	39

Q7 In your own words, briefly explain (1-5 sentences) the most challenging aspect of the research process for this assignment:

Answered: 39 Skipped: 0

#	Responses	Date
1	The most challenging aspect of writing my research paper was properly incorporating my sources in my paper, and not making my whole paper an opinion piece.	12/12/2014 1:18 PM
2	To gain information was not a struggle. However, the ability to find sources that were valid and worthwhile was extremely difficult.	12/12/2014 1:16 PM
3	The most challenging process was finding a way to put all of the information in order.	12/12/2014 1:14 PM
4	I would say the most challenging part was finding books and not just websites for my topic.	12/12/2014 1:13 PM
5	The most challenging part of this paper was citing the sources that I used. It was hard because I did not understand quite how to do it. I know that it differs from a book to a website. I tried my best and eventually figured it out, but this is the part of the paper that took me the longest.	12/12/2014 1:13 PM
6	The most challenging aspect was determining what was most relevant to the topic, because my topic had several different possible parts to it, and I could've written more if I had included all of them.	12/12/2014 1:13 PM
7	The most challenging aspect of the research process for this assignment was trying to narrow down which books to actually use in my paper because all seemed like liable sources.	12/12/2014 1:13 PM
8	The most challenging aspect of this paper was deciding what information would contribute most clearly to my topic. Deciding what facts and statistics to use and where to incorporate them was challenging as well. Putting stats in the most logical position of the paper can make it clearer for the reader as well.	12/12/2014 1:12 PM
9	The most challenging aspect was finding sources that were reliable. My topic was photojournalism, so it was hard to find a view on the photographer instead of the photograph.	12/12/2014 1:11 PM
10	Gathering all of my thoughts and breaking it up into paragraphs and incorporating my own thoughts. It was very time consuming and required much effort.	12/12/2014 1:09 PM
11	The hardest part was incorporating all my ideas and thoughts in a organizational manner.	12/12/2014 1:08 PM
12	The hardest part was trying to narrow down my points I wanted to make into an organized and relevant paper.	12/12/2014 1:07 PM
13	The most challenging thing for me on writing this paper was actually wanting to start writing this paper. Taking 3-4 hours each day to want to write a research paper. Having to revise my essay multiple times	12/12/2014 1:07 PM
14	It was difficult for me to incorporate various articles with varying standpoints into one cohesive paper.	12/12/2014 1:07 PM
15	The most difficult aspect of the research paper is finding enough credible sources to use, and then going through and finding the evidence to use.	12/12/2014 1:07 PM
16	The most challenging aspect of the research project was just starting the actual paper. I had all of the information and sources I needed, I just had to prepare myself to take on the paper. It was the hardest part to start writing and finding transitions.	12/12/2014 1:05 PM
17	Writing a paper of this length. Thinking of new ideas and organizing my thoughts.	12/12/2014 9:38 AM
18	The most challenging aspect of the research process for this assignment for me was being able to find the information that fit in specifically with my paper. The information was not hard to find, but finding the specific information that fit in with my paper was.	12/12/2014 9:35 AM
19	Formulating such a point of view and supporting it, since it is contrary to almost all those who ponder the subject.	12/12/2014 9:34 AM
20	My topic is too broad.	12/12/2014 9:34 AM
21	Finding credible sources that were relevant to the specific topic I was working on. The topic has implementations throughout history that have positive outcomes, but taking a gradual approach and making it sudden (like what is happening now) was hard to find any research or effect that it would cause.	12/12/2014 9:33 AM

22	The most challenging thing about the research paper was making it flow. Since it was such a long paper, it was hard to blend all of my different points and ideas together since I'm used to just only having a few that blend well to begin with.	12/12/2014 9:32 AM
23	The most challenging aspect of the research process for me was narrowing down the topic and avoiding excess tangents. My topic had an overwhelming amount of research available, and much of it was written at a higher scientific level than my paper was supposed to be written at, which was also difficult.	12/12/2014 9:32 AM
24	What was really difficult in researching this assignment was that fact that this is a new area of research and there are not a lot of direct sources discussing it. What I had to do was find other research that helped my argument and supported my topic.	12/12/2014 9:32 AM
25	It was hard to find articles that I could understand. I found myself reading an article and not really knowing what it was saying. Also it was hard to read the books in a timely manner. The last thing that was a struggle was after I got all my quote I had to narrow the amount down without loosing important information.	12/12/2014 9:31 AM
26	the most challenging aspect is reading through all the sources and cohesively condensing all the information into 6-8 pages.	12/12/2014 9:30 AM
27	The hardest part for me was choosing a topic that interested me AND would interest others. I really wanted to do a topic that most haven't heard of before and that was a challenge.	12/12/2014 9:29 AM
28	It was challenging to use as a lot of evidence from my research but not having too many quotes empowering the essay. I wanted to write a really good essay but it was hard trying to make it sound how I wanted. I spent a lot of time on it trying to make it really good. It's hard to have the paper balance out. My method was to write and write and then go back and outline it and organize it.	12/12/2014 9:29 AM
29	The most challenging part of this was finding good books that gave adequate information. It took a while to get good sources, but the ones I ended up with were really good.	12/12/2014 9:29 AM
30	The most challenging aspect of the research process was citing all my sources.	12/12/2014 9:29 AM
31	Finding the books in the library.	12/12/2014 9:28 AM
32	My topic was a very obscure one in hindsight and though enjoyable to write, it was very difficult to find relevant sources.	12/12/2014 9:27 AM
33	Most challenging thing was to incorporate sources into my paper. Also it was touch outline my essay.	12/11/2014 3:37 PM
34	Reaching the end word count. I don't know if it was because I didnt find enough sources to write about, or if it was because I am to plain and too the point. Either way, I really struggled reaching the limit.	12/11/2014 3:33 PM
35	The most challenging aspect was the coming up with the story. It was hard but once it flowed it flowed.	12/11/2014 1:17 PM
36	The most challenging aspect of the research paper was perhaps coming up with organizing/outlining my paper.	12/10/2014 2:39 PM
37	The most difficult part was finding books and scholarly journals that agreed with my thesis.	12/10/2014 10:17 AM
38	The most challenging part for me was narrowing down my topic. My topic was broader than I thought it was, and once I started looking for articles on ProQuest I realized that I had to narrow it down to one specific issue.	12/10/2014 10:16 AM
39	The most challenging part of the research process was figuring out what my view on my topic was and being able to fully explain it. So finding sources both in favor and against the topic gave me both sides, but it also confused my though process. Once I was able to find my view, everything fell into place.	12/10/2014 10:16 AM

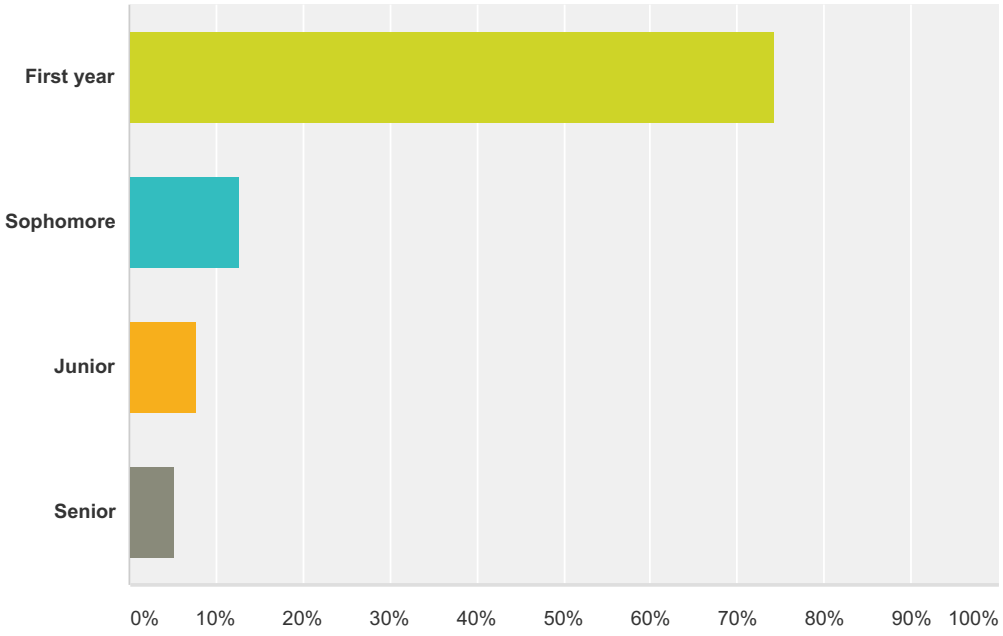
Q8 Is there anything else that you would like your professors or librarians to know regarding your experiences with this assignment?

Answered: 23 Skipped: 16

#	Responses	Date
1	Nah	12/12/2014 1:18 PM
2	No. You are all great.	12/12/2014 1:16 PM
3	No.	12/12/2014 1:13 PM
4	No	12/12/2014 1:13 PM
5	There wasn't much information at Westmont (or the partnering libraries) about my topic. So I really didn't get to use them as a resource.	12/12/2014 1:12 PM
6	I appreciated the amount of time Dr. Orfalea gave the class to do the research paper and how it was a topic of conversation all of the semester instead of mentioning it the week before it was due.	12/12/2014 1:08 PM
7	n/a	12/12/2014 1:07 PM
8	I understand how to find articles and access Ebooks from the library, but I still find it difficult to search and locate books in print.	12/12/2014 1:07 PM
9	I think that we were given an appropriate amount of time and the library was very helpful with its large inventory of books.	12/12/2014 1:07 PM
10	Definitely would have liked more help with Ebsco and other databases	12/12/2014 1:05 PM
11	no	12/12/2014 9:38 AM
12	Professor Orfalea helps me to improve my English a lot.	12/12/2014 9:34 AM
13	I partially changed my argument half way through and had to re-write the essay to adjust for the view change	12/12/2014 9:33 AM
14	Online databases such as PubMed are hugely helpful, and the requirement for a specific number of books felt outdated. As a senior science major, I can honestly say that I have never used books for any of my research papers for my major, and writing a research paper about a scientific topic with books felt almost archaic.	12/12/2014 9:32 AM
15	Nope! Thank you for all you're help! :)	12/12/2014 9:29 AM
16	Nope	12/12/2014 9:29 AM
17	It was definitely a good learning experience!	12/12/2014 9:29 AM
18	no	12/12/2014 9:29 AM
19	I believe the Westmont library's resources are rather limited compared to most larger schools. If I had the means to go to UCSB to access their library it would have been much easier for me.	12/12/2014 9:27 AM
20	More help working through the assingment maybe, but i feel like i was helped plenty, I just didnt take advantage of the resources given to me..	12/11/2014 3:33 PM
21	No there is not.	12/10/2014 10:17 AM
22	The resources you supplied us with were very helpful. I didn't know that finding sources could be so easy until the librarian talked to my class.	12/10/2014 10:16 AM
23	none	12/10/2014 10:16 AM

Q9 Year?

Answered: 39 Skipped: 0



Answer Choices	Responses	
First year	**74.36%**	29
Sophomore	**12.82%**	5
Junior	**7.69%**	3
Senior	**5.13%**	2
Total		**39**

Q10 Major?

