

Learning from Each Other: A Report on Information Literacy Programs at Orbis Cascade Alliance Libraries

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Abstract

Background: Over the last twenty-five years the focus of public services librarianship has migrated toward teaching. Often librarians are not aware of how neighboring institutions are managing that transition. The authors report the results from a survey of information literacy instruction and IL programs in libraries at institutions belonging to the Orbis Cascade Alliance, a consortium in the northwestern United States. **Methods:** After a literature review and round of testing, a survey link was sent to a contact person at each institution. **Results:** 38 survey responses were obtained from a range of academic libraries in size and scope. Twenty-seven respondents have had an information literacy program for more than five years; four respondents had had a formal information literacy program for fewer than three years. Seven respondents reported that they did not have an IL program. **Conclusions:** Librarians vary widely in the number of sessions they teach; one-shot sessions are still the most frequent mode of instruction; over half of Alliance libraries' institutions have a written statement of objectives for information literacy; the use of active learning and technology is increasing; and librarians continue to struggle with student learning and instructional program assessment. (Survey appended)

Keywords: information literacy; information literacy programs; survey; instruction; assessment

Introduction

Over the last twenty-five years the focus of public services librarianship in academic institutions has migrated toward teaching. As the delivery of bibliographic instruction has dominated their teaching experience, librarians have become very creative about how to accomplish this once unexpected task. Often librarians are not aware of what neighboring institutions are doing although they could benefit from shared experience. The research project described here is the product of three librarians from two universities who were curious about the delivery of information literacy instruction in their peer institutions.

The project was facilitated by a conversation at the biennial meeting of the Orbis Cascade Alliance¹ ("Alliance") Research Interest Group, formed when librarians from Alliance members

who were interested in research across institutions met at a regional conference. The goal of the Alliance Research Interest Group is to facilitate communication between institutions and to provide a forum for the development of collaborative research. Results from the collaborative research are open and shared for others' benefit.² At a spring 2009 Research Interest Group meeting the authors discussed their combined curiosity in how Alliance member libraries were teaching information literacy and decided to conduct an electronic survey of instruction coordinators at each institution (see Appendix 1 for survey).

Literature Review

At the outset of the research project, a literature search was conducted, both to assist in design of an instrument and to compare results with pre-

vious studies involving surveys administered to academic libraries at multiple institutions. Twenty-three articles met those criteria. Of those articles, six included the survey instrument they had used. Many of the questions on the current survey were inspired by or adapted from a survey created by the Community of Oklahoma Instruction Librarians (COIL).³

The literature search indicated that librarians have been querying their peers about instruction since the late nineteen seventies. National surveys appear from Canada,⁴ Tanzania,⁵ and Australia⁶ as well as the United States where librarians have distributed surveys to members of national organizations. Association of Research Libraries (ARL) instruction coordinators were surveyed in 1988,⁷ Library Orientation Exchange (LOEX) was surveyed in 1979, 1987, and 1995,⁸ Association of College and Research Libraries (ACRL) supported by the American Association of Higher Education (AAHE) distributed the National Information Literacy Survey in 2001,⁹ and ACRL Instruction Section librarians were surveyed in 2002.¹⁰ The goals of the surveys were to compare library instruction programs and practices. Surveys also inquired about assessment.¹¹ A 1994 national survey of library instruction coordinators at peer institutions of Montana State University focused on evaluation of library instruction programs and on student learning of information skills,¹² as did a 2003 national survey of peer institutions of Minnesota State University.¹³ One survey of assessment practices focused on distance education library instruction.¹⁴ Smaller and statewide surveys have inquired about bibliographic instruction perceptions and practices¹⁵ as well as about teaching space, institutional support,¹⁶ program development,¹⁷ educational philosophies, hours spent in instruction,¹⁸ and the adoption of Web 2.0 technologies.¹⁹ Other concerns addressed in the surveys were that of the education and training of librarians for instruction,²⁰ burnout,²¹ anxiety,²² and job title and description²³ of librarians related to the role of instructor.

Methodology

With the COIL and other survey instruments from the literature review in mind, questions were designed to cover instructional program

characteristics and demographic data (see Appendix). Multiple-choice and yes/no questions asked who was assigned to teach, what kind of teaching they performed, what assignments they addressed, how many classes they visited each term and what sort of facility they used for classes. The authors also asked what resources they had and how they were supported by internal and campus-wide policy. Many questions included a comments box. Two final open-ended questions asked what librarians were struggling with and what they felt their libraries' strengths and weaknesses were. Several non-Alliance instruction librarians tested a preliminary instrument and revisions were made based on their feedback.