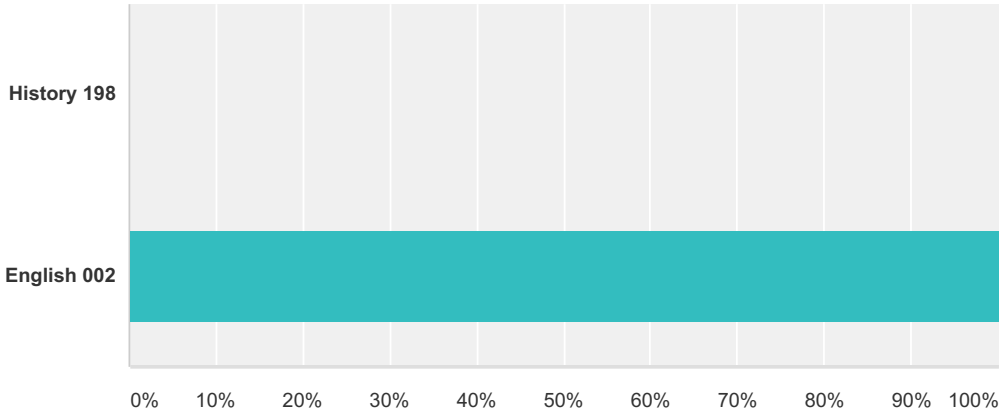
Answered: 39 Skipped: 0

#	Responses	Date
1	undecided	12/12/2014 1:18 PM
2	Undeclared	12/12/2014 1:16 PM
3	Kinesiology and Biochemistry double major	12/12/2014 1:14 PM
4	Undecided	12/12/2014 1:13 PM
5	Kinesiology	12/12/2014 1:13 PM
6	Liberal Studies	12/12/2014 1:13 PM
7	Kinesiology	12/12/2014 1:13 PM
8	Biology	12/12/2014 1:12 PM
9	Business and Economics	12/12/2014 1:11 PM
10	Communications	12/12/2014 1:09 PM
11	Business and Economics	12/12/2014 1:08 PM
12	undecided	12/12/2014 1:07 PM
13	kinesiology	12/12/2014 1:07 PM
14	Social Entrepreneurship	12/12/2014 1:07 PM
15	kinesiology	12/12/2014 1:07 PM
16	Most likely Sociology	12/12/2014 1:05 PM
17	Competer science	12/12/2014 9:38 AM
18	Cellular and Molecular Biology	12/12/2014 9:35 AM
19	Religious Studies	12/12/2014 9:34 AM
20	Undecided	12/12/2014 9:34 AM
21	Computer Science	12/12/2014 9:33 AM
22	Undeclared.	12/12/2014 9:32 AM
23	Biology	12/12/2014 9:32 AM
24	Economic and Business	12/12/2014 9:32 AM
25	Art	12/12/2014 9:31 AM
26	KNS	12/12/2014 9:30 AM
27	Liberal Studies major	12/12/2014 9:29 AM
28	Business	12/12/2014 9:29 AM
29	kinesiology	12/12/2014 9:29 AM
30	undecided	12/12/2014 9:29 AM
31	Economics/Business	12/12/2014 9:28 AM
32	Biology	12/12/2014 9:27 AM
33	Kinesiology- Pre Physical Therapy	12/11/2014 3:37 PM

34	Engineering Physics	12/11/2014 3:33 PM
35	English	12/11/2014 1:17 PM
36	Biology	12/10/2014 2:39 PM
37	Sociology	12/10/2014 10:17 AM
38	Communications	12/10/2014 10:16 AM
39	Pre-Med Biology	12/10/2014 10:16 AM

Q11 In which class are you taking this survey?

Answered: 39 Skipped: 0



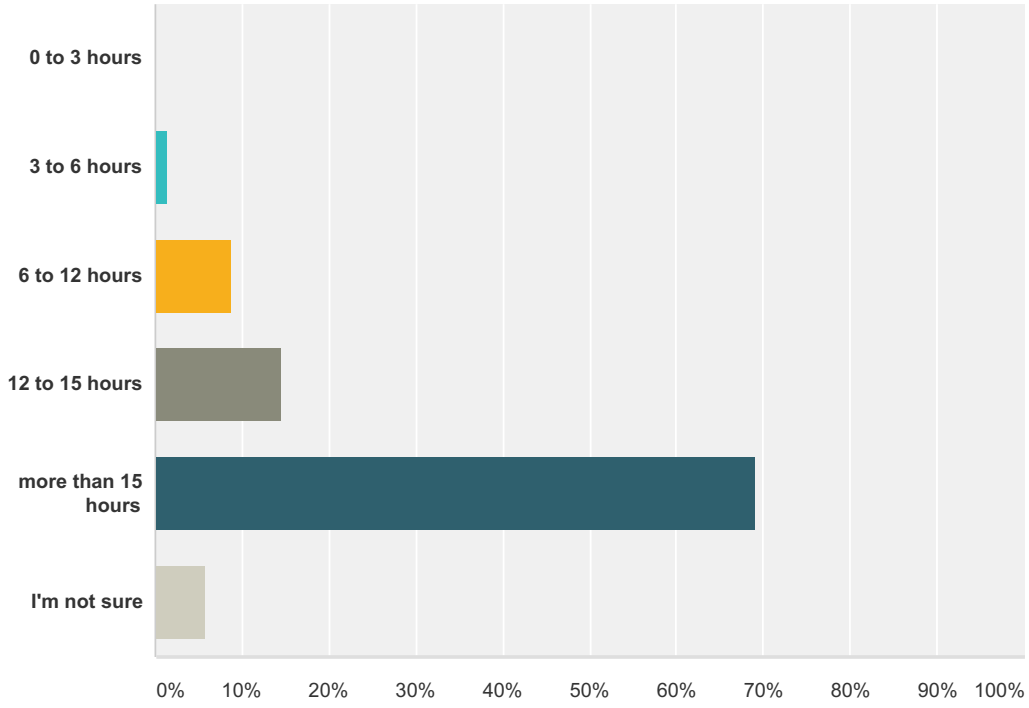
Answer Choices	Responses	
History 198	**0.00%**	0
English 002	**100.00%**	39
Total		**39**

#	Other (please specify)	Date
1	English 001	12/12/2014 1:07 PM

APPENDIX F - Research Process Survey Data, Upper-Division

Q1 Answer the following questions as you reflect on the work you did on your final assignment for this class. About how much time did you spend on this assignment?

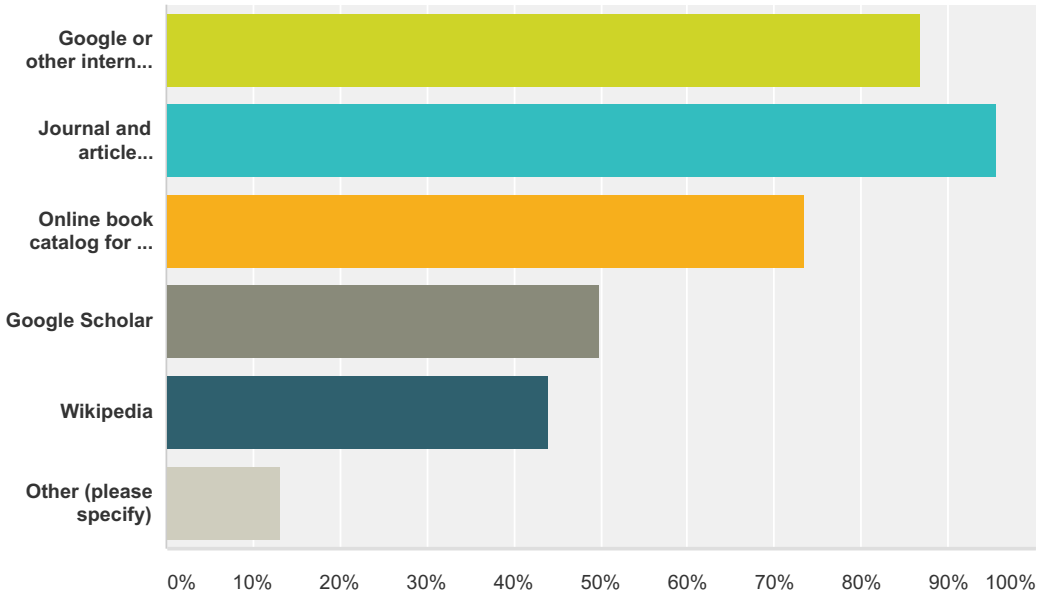
Answered: 68 Skipped: 0



Answer Choices	Responses	
0 to 3 hours	**0.00%**	0
3 to 6 hours	**1.47%**	1
6 to 12 hours	**8.82%**	6
12 to 15 hours	**14.71%**	10
more than 15 hours	**69.12%**	47
I'm not sure	**5.88%**	4
Total		**68**

Q2 Think about all the places you looked for sources or information on your topic. Check all that apply:

Answered: 68 Skipped: 0



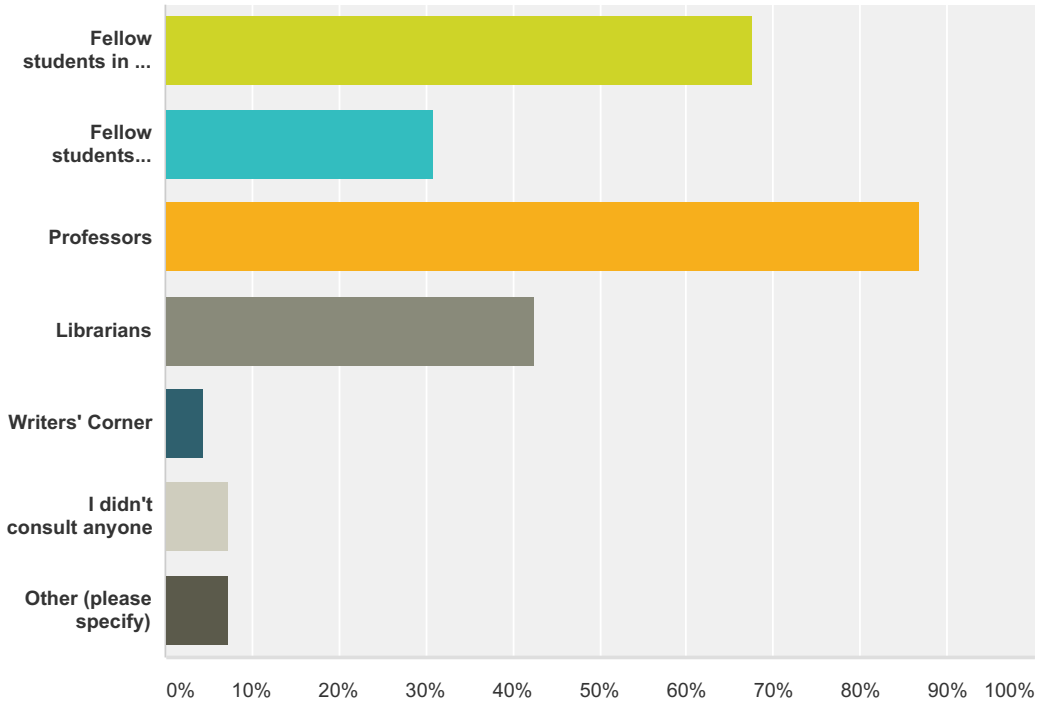
Answer Choices	Responses	
Google or other internet search engines	**86.76%**	59
Journal and article databases (eg. JSTOR, EBSCO, ProQuest, etc.)	**95.59%**	65
Online book catalog for the Westmont Library	**73.53%**	50
Google Scholar	**50.00%**	34
Wikipedia	**44.12%**	30
Other (please specify)	**13.24%**	9
Total Respondents: 68		

#	Other (please specify)	Date
1	books referred to me by Professors Keaney, Chapman, and Winslow	7/13/2015 1:25 PM
2	ucsb library database	7/13/2015 1:24 PM
3	Reference Books	4/30/2015 4:49 PM
4	Other class papers and bibliographies of other books	4/30/2015 4:45 PM
5	Recommendations from faculty/ library staff	4/30/2015 3:30 PM
6	textbooks from other classes	4/30/2015 3:28 PM
7	Class text book	4/28/2015 10:13 AM
8	Physical books from westmont library and others	4/28/2015 10:12 AM

9	books in the library	4/28/2015 10:09 AM

Q3 Think about all the people you consulted as you worked on this assignment. Check all that apply:

Answered: 68 Skipped: 0



Answer Choices	Responses	
Fellow students in the class	**67.65%**	46
Fellow students outside the class	**30.88%**	21
Professors	**86.76%**	59
Librarians	**42.65%**	29
Writers' Corner	**4.41%**	3
I didn't consult anyone	**7.35%**	5
Other (please specify)	**7.35%**	5
Total Respondents: 68		

#	Other (please specify)	Date
1	Friends and Family	7/13/2015 1:29 PM
2	God	4/30/2015 4:49 PM
3	Help from friends who are faculty at other institutions	4/30/2015 3:30 PM
4	various individuals who took my survey	4/30/2015 3:28 PM
5	parents	4/28/2015 10:11 AM

Q4 What top two criteria did you use to determine if the sources or information you found were reliable and credible? (For example: author's credentials, trustworthy publication, year of publication, etc.)

Answered: 68 Skipped: 0

#	Responses	Date
1	Author's credentials, trustworthy publisher, year of publication	7/13/2015 1:30 PM
2	Trustworthy publisher and the date it was published	7/13/2015 1:29 PM
3	To be honest, I more focused on the representation of the Templars within American society. So I did not focus too much on the credibility. When I looked at the credibility of my sources, I looked at the year it was published and how often they are referenced by other sources.	7/13/2015 1:28 PM
4	Mostly who the author was and who published it	7/13/2015 1:27 PM
5	Author's credentials and year of publication	7/13/2015 1:26 PM
6	publication author	7/13/2015 1:25 PM
7	Where it came from (source) and year of publication	7/13/2015 1:24 PM
8	trustworthy publication author's credentials	7/13/2015 1:23 PM
9	Year of publication and author's credential	7/13/2015 11:55 AM
10	Author's credentials, the year it was published (especially if it was before the 1980s).	7/13/2015 11:54 AM
11	Publisher and year they were published	7/13/2015 11:53 AM
12	Author credentials, year of publication,	7/13/2015 11:52 AM
13	Author's credentials, trustworthy publication	7/13/2015 11:49 AM
14	Title and year of publication	5/8/2015 9:30 PM
15	The year of publication and the site I found it on (if it was a scholarly database then I trusted the source as reliable).	5/1/2015 10:07 AM
16	Commentaries from trustworthy publications and past a certain date in order for it to be relevant, primary sources known for their reliability	4/30/2015 4:50 PM
17	Year of publication and trustworthy publication	4/30/2015 4:49 PM
18	1) Trustworthy publication 2) Author's credentials	4/30/2015 4:48 PM
19	whether it was in a scholarly journal or if it was a book in print	4/30/2015 4:47 PM
20	Peer-reviewed, year of publication	4/30/2015 4:47 PM
21	Past experience with the topic and understanding the language of the sides of the argument (to help in seeing where authors stood). Author's approach and level of thoroughness to the topic.	4/30/2015 4:45 PM
22	Peer-reviewed, number of times referenced in other scholarly articles	4/30/2015 3:30 PM
23	year of publication and also the journal article it was from	4/30/2015 3:28 PM
24	Journal publication and year	4/30/2015 3:28 PM
25	My only criterion for this was that it was sufficiently "scholarly" meaning I either found it using the library research links or it was a book	4/30/2015 3:28 PM
26	Trustworthy publication, year of publication	4/30/2015 3:27 PM

27	authors credentials and trustworthy publication	4/30/2015 3:27 PM
28	I checked google scholars to see if the articles were published a certain amount of times. I also tried to not choose sources that were too old.	4/30/2015 3:27 PM
29	Trustworthy publication & year of publication	4/30/2015 3:26 PM
30	Author's credentials Type of article (scholarly?)	4/30/2015 3:26 PM
31	scholarly website & year of publication	4/30/2015 3:26 PM
32	Scholarly journals, authors mention in other books	4/30/2015 3:26 PM
33	Year of publication Trustworthy publication	4/30/2015 3:26 PM
34	I looked at the authors credentials & the publication	4/30/2015 3:26 PM
35	Trustworthy Publication Year of Publication	4/30/2015 3:26 PM
36	Trustworthy publication, year of publication	4/30/2015 3:25 PM
37	If they were scholarly articles and if they were peer reviewed.	4/30/2015 3:25 PM
38	Year of publication; journal in which it was found	4/30/2015 3:25 PM
39	Type of publication and whether they were cited in another article that treated the topic fairly.	4/30/2015 1:29 PM
40	Familiar names or topics in the area of interest (Free Will and Sanctification).	4/30/2015 1:29 PM
41	All of my sources came from well-known philosophers.	4/30/2015 1:29 PM
42	The abstract and subject tags	4/30/2015 1:29 PM
43	Author's credentials, publication of main sourced book (Free Will, 2007)	4/30/2015 1:26 PM
44	1. I made sure all of the articles I used were taken from peer-reviewed journals. 2. Each book source I used was published by a well-known and reliable publisher.	4/29/2015 9:06 AM
45	Year of Publication	4/28/2015 8:21 PM
46	1) trustworthy publication / peer reviews of book / source was cited in other works 2) database on which I found the material	4/28/2015 10:43 AM
47	Relevance was first, publication date, then sources used in the article. I also checked some of the quotes used from the original source in the articles quoting them. Whether it was peer reviewed, within a scholarly journal.	4/28/2015 10:13 AM
48	1. Year of publication. There was not enough out there to be picky about anything else. If it was in the desired time frame, then great.	4/28/2015 10:13 AM
49	I looked at who the author was and where the source was published in order to determine if it was a credible source. I also looked for whole texts if possible so as to get an in depth understanding of the work I was looking at.	4/28/2015 10:13 AM
50	If the work was cited in another source. The fact that it was a book or a website.	4/28/2015 10:13 AM
51	Usually Trustworthy publication is a top one because people cannot really get their work published there unless it is a certain level of scholarly professionalism. Seeing how much of their work is based on actually research and theory or just their opinion without evidence (or good evidence)	4/28/2015 10:12 AM
52	trustworthy publication and author's credentials are probably top two	4/28/2015 10:12 AM
53	Publication journal and/or empirical study	4/28/2015 10:12 AM
54	Trustworthy publication and author's credentials	4/28/2015 10:11 AM
55	year of publication, name of author, number of studies or articles they have written.	4/28/2015 10:11 AM
56	The Journal publication, author, database found in.	4/28/2015 10:11 AM
57	I googled the article or the book to see if they had been cited in other work.	4/28/2015 10:10 AM
58	where published and how I accessed it	4/28/2015 10:10 AM
59	Year of Publication and trustworthy publication	4/28/2015 10:09 AM

60	Author's credentials Publication source	4/28/2015 10:09 AM
61	by the database that Im using	4/28/2015 10:09 AM
62	journal it was published in and author's name in the case of primary sources	4/28/2015 10:09 AM
63	trustworthy publication and author's credentials	4/28/2015 10:09 AM
64	Credible journals on psych info, also journals published by universities	4/28/2015 10:08 AM
65	trustworthy publication, year of publication	4/28/2015 10:08 AM
66	I looked at the author (preferred primary sources) as well as the source (i.e. website vs. journal).	4/28/2015 10:08 AM
67	author's credentials, trustworthy publication	4/28/2015 10:08 AM
68	Author and location found	4/28/2015 10:08 AM

Q5 What top two strategies did you use to determine if the sources or information you found were relevant and useful to include in your paper? (For example: read the whole article, skimmed portions of the article, the author agrees with your thesis or argument, used discipline-specific expertise, etc.)