In November of 2009, the authors identified survey contacts. If the library did not have a designated information literacy coordinator, the survey went to the library director or a reference librarian appointed by the director. In all, 47 contacts were identified. A link to the finalized survey was sent out via Survey Monkey.

Recipients were given a month to respond. Reminders were sent out midway through the process and once more near the end of the open period. Thirty-eight people responded, resulting in 32 complete surveys. Not everyone answered every question, particularly those questions that might have identified their institution.

Results and Discussion

The 38 responses represent a range of academic libraries in size and scope; six responses came from two-year colleges, four from undergraduate-only colleges, nine from master's level schools, and eleven from Ph.D.-granting institutions. Seventeen institutions were public, and ten private. Full time equivalency ranged from 780 to 43,000 students. Seventy-one percent (27) of respondents have had an information literacy program for more than five years; four respondents had had a formal information literacy program for fewer than three years. Seven respondents (18 percent) reported that they did not have an IL program.

Notable findings were in these areas: the number of sessions librarians teach; types of instruc-

tion and institutional support; active learning and the use of technology; assessment of library instruction programs and student learning; and answers to open-ended questions about strengths, weaknesses, problems and challenges.

How Many Information Literacy Sessions Do Librarians Teach?

The question was asked, "How many librarians participate in instruction?" and "How many instruction sessions were offered at your institution in the 2008-2009 academic year?" The authors calculated sessions per librarian and divided institutions into quartiles based on this information (see Figure 1). However, in comments respondents noted that librarians are not the only teaching personnel. Furthermore, institutional definitions of "instruction session" appear to differ. For example, three respondents mentioned staff in teaching roles and two used student assistants; several libraries offer guided and virtual tours and might have included those delivery modes in their number of sessions. Instruction sessions per librarian could be a useful benchmark for instruction coordinators, but due to the above factors the authors cannot necessarily offer comparable data.

Types of Instruction and Implications for Institutional Support

The Alliance survey asked about 14 different types of instruction, ranging from one-time course-integrated sessions to required credit courses and virtual tours (see question 12 in the Appendix). Nearly all of the 14 types are being used across the Alliance, no respondents reported using required IL credit courses staffed by non-library faculty. However, non-library faculty teach elective credit courses at one institution. Thirty respondents teach the traditional "one-shot" or one-time in-person course-integrated session (94%); 88 percent also teach multiple course-integrated sessions. Other common types of instruction are scheduled individual appointments (94%), online one-time course-integrated sessions (36.36%), and in-person workshops (21%). Alliance librarians teach an elective credit course at 11 institutions (33% of respondents) and a required credit course at four (12%). Librarians are making forays into alternatives to classroom teaching: 18 respondents offer some type of online instruction,