Answered: 68 Skipped: 0

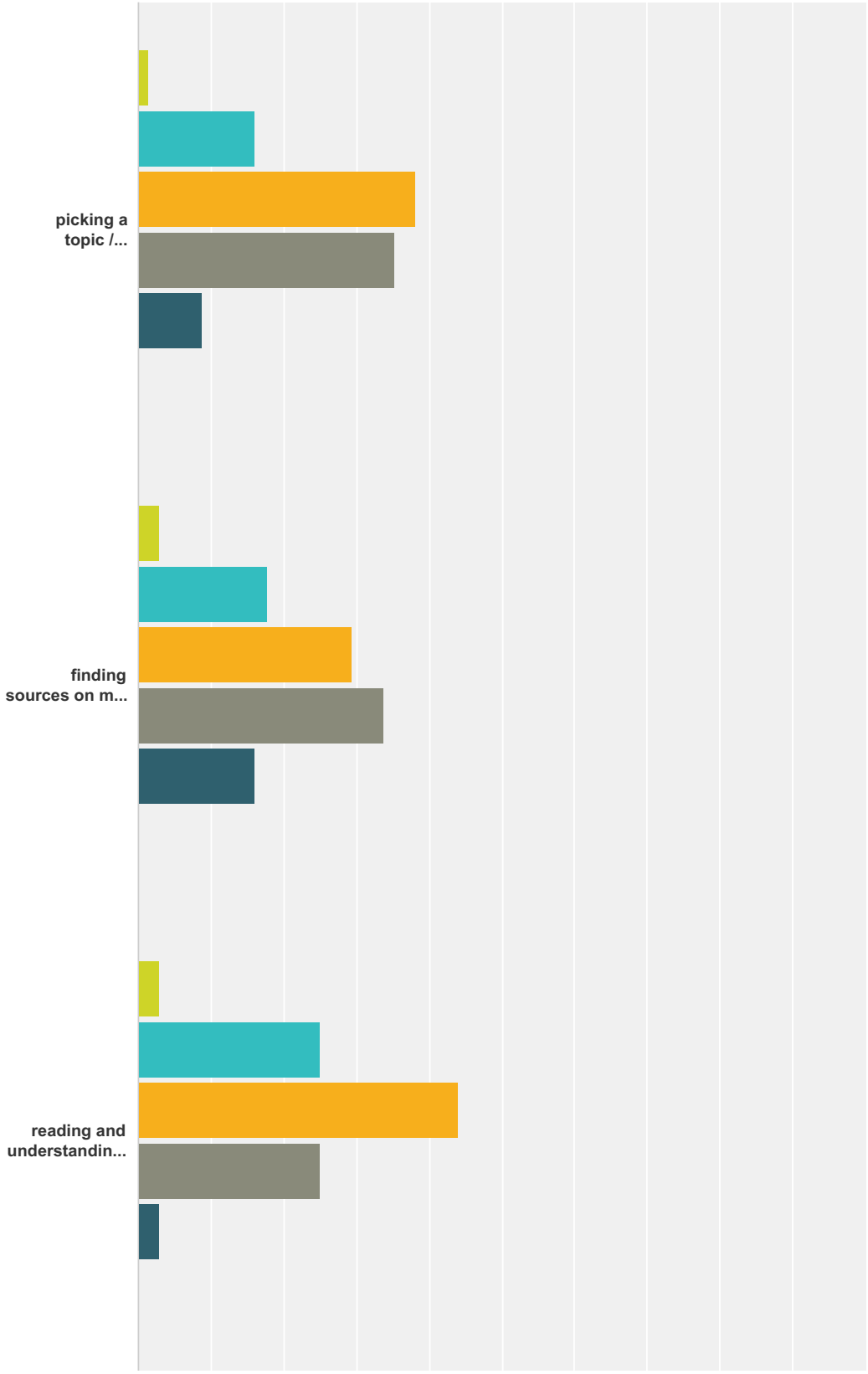
#	Responses	Date
1	Read whole articles, skimmed articles, read introductions of books, etc.	7/13/2015 1:30 PM
2	I looked for when he talked specifically about my subject. I would than see if I agreed or disagreed on his or her position. It did not really matter to me what the general argument was; I wanted information.	7/13/2015 1:29 PM
3	I skimmed and looked at if I found the author's information useful.	7/13/2015 1:28 PM
4	for things specfic to my argument I would always read whole articles, for sources that where more of an overview I would skim and look for main points	7/13/2015 1:27 PM
5	Read abstract and Read beginning, skimmed middle, read end.	7/13/2015 1:26 PM
6	abstract skimming to look for thesis	7/13/2015 1:25 PM
7	Abstracts, skimming intro conclusion, topic sentences	7/13/2015 1:24 PM
8	skimmed topic	7/13/2015 1:23 PM
9	Read entire article with relevant themes/topics Skimmed articles with overlaying themes	7/13/2015 11:55 AM
10	Skimmed and/or read the sources if possible and showed it to my paper advisor to see if she felt it would be a reliable source to use.	7/13/2015 11:54 AM
11	skimmed portions of the article or sections of the book that I thought may be relevant based on the subject headings.	7/13/2015 11:53 AM
12	index, table of contents, thesis, table of contents	7/13/2015 11:52 AM
13	Skimmed portions, searched for keywords, read abstracts/introductions/summaries/table of contents	7/13/2015 11:49 AM
14	Searching through the index and skimming through the sources	5/8/2015 9:30 PM
15	I skimmed most of the article and made sure I understood the author's thesis.	5/1/2015 10:07 AM
16	read whole article, commentary pertained to primary source I was reading on.	4/30/2015 4:50 PM
17	Scholarly language; skimmed to find relevant info	4/30/2015 4:49 PM
18	1) Skimmed portions of the article 2) used discipline-specific expertise	4/30/2015 4:48 PM
19	skim the whole article, look for relevance to thesis	4/30/2015 4:47 PM
20	Skimmed the article or read the abstract. Looked for specific emphases within articles.	4/30/2015 4:47 PM
21	Read the whole article and chapter on the subject	4/30/2015 4:45 PM
22	referenced in other scholarly articles; common keywords/tags	4/30/2015 3:30 PM
23	read the whole article as well as skimmed portions of the article	4/30/2015 3:28 PM
24	title, key terms, chapters, subtitles	4/30/2015 3:28 PM
25	Skimmed the abstract and lit review	4/30/2015 3:28 PM

26	Skimmed portions of the article, discipline-specific expertise	4/30/2015 3:27 PM
27	reading the abstract and skimming the findings of the articles	4/30/2015 3:27 PM
28	I usually read the whole article. If I didn't, I would read the abstract and conclusion.	4/30/2015 3:27 PM
29	Skimmed articles, looked for key words/phrases	4/30/2015 3:26 PM
30	Read the whole article Look for key ideas that match my topic	4/30/2015 3:26 PM
31	read the abstract, intro and findings	4/30/2015 3:26 PM
32	Read the abstract, skimmed the intro	4/30/2015 3:26 PM
33	Read the abstract Skimmed portions of the article	4/30/2015 3:26 PM
34	Skimmed portions of the article & read the abstract of the articles	4/30/2015 3:26 PM
35	I skimmed the articles and looked for a variety of viewpoints on my topic.	4/30/2015 3:26 PM
36	Skimmed portions of the article, the author agrees with my thesis or argument, uses specific methodology	4/30/2015 3:25 PM
37	Look at the abstract and the keywords within the article or readings.	4/30/2015 3:25 PM
38	Abstract and skimmed article	4/30/2015 3:25 PM
39	I determine the author's thesis by skimming, that's really it.	4/30/2015 1:29 PM
40	Read the abstract primarily. Maybe skim through it looking at the intro and conclusion specifically	4/30/2015 1:29 PM
41	I wrote on a very specific topic so I read the essays that were written by credible philosophers that directly addressed my question. I also used philosophers that I had previously read that I felt were applicable.	4/30/2015 1:29 PM
42	Read the abstract and skimmed the article and read the article	4/30/2015 1:29 PM
43	Read sections of the book	4/30/2015 1:26 PM
44	1. I read every article in its entirety in order to get a firm grasp on what the author was arguing, so that I wouldn't just find quotes to fit into my paper out of context. 2. With the books I used, obviously I couldn't read the whole thing, so I made sure the author's thesis or argument was closely aligned with my own.	4/29/2015 9:06 AM
45	Skimmed portions of the article if the author agrees with my thesis.	4/28/2015 8:21 PM
46	1) read abstract and section headings, then skimmed the article 2) does info fit with the other research I've found	4/28/2015 10:43 AM
47	I would usually search through the article for keywords. Typically, I would search for the subject of my paper's name, certain laws or principles he formulated, etc. If I found any of the keywords, i would read the context in which they were in and decided if it was relevant to my paper.	4/28/2015 10:13 AM
48	Read the abstract or introduction, then used search function (or index) to find the information I was looking for/interested in. If it was a promising source, I continued to skim throughout.	4/28/2015 10:13 AM
49	I would skim portions of the source in order to find information that was relevant to my topic. If the source was electronic, I would search for keywords in order to see if there was in fact information that would be useful.	4/28/2015 10:13 AM
50	Read the Table of Contents. Looked for keywords that were also in my thesis/area of study.	4/28/2015 10:13 AM
51	Looked for topics authors are writing on that directly connect to my thesis has been most helpful, also skimming books and chapters has helped me mark places to return to later.	4/28/2015 10:12 AM
52	skimmed portions, discipline-specific expertise	4/28/2015 10:12 AM
53	Read the abstract and the discussion. If it was relevant then I went and read through the entire article.	4/28/2015 10:12 AM
54	Skimmed the whole article and thought about how the information fit into my topic and its background	4/28/2015 10:11 AM
55	read the abstract, method, and discussion. it needed to defend my thesis, needed to incorporate some prominent thinkers that im looking to write about.	4/28/2015 10:11 AM
56	read abstract, skimmed article, looked at background of author and context of article.	4/28/2015 10:11 AM
57	I would read the abstract and skim the sections of the article to see if it had the information I was looking for. I would also search the article for specific words I was interested using Ctrl+F.	4/28/2015 10:10 AM

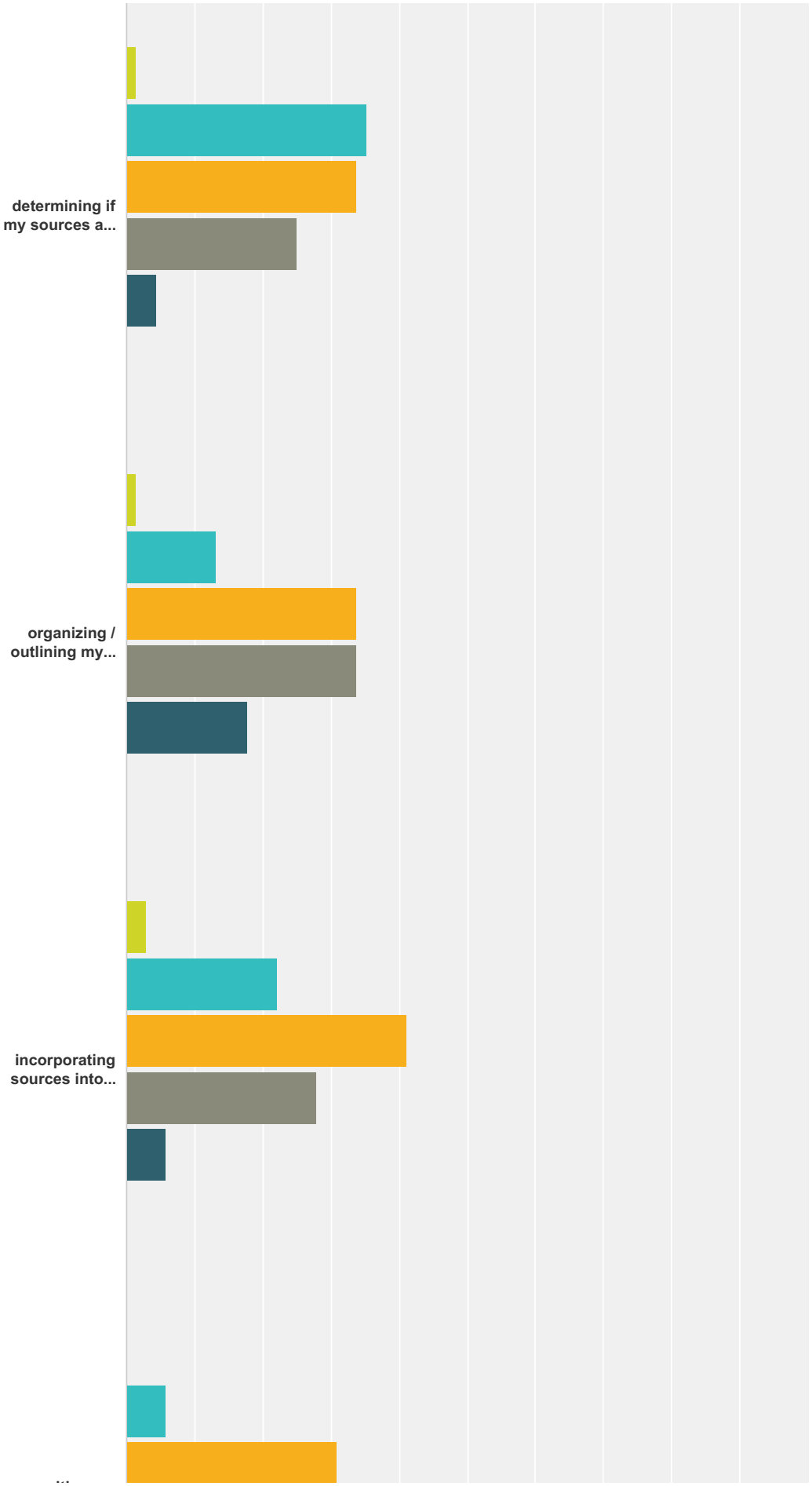
58	skimmed portions and used critical thinking	4/28/2015 10:10 AM
59	Read abstract, read relevant portions of the article/boks	4/28/2015 10:09 AM
60	Looked for relevant section headings word-searched for key-words	4/28/2015 10:09 AM
61	Reading the abstract Skimmed	4/28/2015 10:09 AM
62	Whether the abstract and the discussion looked helpful to my topic. If they were, I would read the whole article.	4/28/2015 10:09 AM
63	skimmed portions of the article, knew that they were useful because they were cited by other articles	4/28/2015 10:09 AM
64	Skimmed portions of the article	4/28/2015 10:08 AM
65	Read the intro's to the paragraph, then read the introduction and looked to see if the whole article was relavent.	4/28/2015 10:08 AM
66	I would skim the article and look at the subheadings. I would also hit control F for certain specific topics I wanted to learn more about.	4/28/2015 10:08 AM
67	read abstract, searched key-words	4/28/2015 10:08 AM
68	Read through portions of the article that applied to my topic	4/28/2015 10:08 AM

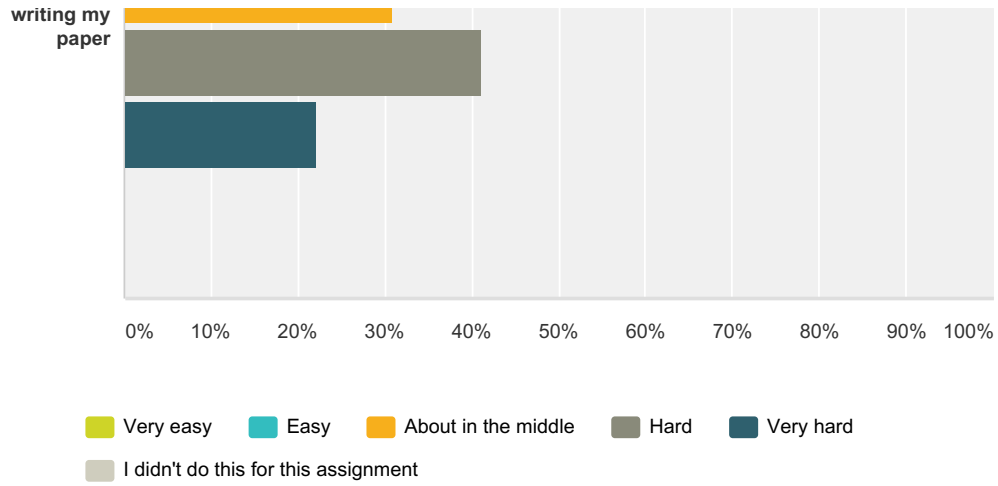
Q6 Think about your process throughout this assignment. Rate the difficulty of the following pieces of the research process:

Answered: 68 Skipped: 0



48


determining if my sources a...
organizing / outlining my...
incorporating sources into...
...
49



	Very easy	Easy	About in the middle	Hard	Very hard	I didn't do this for this assignment	Total
picking a topic / developing my "research question"	**1.47%** 1	**16.18%** 11	**38.24%** 26	**35.29%** 24	**8.82%** 6	**0.00%** 0	68
finding sources on my topic	**2.94%** 2	**17.65%** 12	**29.41%** 20	**33.82%** 23	**16.18%** 11	**0.00%** 0	68
reading and understanding my sources	**2.94%** 2	**25.00%** 17	**44.12%** 30	**25.00%** 17	**2.94%** 2	**0.00%** 0	68
determining if my sources are relevant to my topic	**1.47%** 1	**35.29%** 24	**33.82%** 23	**25.00%** 17	**4.41%** 3	**0.00%** 0	68
organizing / outlining my paper	**1.47%** 1	**13.24%** 9	**33.82%** 23	**33.82%** 23	**17.65%** 12	**0.00%** 0	68
incorporating sources into my paper	**2.94%** 2	**22.06%** 15	**41.18%** 28	**27.94%** 19	**5.88%** 4	**0.00%** 0	68
writing my paper	**0.00%** 0	**5.88%** 4	**30.88%** 21	**41.18%** 28	**22.06%** 15	**0.00%** 0	68

Q7 In your own words, briefly explain (1-5 sentences) the most challenging aspect of the research process for this assignment:

Answered: 68 Skipped: 0

#	Responses	Date
1	Having enough time to effectively read all the sources that we were to obtain. Not having access to online news article databases besides NY Times	7/13/2015 1:30 PM
2	Honestly, it wasn't that bad. I had my subject since the beginning of the semester, and I made sure to get credible resources (referred to me by my professor) so that I could be confident that I didn't read things that led me astray. It's really about choosing something which is the right thing to research than just going for it.	7/13/2015 1:29 PM
3	For me, the hardest part was making sure that I correctly interpreted my sources since I looked at the representation of the Templars within American society post-9/11. With that being said, I also found it challenging at times to get my own interpretation.	7/13/2015 1:28 PM
4	The most challenging part would be looking through so many sources and deciding what would be important and what would not be. Next to that it was continually changing my paper as the more I wrote the more my ideas evolved and changed	7/13/2015 1:27 PM
5	The hardest part of the research process was figuring out my question and plausible theses. It was especially difficult to try to engage with an entire historiography that I wasn't totally familiar with, and then find a whole in it or a way to contribute my own work. I was constantly coming across materials that seemed to make my current question irrelevant, so then I would have to start over, or at least back up a bit and try something new.	7/13/2015 1:26 PM
6	Navigating between a social science methodology and a history methodology was incredibly difficult. As a double major political science and history student, it is sometimes difficult to separate the two mainstream approaches in researching a topic. This paper was a case in point of the difficulties—and the benefits—of employing aspects of both disciplines.	7/13/2015 1:25 PM
7	Definitely trying to finding a topic.	7/13/2015 1:24 PM
8	The most challenging aspect of my paper was that there was almost too much literature out there. It was difficult to remain focused on one topic because throughout my research I would find other more interesting things to write about so getting my thesis nailed down and not changing it was difficult. Also, I found it hard to meet with my advisor every week. I did not feel like it was exceptionally helpful or that much effort was put into me either.	7/13/2015 1:23 PM
9	Based on the length of this paper, the hardest part in my research process was maintaining my thesis and arguing it for the duration of the assignment.	7/13/2015 11:55 AM
10	After gathering all my research and information, writing the paper was the hardest part as I found it difficult to incorporate all my research into this paper while having it sound/flow clearly. I also had trouble developing my own original argument.	7/13/2015 11:54 AM
11	Trying to figure out which direction I wanted to go when it felt like there were five different avenues I could have taken my paper and then synthesizing my sources accordingly.	7/13/2015 11:53 AM
12	Deciding what I am talking about and why I was using the research I was using.	7/13/2015 11:52 AM
13	Finding reliable primary sources was both difficult due to my topic as well as central to my research question	7/13/2015 11:49 AM
14	The most challenging part of my assignment was understanding how to write a historical research paper in APA format. I had not read many historical psychology writings, so I had difficulty knowing the formality of speech to use in writing the paper and how to make an argument.	5/8/2015 9:30 PM
15	Research projects are challenging in that the synthesis part eats up a lot of time. It's hard to just write uninterrupted–you have to constantly be considering where to insert sources and how to do so in the most effective manner possible. I will normally try to have a few pre-selected quotes from a few of my sources that I know I will want to work into my paper. When I write my paper, I have these pre-selected quotes at my disposal. This also shapes how I want my argument to flow through the paper. However, sometimes I have trouble pinpointing exactly what I want to say, so I just get frustrated with all of the moving parts.	5/1/2015 10:07 AM

16	Finding articles and commentaries pertaining to primary sources.	4/30/2015 4:50 PM
17	Finding the motivation to do it and trying not to cite wrongly were the toughest parts.	4/30/2015 4:49 PM
18	The most challenging part of the research process was determining which pieces of research data to incorporate into my paper.	4/30/2015 4:48 PM
19	Taking information from sources and incorporating it in my own paper. Also, filtering which parts of my sources are constructive and which aren't	4/30/2015 4:47 PM
20	For this assignment, I relied heavily on 3 articles. I had a hard time integrating these articles which were approaching the biblical texts from varying viewpoints. I'm not convinced my paper is cohesive or makes a pertinent statement.	4/30/2015 4:47 PM
21	The subject of the paper is a new subject in New Testament studies that has not been approached by many scholars. And even those that did approach it did not give it enough attention, this was one of the first research papers where I was asserting that most of scholarship on the passage had misinterpreted the image.	4/30/2015 4:45 PM
22	As I conducted my research, I found that my operationalization of my research question didn't really measure the meat of the topic. That was frustrating, and I discovered it too late to make changes so that my project could really reflect what was actually important.	4/30/2015 3:30 PM
23	-the time crunch and how fast paced it was -organizing and using a formal tone in my paper	4/30/2015 3:28 PM
24	Finding relevant resources	4/30/2015 3:28 PM
25	The most challenging part was wading through sources for information that was immediately relevant to my paper, and deciding what to paraphrase or quote. Also I don't like to work hard so bibliographies and I often find ourselves in fist fights.	4/30/2015 3:28 PM
26	The hardest part was communicating with potential research participants about my topic in a way that made them interested and eager to participate.	4/30/2015 3:27 PM
27	The challenging part was doing the literature review. I have not done a class on how to write a paper on previous study so it was difficult to learn what to expect.	4/30/2015 3:27 PM
28	I kept changing my topic on my project. The second hardest thing is I didn't understand how to write a literature review..	4/30/2015 3:27 PM
29	Discerning which sources to incorporate.	4/30/2015 3:26 PM
30	Trying to narrow my research question was the most difficult part for me. I started off too broadly and had to go through some trial and error to narrow it down.	4/30/2015 3:26 PM
31	I think the most challenging aspect to this research project was really trying to narrow down on a topic question. Also, finding resent literature that was written on the topic I ended up narrowing down on was hard.	4/30/2015 3:26 PM
32	The most challenging part was finding good, focused time to write my paper. I am sort of a procrastinator. And it was hard to actually focus for long amounts of time in order to synthesize all the information I needed to.	4/30/2015 3:26 PM
33	The most challenging part was incorporating the sources into my literature review, in a way that made coherent sense.	4/30/2015 3:26 PM
34	One of the most challenging aspects was picking a topic and researching through the articles trying to find information and data that was relevant to what I was specifically wanting to study.	4/30/2015 3:26 PM
35	Writing the literature review was difficult. It was hard to synthesize the material into relevant discussion for my topic.	4/30/2015 3:26 PM
36	The most challenging aspect of the research process was focusing my topic because I was interested in so many different areas of social media and racial relations in the U.S. that it took me a while to finally be able to organize my research in a coherent way.	4/30/2015 3:25 PM
37	The hardest part of this project was definitely the lit review in finding a way to make the entire lit review cohesive.	4/30/2015 3:25 PM
38	The most challenging aspect of the research process was finding enough sources to fit my professor's criteria. I found many sources that somewhat related to the topic, but it was more difficult to find sources that incorporated exactly what I was looking for.	4/30/2015 3:25 PM
39	As far as the technical aspect, the library website tends to be hard to navigate. It took me a while, when I was a freshman to learn how to use it. I still don't feel as though I utilize it as well as I might.	4/30/2015 1:29 PM