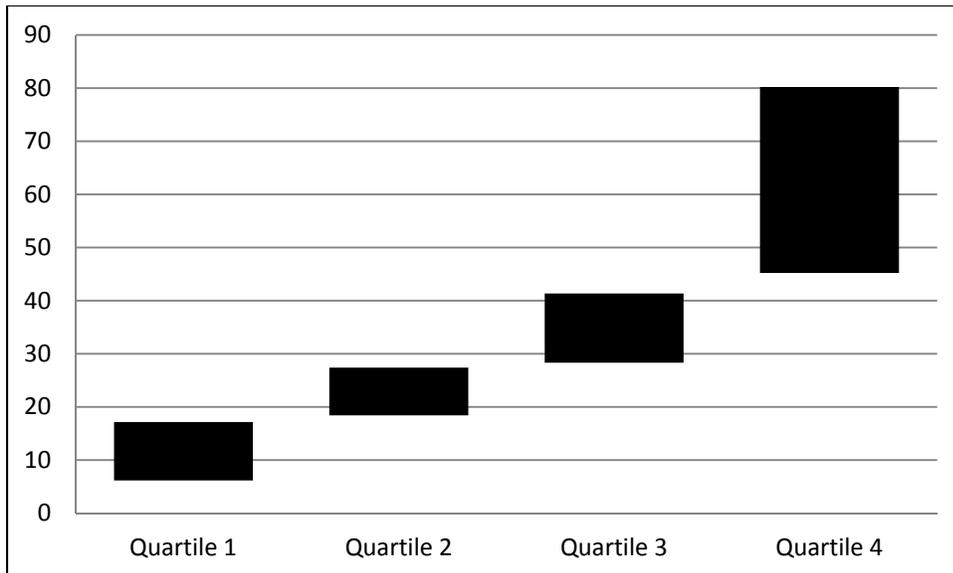


Figure 1: Sessions per librarian. Quartile 1: 6 to fewer than 18 sessions per librarian. Quartile 2: 18 to fewer than 28; Quartile 3: 18 to 42; Quartile 4: 45-80. Note: one survey showed 625 sessions per librarian; it was not included in quartile calculations.

while 11 reported offering virtual tours, five using student assistants and 30 scheduling individual appointments. Libraries with both 4-digit and 5-digit FTE populations reported offering virtual tours, from a nearly equal number of private and public schools. Respondents volunteered other types of instruction that were not within another department's course listings (1 institution); online library tutorials that faculty options on the survey: librarian-taught courses may integrate into their course curriculum (2 institutions); and a co-instructed course for which the FTE credit goes to another department than the library (1 institution). A respondent from a public 2-year institution with over 12,000 FTE specified, "We have offered elective credit courses and individual appointments in the past, but are no longer able to do so."

Previous studies have documented the continued prevalence of one-shot sessions and fewer credit courses. Adler²⁴ determined that 100% of her 12 interview subjects taught one-shot sessions while 25% taught credit courses; and Julien²⁵ reported that 79.4% of her respondents taught "lectures or demonstrations in subject classes" and 77.9% taught "hands-on instruction in computer labs;" presumably both of these were one-shot sessions. In Julien's study 15.1% taught credit courses. The relatively lower occurrence of credit courses has evidently not changed since Butterfield's 1973 study finding that 73% of responding libraries offered one-shot sessions while 22% had a credit course.²⁶

Some librarians have touted credit courses as librarians' highest goal and disparaged one-shot sessions. For example, Davidson said "...a strong instructional program should provide this opportunity [for credit courses]"²⁷ while Adams and Morris claimed that "giving academic credit is the way in which higher education legitimizes learning; the way by which students are told that certain skills and knowledge are important"²⁸ and Owusu-Ansah asserted that "no real justice can be done to a true quest for students' information literacy without the introduction of a credit course."²⁹ One-shot library sessions frequently depend on individual faculty's willingness to give up class time, or even to recognize information literacy as a worthy goal, but the current survey's respondents acknowledged

success integrating into the curriculum in such a way as to make one-shot sessions required, and identifying learning outcomes for these sessions to create a varied and scaffolded program. One can determine legitimization of learning through identification of institutional objectives for information literacy; by this measure survey respondents are doing quite well. Twenty respondents reported that their institution has a written statement of objectives or expectations for information literacy, five times as many as offer a required credit course, and almost twice as many as offer an elective course.

Active Learning and the Use of Technology

Hollister and Coe in their survey of ACRL Instruction Section librarians noted the shift to students taking a more active role in their learning than they had previously and that more learning was happening via technology.³⁰ The 2009 Alliance survey indicates that trend has continued. Librarians reported using active learning techniques in 14% of their instruction sessions in 2003 and 44% of the Alliance librarians reported using hands-on methods in the classroom at least 70% of the time. In the 2003 study librarians reported using lecture and demonstration 97% of the time while in 2009 Alliance librarians reported teaching with demonstration only in 42% of their instruction sessions.

Technology has driven many changes in the need to revise teaching strategies both indirectly and directly. Online instruction has increased with 24% using online tutorials in 2003 and 50% using some kind of online instruction in 2009, though these are not specified as tutorials only. Out of 50 academic librarians surveyed Luo reports that librarians are using Web 2.0 tools to assist in information literacy instruction.³¹ Hollister and Coe in their survey of ACRL Instruction Section librarians reported 78% of the librarians who took the survey found online tutorials an effective instruction tool.³² Alliance respondents qualified their answer by pointing out online tutorials might address learning style differences, reach distance students, and may supplement face to face instruction. One respondent likened them to worksheets, "better than nothing, but not fantastic." Though some of the Al-

liance libraries offer online credit courses there was little mention of member libraries collaboration in electronic learning management systems or as guest lecturers in online courses. With the growing interest of distance learning in higher education the online tutorials are likely a first step toward greater electronic instruction.