40	I felt that what I wanted to accomplish was very broad for a 10 page paper. It was difficult to narrow my thesis with a lot of relevant and necessary information to touch upon. Also I couldn't find a ton of pieces on my topic so I was forced to tailor my paper to the resources I did find.	4/30/2015 1:29 PM
41	Developing my own philosophical argument without just agreeing with someone else's argument.	4/30/2015 1:29 PM
42	The topic I had chosen was quite specific and so trying to find sources that were applicable enough was difficult.	4/30/2015 1:29 PM
43	Picking the topic and what approach to take on it was the most difficult part for me.	4/30/2015 1:26 PM
44	I think the most difficult part was developing an original thesis, because my topic has already been so widely researched and studied that nearly every angle has been explored already.	4/29/2015 9:06 AM
45	The most challenging aspect was making sure that each topic was a part of my thesis and not only slightly related to it.	4/28/2015 8:21 PM
46	Finding sources that were varied enough to look at all the aspects of what I wanted to discuss. Started too late to use Interlibrary Loan, so availability was sometimes a problem.	4/28/2015 10:43 AM
47	Finding the full text of any article or journal that I wanted to use. I would say at least half of the sources I came across did not have the full text. Even if I had specified on the search engine to only include full texts, I would come up with only a few useful sources. The full text option will often show articles that are almost completely irrelevant to my topic. I also struggled to find different articles or books whenever I tried a different article data base. I found most of my primary resources on google scholar.	4/28/2015 10:13 AM
48	You are at the mercy of your sources. It was difficult to find relevant sources and If I found something, I often did not have access to it. It was also difficult to find sources that had differing viewpoints.	4/28/2015 10:13 AM
49	What was most challenging about the research process was being finding sources that would support my topic. If there were not enough sources about my topic, that was a good indicator as to whether I should change my topic completely or modify it a bit. It was harder trying to find full primary sources.	4/28/2015 10:13 AM
50	The most challenging part is finding a thesis that incorporates and organizes all of the information of my sources in a coherent, relevant way. It is very hard to write a paper that spans so much time and so many sources.	4/28/2015 10:13 AM
51	Reading through all the sources and seeing how to construct my thesis from it.	4/28/2015 10:12 AM
52	I had to alter my topic mid-way through which was tough. I should have used the resources like the writer's corner and others but was busy during most of those times. Planning the amount of time it would take to complete the assignment would be helpful too.	4/28/2015 10:12 AM
53	The hardest part was finding sources that were in English because the person that my project was on wrote all of his publications was from Portugal. Other than that my topic was on the development of lobotomies so I found it fairy easy to find sources.	4/28/2015 10:12 AM
54	The most challenging aspect for writing my paper was finding primary sources and, further, knowing when I should seek out a primary source or whether a secondary source would do. I found many references to primary sources in several texts, but I was often unable to find the primary source itself. I employed a great variety of search engines, but I typically unable to find or access the sources. Sometimes, I simply didn't know the best place to go to try to locate a primary source.	4/28/2015 10:11 AM
55	The most challenging part was finding primary sources. Depending on the topic i feel that there could be much more limited sources on the main thinker you are writing about. also getting a wide range of diverse types of sources was challenging.	4/28/2015 10:11 AM
56	I think it was knowing which were primary sources or not, you can generally figure it out, but sometimes it's difficult to know if it's primary source or not.	4/28/2015 10:11 AM
57	The most challenging aspect of the research process was needed articles or books that I didn't have access to. Many of the articles regarding a certain author was unavailable both through Westmont and Google scholar. On most of the articles, there was not a link to order the article through Westmont.	4/28/2015 10:10 AM
58	finding enough information to fit my argument and flow well together. Even if there is a lot out there, I can't read it all. I guess I need help learning how to sift through the information better. I tend to deal with all the different kinds of ideas and information I find by being over flexible in my argument. If I am not flexible, I would never reach the page length, but being too flexible makes a mess of my paper.	4/28/2015 10:10 AM

59	The most challenging aspect of my research process was finding relevant sources. I often found good primary sources through their references in secondary sources. My primary secondary source was a book that I was able to get through interlibrary loan. Once I found an online database of primary articles written by my subject, It was much easier.	4/28/2015 10:09 AM
60	After finding a thesis, I think the most difficult thing was trying to conceptualize an organizational framework that supported the argument without rambling too much.	4/28/2015 10:09 AM
61	Finding primary and secondary sources	4/28/2015 10:09 AM
62	Finding credible and useful sources that were available to me without a significant delay or long-winded search through other sites for the same source.	4/28/2015 10:09 AM
63	The most challenging aspect was finding 10-15 sources. I was able to find 5 very easily, but I did not have quite as easy of a time finding 5 - 10 more	4/28/2015 10:09 AM
64	Taking the time to synthesize my sources into my own words, and translate that into how it supports my thesis.	4/28/2015 10:08 AM
65	Most challenging aspect was finding a topic and coming up with the resources to support it and those that contradict it.	4/28/2015 10:08 AM
66	The most challenging part of the research process has been finding relevant sources. My topic involved a man from France, so many of his writings were still in French. This made it difficult to find the originals in English.	4/28/2015 10:08 AM
67	Finding sources is the hardest part for me. It's hard to find rich, relevant sources and get access to them. I would find many great abstracts, but I couldn't get access to the full article.	4/28/2015 10:08 AM
68	Finding sources relating to very specific parts of my paper.	4/28/2015 10:08 AM

Q8 Is there anything else that you would like your professors or librarians to know regarding your experiences with this assignment, or with research assignments in general?

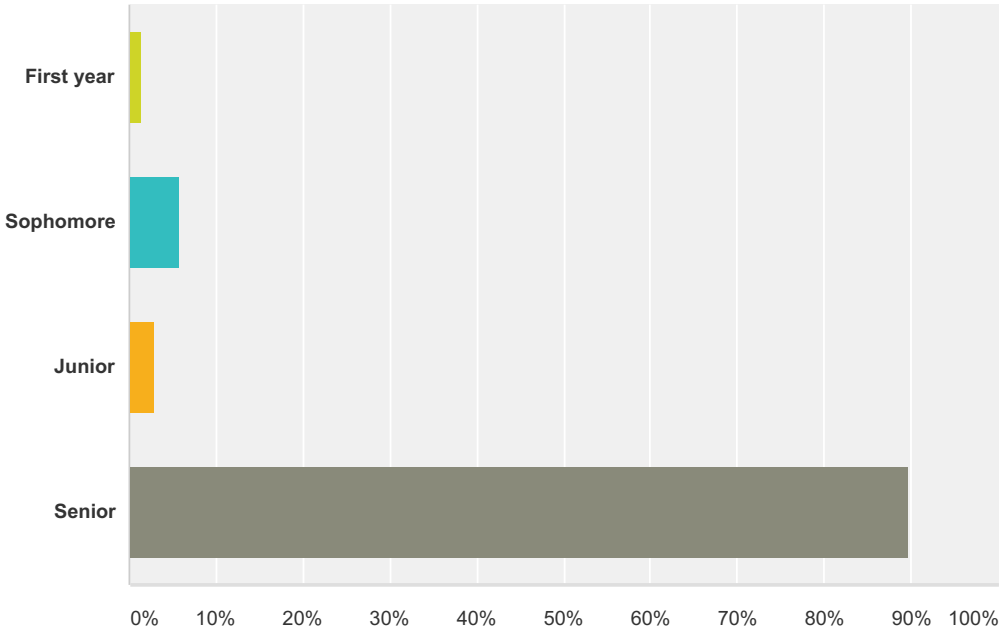
Answered: 37 Skipped: 31

#	Responses	Date
1	It would be helpful if Westmont wifi worked better - faster, more reliably.	7/13/2015 1:30 PM
2	It would be nice if Westmont could get access to UCSB's online databases. They have so many newspaper resources, and it's just difficult to get over to Goleta (especially when you normally don't have a car).	7/13/2015 1:29 PM
3	Nope.	7/13/2015 1:28 PM
4	There wasn't enough time in the semester to feel like I could fully grasp the historiography I was entering into. I'm constantly fearing that my work is actually irrelevant or has already been done before.	7/13/2015 1:26 PM
5	The Westmont library catalogue and research guide database are excellent resources, and I commend the library staff for their role in creating and updating these resources.	7/13/2015 1:25 PM
6	I think just perseverance. Keep trying even when you find a dead end. Keep shifting till you find something that works.	7/13/2015 1:24 PM
7	Maybe my experience was different than most, but I had a hard time meeting with my advisor every week, simply because meeting would get cancelled or emails would not be replied to, or because the only available times to meet I had to work. Also, a lot of the extra work that was required for this project is not how I work at all so I felt like I was constantly making outlines or bibliographies etc that seemed just like extra work that was not necessary for how I work best with research projects.	7/13/2015 1:23 PM
8	It was really challenging. I'm thankful I did it, but I am so incredibly ready to be done!	7/13/2015 11:52 AM
9	We all invest a lot of time doing them, but I'm sure they already know that.	5/1/2015 10:07 AM
10	Some articles cost money and I don't have any.	4/30/2015 4:50 PM
11	I learned A LOTTTT!!!	4/30/2015 4:49 PM
12	I have an easy time accessing the database within my major (ATLA for Religious Studies), but when I write papers for classes outside of my discipline, research is very difficult.	4/30/2015 4:47 PM
13	Find newer ways to make students aware of the resources that librarians have to offer. Visiting classes isn't effective enough; mandatory one-on-one meetings was more effective.	4/30/2015 3:30 PM
14	There were many moments when I didn't know if I was following the correct writing procedure. Such as citing references.	4/30/2015 3:28 PM
15	Finding articles was difficult especially if your topic is not well known or talked about.	4/30/2015 3:27 PM
16	Omg, Professor Song and Diane Zilluto were very helpful. Thank you!	4/30/2015 3:27 PM
17	I have never talked to a librarian or research assistant and have always gotten by ok, but maybe I'm just a slacker.	4/30/2015 1:29 PM
18	It was a fun assignment for the most part, that really seemed to tie in a lot of what I had learned over the semester. I wish I could have put more time into it, however end of the year "life-planning" takes some precedent for seniors come the end of the school year.	4/30/2015 1:29 PM
19	I found that in changing certain words to be more precise to the subject yet still broad enough to return enough results was quite helpful. I think there should be more emphasis placed on the nuances of search queries.	4/30/2015 1:29 PM
20	I wrote it pretty much in one sitting from the top of my head.	4/30/2015 1:26 PM
21	Tell them they should start weeks in advance! All-nighters are no fun :'(	4/29/2015 9:06 AM

22	Everything was clear.	4/28/2015 8:21 PM
23	Feedback would be helpful. The direction that I did get was helpful, more of it would be great.	4/28/2015 10:13 AM
24	None	4/28/2015 10:13 AM
25	They helped a lot when I was looking for sources, thank you! The journal every week during the semester was extremely useful.	4/28/2015 10:13 AM
26	Having interlibrary loan is incredible	4/28/2015 10:12 AM
27	As a senior, I knew that there were hard copies of journals and periodicals in the library but had never looked for the hard copy of them until yesterday! I found a great journal of the basement of the library and loved being able to thumb through the journal by hand. I think sometimes we miss things when we search for specific things on PsychInfo, or any database online for that matter. I found articles that I wouldn't have searched for on my own by being able to pick up a book and look through it.	4/28/2015 10:12 AM
28	nope	4/28/2015 10:11 AM
29	It is hard to argue about any one of these topics, it's also a different way of thinking about it since it's a historical paper, which is a switch from the scientific papers we've been writing for the past three years.	4/28/2015 10:11 AM
30	No	4/28/2015 10:10 AM
31	It was very helpful for procrastinators like me to have to turn in bibliographies and updates ahead of the due date.	4/28/2015 10:10 AM
32	Information on how to obtain primary sources can be difficult to obtain	4/28/2015 10:09 AM
33	How to use resources in the library	4/28/2015 10:09 AM
34	I wish we had access to more journals and articles in the Westmont data bases.	4/28/2015 10:09 AM
35	no	4/28/2015 10:09 AM
36	It's pretty time consuming, the one thing I struggled with is that a lot of the online sources weren't available through westmont.	4/28/2015 10:08 AM
37	I appreciated that she made us do work throughout the semester (i.e. the outline and bibliography). This made it so much easier when I actually sat down to write it. I had all of the information and my game plan so I just plugged things in where they needed to go.	4/28/2015 10:08 AM

Q9 Year?