Assessment of Library Instruction Program and Student Learning

According to respondents, instruction coordinators assess their information literacy program as well as student learning within the program. The most common method of gathering program assessment feedback from all parties (students, librarians, faculty and administration) is informal discussion, followed by surveys and in-classroom activities³³. Three respondents reported using standardized tests: two using the ICT Literacy test from Educational Testing Service, and one using Project SAILS.

The most common way for librarians to assess student learning is informal discussion with faculty, followed by a survey of students and a brief classroom activity for students. Data gathered from program assessment and student learning evaluation is used: to develop personal goals, develop IL program goals, and to make changes to the IL program.

Chadley and Sonntag report librarians using session evaluation forms, survey questions, pre and post tests, and course completion to assess learning.³⁴ Kapoun addressed assessment exclusively in his 2003 survey.³⁵ His literature review found that the focus of assessment has gone from librarian-instructor performance to student learning. The majority of the fifty-seven respondents to his survey of universities with instruction programs reported they used questionnaires to assess instruction with the majority, 51%, sent to students. He adds that some only assess out of obligation and some do not assess at all, concluding that "libraries are still struggling with assessment."

<u>Categories</u>	<u>From Students</u>	<u>From Other Instruction Librarians</u>	<u>From Faculty</u>
Informal Discussion (N = 22)	63.6%	86.4%	90.9%
Survey (electronic or paper) (N = 20)	90.0%	15.3%	40.0%
Brief classroom activity (N=19)	89.5%	21.1%	5.3%
Grading of project / assignment (N = 13)	76.9%	30.8%	15.4%
Formal Pre-/Post-test (N = 7)	71.4%	42.9%	14.3%
Oral Interviews (N = 3)	33.3%	0.0%	66.7%
Portfolio (N = 2)	100.0%	0.0%	0.0%
Standardized Test (N = 2)	50.0%	50.0% ¹	0.0%

Table 1. How does your library collect program assessment feedback? (N=Number selecting this option, with more than one choice possible)



<u>Categories</u>	<u>From Students</u>	<u>From Other Instruction Librarians</u>	<u>From Faculty</u>
Informal Discussion (N = 21)	76.2%	76.2%	85.7%
Survey (electronic or paper) (N = 16)	100.0%	25.0%	31.3%
Brief classroom activity (N=13)	92.3%	23.1%	0.0%
Grading of project / assignment (N = 11)	81.8%	18.2%	18.2%
Formal Pre-/Post-test (N = 7)	100.0%	14.3% ¹	0.0%
Standardized Test (N = 4)	50.0%	50.0%	25.0%
Oral Interviews (N = 2)	50.0%	0.0%	50.0%
Portfolio (N = 2)	100.0%	0.0%	0.0%

Table 2: How does your library assess student learning? (N=Number selecting this option with more than one choice possible)

Problems and Challenges

Within each of the quartiles illustrated in Figure 1, respondents' statements of problems and challenges revealed common themes. Curriculum integration and staffing were most frequently mentioned, followed at a distance by facilities and assessment. Instruction coordinators in the first quartile, with the fewest sessions per librarian, additionally had concerns about their lack of programmatic approach to instruction. Instruction coordinators from the middle quartiles were most likely to say they do not have an information literacy program, and were the only respondents concerned about developing relationships with faculty. Coordinators in the top quartile listed staffing most often, followed by concerns about online teaching methods. See Table 3 for details where bolded numbers indicate the challenges most often mentioned in each quartile. All types of schools, large and small, public and private, were represented in each quartile, indicating that these problems exist throughout the Alliance. For example, in the first quartile (6 to fewer than 18 sessions per librarian), 2 respondents were

from 4-year, undergraduate-only institutions; 2 from 4-year master's-granting institutions; and 4 from Ph.D.-granting institutions. They ranged in size from 1,300 to 43,000 FTE.

Strengths and Weaknesses

When asked to comment on the strengths and weakness of their overall library instruction programs, respondents to the Alliance survey reported their greatest strengths were in their relationships with the faculty at their respective institutions and the integration of information literacy into the curriculum.