Answered: 68 Skipped: 0



Answer Choices	Responses	
First year	**1.47%**	1
Sophomore	**5.88%**	4
Junior	**2.94%**	2
Senior	**89.71%**	61
Total		**68**

Q10 Major?

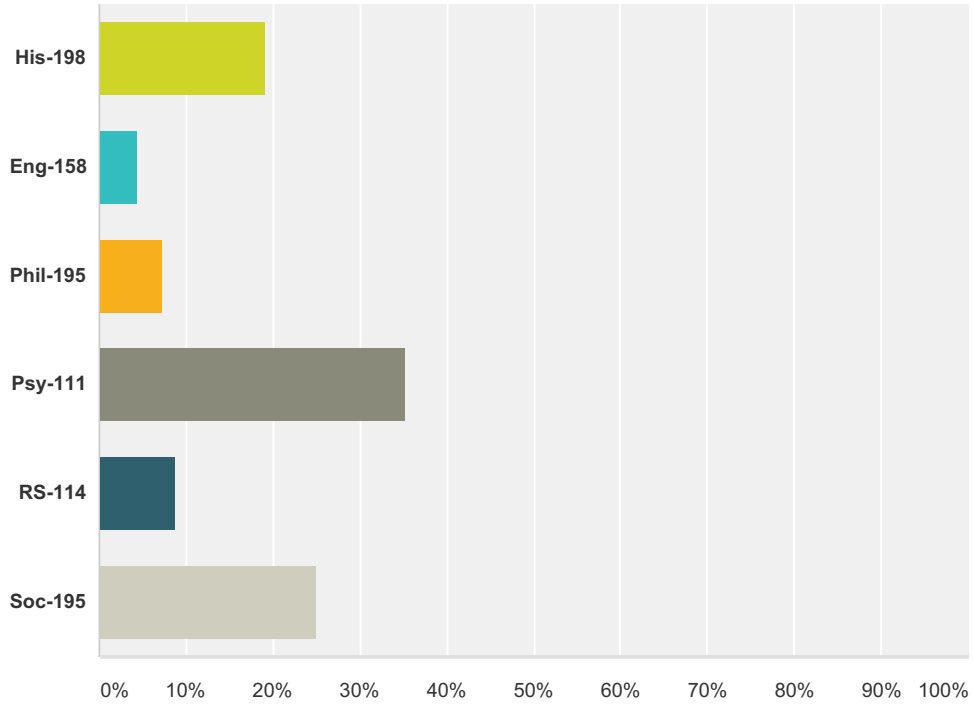
Answered: 68 Skipped: 0

#	Responses	Date
1	History	7/13/2015 1:30 PM
2	History	7/13/2015 1:29 PM
3	History	7/13/2015 1:28 PM
4	History	7/13/2015 1:27 PM
5	History	7/13/2015 1:26 PM
6	History	7/13/2015 1:25 PM
7	History	7/13/2015 1:24 PM
8	History	7/13/2015 1:23 PM
9	History	7/13/2015 11:55 AM
10	History	7/13/2015 11:54 AM
11	History	7/13/2015 11:53 AM
12	History	7/13/2015 11:52 AM
13	History	7/13/2015 11:49 AM
14	Psychology	5/8/2015 9:30 PM
15	English	5/1/2015 10:07 AM
16	Religious Studies	4/30/2015 4:50 PM
17	Religious Studies	4/30/2015 4:49 PM
18	Religious Studies	4/30/2015 4:48 PM
19	RS	4/30/2015 4:47 PM
20	Religious Studies	4/30/2015 4:47 PM
21	Religious Studies and English	4/30/2015 4:45 PM
22	Sociology	4/30/2015 3:30 PM
23	Sociology	4/30/2015 3:28 PM
24	Cross cultural sociology	4/30/2015 3:28 PM
25	Sociology	4/30/2015 3:28 PM
26	Sociology	4/30/2015 3:27 PM
27	Sociology	4/30/2015 3:27 PM
28	Sociology	4/30/2015 3:27 PM
29	Anthropology	4/30/2015 3:26 PM
30	Sociology	4/30/2015 3:26 PM
31	Sociology	4/30/2015 3:26 PM
32	Sociology	4/30/2015 3:26 PM
33	Sociology	4/30/2015 3:26 PM

34	Sociology	4/30/2015 3:26 PM
35	Anthropology	4/30/2015 3:26 PM
36	Sociology	4/30/2015 3:25 PM
37	Sociology	4/30/2015 3:25 PM
38	Sociology	4/30/2015 3:25 PM
39	Philosophy	4/30/2015 1:29 PM
40	E/B + PHI	4/30/2015 1:29 PM
41	philosophy	4/30/2015 1:29 PM
42	Philosophy	4/30/2015 1:29 PM
43	Philosophy	4/30/2015 1:26 PM
44	English	4/29/2015 9:06 AM
45	English	4/28/2015 8:21 PM
46	Psychology: neuroscience	4/28/2015 10:43 AM
47	Psychology	4/28/2015 10:13 AM
48	Psychology	4/28/2015 10:13 AM
49	Psychology	4/28/2015 10:13 AM
50	Psychology, English	4/28/2015 10:13 AM
51	Psychology	4/28/2015 10:12 AM
52	Psychology	4/28/2015 10:12 AM
53	Psychology	4/28/2015 10:12 AM
54	Psychology- Behavioral Neuroscience	4/28/2015 10:11 AM
55	psychology	4/28/2015 10:11 AM
56	Psychology	4/28/2015 10:11 AM
57	Psychology	4/28/2015 10:10 AM
58	Psychology	4/28/2015 10:10 AM
59	Psychology	4/28/2015 10:09 AM
60	Psychology	4/28/2015 10:09 AM
61	Psychology	4/28/2015 10:09 AM
62	Psychology	4/28/2015 10:09 AM
63	psychology	4/28/2015 10:09 AM
64	Psychology	4/28/2015 10:08 AM
65	Psychology	4/28/2015 10:08 AM
66	Psychology	4/28/2015 10:08 AM
67	Psychology	4/28/2015 10:08 AM
68	Psycology/Ecomics and Bussiness	4/28/2015 10:08 AM

Q11 In which class are you taking this survey?

Answered: 68 Skipped: 0



Answer Choices	Responses	
His-198	**19.12%**	13
Eng-158	**4.41%**	3
Phil-195	**7.35%**	5
Psy-111	**35.29%**	24
RS-114	**8.82%**	6
Soc-195	**25.00%**	17
Total		**68**

#	Other (please specify)	Date
	There are no responses.	

APPENDIX G - Complete National Survey on Student Engagement (NSSE) Survey Data

NSSE
national survey of
student engagement

NSSE 2014 Topical Module

Experiences with Information Literacy

Westmont College

IPEDS: 125727

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NSSE 2014 Experiences with Information Literacy

Administration Summary

Westmont College

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	6/3/14
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	ALL 2013 & 2014 NSSE

'Information Literacy' institutions (N=81)

Abilene Christian University (Abilene, TX)
Albright College (Reading, PA)
Beloit College (Beloit, WI)
Bethany College (Bethany, WV)
Brigham Young University (Provo, UT)
Bryant University (Smithfield, RI)
California Institute of the Arts (Valencia, CA)
California Lutheran University (Thousand Oaks, CA)
California State Polytechnic University-Pomona (Pomona, CA)
California State University, San Bernardino (San Bernardino, CA)
Carlow University (Pittsburgh, PA)
Central Penn College (Summerdale, PA)
Claremont McKenna College (Claremont, CA)
Clark University (Worcester, MA)
Longwood University (Farmville, VA)
Mary Baldwin College (Staunton, VA)
Maryland Institute College of Art (Baltimore, MD)
Memorial University of Newfoundland (St. John's, NL)
Mercy College (Dobbs Ferry, NY)
Mississippi University for Women (Columbus, MS)
Newbury College-Brookline (Brookline, MA)
North Park University (Chicago, IL)
Northwestern Oklahoma State University (Alva, OK)
Ohio University (Athens, OH)
Peru State College (Peru, NE)
Pfeiffer University (Misenheimer, NC)
Roanoke College (Salem, VA)
San Jose State University (San Jose, CA)

* 2013 participant

Clarke University (Dubuque, IA)
Converse College (Spartanburg, SC)
DePaul University (Chicago, IL)
Eastern Connecticut State University (Willimantic, CT)
Elizabethtown College (Elizabethtown, PA)
Georgian Court University (Lakewood, NJ)
Goucher College (Baltimore, MD)
Guilford College (Greensboro, NC)
Hawaii Pacific University (Honolulu, HI)
Howard University (Washington, DC)
Illinois College (Jacksonville, IL)
Juniata College (Huntingdon, PA)
Kentucky Wesleyan College (Owensboro, KY)
Lakehead University (Thunder Bay, ON)
Lenoir-Rhyne University (Hickory, NC)
Lincoln Memorial University (Harrogate, TN)
Simon Fraser University (Burnaby, BC)
Southwestern Adventist University (Keene, TX)
St. Catherine University (Saint Paul, MN)
St. Thomas University (Fredericton, NB)
SUNY Empire State College (Saratoga Springs, NY)
Susquehanna University (Selinsgrove, PA)
The State University of New York at Potsdam (Potsdam, NY)
The University of New Orleans (New Orleans, LA)
The University of Tennessee Martin (Martin, TN)
Towson University (Towson, MD)
United States Air Force Academy (USAFA, CO)
United States Naval Academy (Annapolis, MD)
Université de Montréal (Montreal, QC)
Université de Sherbrooke (Sherbrooke, QC)
University of Baltimore (Baltimore, MD)
University of Central Florida (Orlando, FL)

* 2013 participant

'Information Literacy' institutions (N=81), continued

University of Charleston (Charleston, WV)
University of Evansville (Evansville, IN)
University of Louisiana at Lafayette (Lafayette, LA)
University of Maine at Machias (Machias, ME)
University of Massachusetts Amherst (Amherst, MA)
University of Massachusetts Boston (Boston, MA)
University of Montevallo (Montevallo, AL)
University of Northern Iowa (Cedar Falls, IA)
University of Puerto Rico in Ponce (Ponce, PR)
University of San Francisco (San Francisco, CA)
Vanguard University of Southern California (Costa Mesa, CA)
Viterbo University (La Crosse, WI)
Wabash College (Crawfordsville, IN)
Washington State University (Pullman, WA)
West Texas A&M University (Canyon, TX)
West Virginia Wesleyan College (Buckhannon, WV)
Whitman College (Walla Walla, WA)
William Paterson University of New Jersey (Wayne, NJ)
Wilson College (Chambersburg, PA)
Wingate University (Wingate, NC)
Worcester State University (Worcester, MA)

* 2013 participant

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] Westmont Count	Westmont %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b] Westmont 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, Web site, etc.) other than required course readings	INL01a		1 Never	1	1	473	2	3.0	3.2 * ▽	-.22
			2 Sometimes	26	26	4,074	18			
			3 Often	42	42	7,612	35			
			4 Very often	31	31	9,902	44			
			Total	100	100	22,061	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	3	3	1,846	8	2.8	2.9	-.11
			2 Sometimes	36	36	6,089	27			
			3 Often	39	41	7,777	36			
			4 Very often	20	20	6,321	30			
			Total	98	100	22,033	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c		1 Never	5	5	1,885	8	2.9	2.8	.08
			2 Sometimes	29	30	6,741	30			
			3 Often	38	39	7,986	37			
			4 Very often	27	27	5,378	25			
			Total	99	100	21,990	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	7	7	3,667	17	2.7	2.6	.11
			2 Sometimes	41	41	7,261	33			
			3 Often	28	29	6,097	28			
			4 Very often	24	23	4,978	23			
			Total	100	100	22,003	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e		1 Never	29	29	5,070	24	2.0	2.3 * ▽	-.24
			2 Sometimes	45	46	8,602	39			
			3 Often	18	18	5,555	25			
			4 Very often	8	7	2,758	12			
			Total	100	100	21,985	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f		1 Never	16	16	3,668	17	2.3	2.4	-.02
			2 Sometimes	44	44	9,249	42			
			3 Often	28	28	6,174	27			
			4 Very often	11	11	2,865	13			
			Total	99	100	21,956	100			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] Westmont Count	Westmont %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b] Westmont Mean	Information Literacy Mean	Effect size[d]
g. Looked for a reference that was cited in something you read	INL01g	1	Never	13	13	3,876	17	2.4	2.4	-.04
		2	Sometimes	46	46	8,304	38			
		3	Often	29	30	6,326	29			
		4	Very often	12	12	3,455	16			
			Total	100	100	21,961	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	18	18	4,400	20	2.2	2.4	-.13
		2	Sometimes	48	49	8,265	37			
		3	Often	21	22	6,027	28			
		4	Very often	10	10	3,203	15			
			Total	97	100	21,895	100			

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

NSSE national survey of student engagement

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] Westmont Count	Westmont %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b] Westmont 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	1	1	377	2			
			2 Some	5	5	1,616	8			
			3 Quite a bit	31	32	4,658	21	**3.6**	3.6	-.04
			4 Very much	63	62	15,406	70			
			Total	100	100	22,057	100			
b. Appropriately citing the sources used in a paper or project	INL02b		1 Very little	2	2	528	2			
			2 Some	8	7	2,163	10			
			3 Quite a bit	41	43	5,922	27	**3.4**	3.5	-.10
			4 Very much	49	48	13,381	60			
			Total	100	100	21,994	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c		1 Very little	2	2	1,133	5			
			2 Some	13	13	3,355	16			
			3 Quite a bit	40	40	6,423	29	**3.3**	3.2	.06
			4 Very much	45	45	11,019	50			
			Total	100	100	21,930	100			
d. Questioning the quality of information sources	INL02d		1 Very little	7	7	1,391	7			
			2 Some	22	22	4,415	21			
			3 Quite a bit	40	41	6,749	31	**2.9**	3.1	-.16
			4 Very much	30	30	9,337	42			
			Total	99	100	21,892	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e		1 Very little	7	7	1,864	9			
			2 Some	26	27	5,212	24			
			3 Quite a bit	26	28	6,417	29	**3.0**	3.0	.01
			4 Very much	38	38	8,298	38			
			Total	97	100	21,791	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	2	2	602	3			
			2 Some	15	15	4,042	19			
			3 Quite a bit	46	47	10,181	46	**3.2**	3.1	.14
			4 Very much	37	36	7,123	32			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

First-Year Students

				Frequency Distributions[a]				Statistical Comparisons[b]		
				Westmont		Information Literacy		Westmont	Information Literacy	
Item wording or description	*Variable name*	*Values[c]*	*Response options*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Effect size[d]*
			Total	100	100	21,948	100			

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

NSSE national survey of student engagement

NSSE 2014 Experiences with Information Literacy

Detailed Statistics[e]
Westmont College

First-Year Students

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
								Comparisons with:		
	Westmont	Westmont	Information Literacy	Westmont	Information Literacy	Westmont	Information Literacy	Information Literacy		
INL01a	101	3.03	3.21	.08	.00	0.78	0.82	100	.020	-.22
INL01b	98	2.77	2.87	.08	.01	0.80	0.93	31,385	.296	-.11
INL01c	100	2.87	2.80	.09	.01	0.87	0.91	31,323	.438	.08
INL01d	101	2.68	2.56	.09	.01	0.91	1.02	100	.224	.11
INL01e	101	2.03	2.26	.09	.01	0.88	0.96	100	.010	-.24
INL01f	99	2.35	2.37	.09	.01	0.88	0.91	31,275	.851	-.02
INL01g	101	2.40	2.45	.09	.01	0.86	0.96	100	.634	-.04
INL01h	98	2.24	2.37	.09	.01	0.87	0.97	97	.152	-.13
INL021	101	3.55	3.59	.06	.00	0.64	0.71	31,425	.656	-.04
INL02b	101	3.37	3.45	.07	.00	0.70	0.77	31,309	.296	-.10
INL02c	101	3.28	3.23	.08	.01	0.76	0.90	100	.509	.06
INL02d	100	2.94	3.08	.09	.01	0.90	0.94	31,194	.118	-.16
INL02e	97	2.97	2.96	.10	.01	0.97	0.98	31,036	.930	.01
INL03	101	3.18	3.07	.07	.00	0.75	0.79	31,260	.161	.14

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] Westmont Count	Westmont %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b] Westmont 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, Web site, etc.) other than required course readings	INL01a		1 Never	0	0	489	2			
			2 Sometimes	20	17	3,978	14			
			3 Often	33	29	8,150	28	**3.4**	3.4	-.04
			4 Very often	62	54	16,924	57			
			Total	115	100	29,541	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	3	3	2,308	8			
			2 Sometimes	39	34	7,845	26			
			3 Often	36	31	9,359	32	**2.9**	2.9	.01
			4 Very often	37	32	10,007	34			
			Total	115	100	29,519	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c		1 Never	5	4	2,717	9			
			2 Sometimes	38	33	8,942	30			
			3 Often	47	41	9,834	34	**2.8**	2.8	.02
			4 Very often	25	22	7,948	27			
			Total	115	100	29,441	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	7	6	3,255	12			
			2 Sometimes	21	19	7,256	25			
			3 Often	44	38	7,694	26	**3.1**	2.9 * △	.17
			4 Very often	43	37	11,257	37			
			Total	115	100	29,462	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e		1 Never	21	18	7,049	24			
			2 Sometimes	53	46	11,463	39			
			3 Often	27	23	6,634	22	**2.3**	2.3	.03
			4 Very often	14	12	4,322	14			
			Total	115	100	29,468	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f		1 Never	8	7	4,590	16			
			2 Sometimes	54	47	12,518	43			
			3 Often	33	29	7,868	26	**2.6**	2.4	.18
			4 Very often	20	17	4,454	15			
			Total	115	100	29,430	100			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] Westmont Count	Westmont %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b] Westmont Mean	Information Literacy Mean	Effect size[d]
g. Looked for a reference that was cited in something you read	INL01g	1	Never	5	4	3,636	12	2.7	2.6	.09
		2	Sometimes	50	44	10,141	35			
		3	Often	33	29	8,976	31			
		4	Very often	27	23	6,681	22			
			Total	115	100	29,434	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	14	12	4,957	17	2.5	2.5	.01
		2	Sometimes	44	39	10,570	36			
		3	Often	40	35	8,165	28			
		4	Very often	15	13	5,696	19			
			Total	113	100	29,388	100			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] Westmont Count	Westmont %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b] Westmont 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	3	3	1,070	3			
		2	Some	13	11	2,992	10			
		3	Quite a bit	31	27	6,455	22	**3.4**	3.5	-.08
		4	Very much	68	59	19,031	65			
			Total	115	100	29,548	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	0	0	1,151	4			
		2	Some	13	12	3,451	12			
		3	Quite a bit	35	31	7,516	26	**3.5**	3.4	.09
		4	Very much	65	58	17,313	59			
			Total	113	100	29,431	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	0	0	1,797	6			
		2	Some	10	9	3,913	14			
		3	Quite a bit	37	33	7,494	26	**3.5**	3.3 *** △	.24
		4	Very much	66	58	16,200	54			
			Total	113	100	29,404	100			
d. Questioning the quality of information sources	INL02d	1	Very little	7	6	2,612	9			
		2	Some	24	21	6,373	22			
		3	Quite a bit	44	39	8,413	29	**3.0**	3.0	.02
		4	Very much	39	34	11,943	40			
			Total	114	100	29,341	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	3	3	1,867	7			
		2	Some	17	15	5,392	19			
		3	Quite a bit	37	33	8,517	29	**3.3**	3.1	.17
		4	Very much	56	49	13,413	45			
			Total	113	100	29,189	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	0	0	489	2			
		2	Some	5	4	3,485	13			
		3	Quite a bit	39	34	11,599	40	**3.6**	3.3 *** ▲	.37
		4	Very much	71	62	13,909	46			

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

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

Westmont College

Seniors

				Frequency Distributions[a]				Statistical Comparisons[b]		
				Westmont		Information Literacy		Westmont	Information Literacy	
Item wording or description	*Variable name*	*Values[c]*	*Response options*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Effect size[d]*
			Total	115	100	29,482	100			

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

NSSE national survey of student engagement

NSSE 2014 Experiences with Information Literacy

Detailed Statistics[e]
Westmont College

Seniors

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	Westmont	Westmont	Information Literacy	Westmont	Information Literacy	Westmont	Information Literacy	*Comparisons with:* Information Literacy		
INL01a	115	3.36	3.39	.07	.00	0.76	0.79	43,562	.647	-.04
INL01b	115	2.93	2.92	.08	.00	0.87	0.95	43,530	.913	.01
INL01c	115	2.80	2.78	.08	.00	0.83	0.95	114	.792	.02
INL01d	115	3.06	2.89	.08	.00	0.90	1.04	114	.043	.17
INL01e	115	2.29	2.27	.08	.00	0.91	0.99	43,458	.754	.03
INL01f	115	2.56	2.39	.08	.00	0.86	0.93	43,402	.053	.18
INL01g	115	2.71	2.63	.08	.00	0.88	0.96	43,385	.349	.09
INL01h	113	2.50	2.49	.08	.00	0.88	0.99	112	.914	.01
INL021	115	3.42	3.49	.07	.00	0.80	0.81	43,562	.396	-.08
INL02b	113	3.46	3.39	.07	.00	0.70	0.84	113	.276	.09
INL02c	113	3.49	3.27	.06	.00	0.66	0.93	113	.001	.24
INL02d	114	3.01	2.99	.08	.00	0.90	1.00	113	.816	.02
INL02e	113	3.29	3.13	.08	.00	0.82	0.95	43,035	.070	.17
INL03	115	3.57	3.29	.05	.00	0.58	0.76	115	.000	.37

Endnotes

a. Column percentages are weighted by gender 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 gender 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*.

e. Statistics are weighted by gender 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. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

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.