Several respondents from different types of Alliance institutions reported strong relationships with faculty. One person commented that faculty interactions were very collaborative, saying, "The relationship with faculty allows librarians to craft customized instruction programs that meet the needs of the students in that area." Other respondents spoke of "collegial," "respectful," and "strong" working relationships with classroom faculty. Librarians have written extensively about their relationships with facul-

Challenge categories	Quartile1	Quartile 2	Quartile 3	Quartile 4	Total
Assessment	1	0	2	1	4
Curriculum Integration	2	4	3	1	10
Facilities	2	1	1	1	5
IL Program Development	2	0	0	1	3
Relationships with faculty	0	1	2	0	3
Staffing	2	2	3	4	12
Teaching methods (online)	1	1	0	2	4
Teamwork	1	1	1	0	3

Table 3: Problems and Challenges: Quartile 1: 6 to fewer than 18 sessions per librarian. Quartile 2: 18 to fewer than 28; Quartile 3: 18 to 42; Quartile 4: 45-80.

ty.³⁶ Twenty years ago, Larry R. Oberg et al. reported that librarian teaching “is still largely unrecognized and undervalued by faculty and administrators,”³⁷ and related his survey to prior studies finding librarians’ teaching ranked at the bottom of a proposed list of responsibilities that also included research, service and management; that situation has evidently changed. Subject faculty seem to be becoming more accepting of librarians in a teaching role than they have been in the past.

For those institutions where information literacy is being integrated into the curriculum, credit was given to regional and national professional organizations for their support. Association of College and Research Libraries, American Association for Higher Education & Accreditation, and the regional Information Literacy Advisory Group of Oregon were mentioned specifically. In her survey of Canadian libraries Julien³⁸ points out that information literacy is gaining national attention in Canada where the Canadian Association of College and Research Libraries included IL initiatives in their strategic plan.

Some of the respondents to the Alliance survey indicated that curriculum integration is a weakness. One commented that “We don’t have an instruction coordinator so we’re all kind of off

doing our own thing. We haven’t managed to get a campus-wide commitment to information literacy...” Another respondent reported a growing integration into classes but an inadequate number of librarians with knowledge of teaching pedagogy. There are libraries that describe successful integration, those who are dissatisfied with their status in this area and some who report a combination of success and unmet goals as information literacy is integrated into first year programs but not in senior subject level courses. Overall, integrating information literacy into the curriculum, as taught by librarians, appears to be a work in progress.

Lack of adequate staffing is reported to be a contributing factor to unmet instruction goals according to the Alliance survey. Respondents complained about “demand outgrowing capacity.” Alliance librarians looked for solutions for teaching requests that exceeded current staffing. Two respondents hoped to ease the teaching burden with “online interactive modules” or “scaling back our in class instruction...finding ways to remain integrated into the curriculum and courses, to offer IL instruction through other means than in person.”

Teaching was beginning to be mentioned as a burden for librarians in the literature beginning

in 1990. Patterson and Howell's study of librarians as teachers concluded that teaching was becoming a major library service but demanding work schedules with other duties did not allow sufficient time for class preparation.³⁹ Additionally, Patterson and Howell predicted burnout for librarians whose teaching is repetitious and frustrating in the amount of material covered. By 1996 Mary Ann Affleck concluded New England instruction librarians were experiencing burnout, which raised questions about their commitment to the role of instruction librarian.⁴⁰ A contributing factor in librarian burnout was the lack of training in graduate school for the role of teacher. The workshops and self study employed by librarians in an attempt to keep up with a changing profession were determined to be not adequate to the task.⁴¹

Conclusion

This survey of the Orbis Cascade Alliance Libraries joins a long history of research about librarians and teaching. From the early days of library instruction librarians have been curious about other librarians' solutions to teaching issues. As a comprehensive view of instruction activities in the Orbis-Cascade Alliance, the data from this survey are a valuable snapshot. Knowing what other people are doing gives us ideas for our own programs; knowing what they are struggling with gives us ideas for improving professional development through our member associations. Similar studies have looked at librarians in other countries, across the United States, and in other U. S. regions; this report builds a foundation for subsequent studies in the Pacific Northwest.

Results showed that librarians vary widely in the number of sessions they teach; that one-shot sessions are still the most frequent mode of instruction and a foundational component of a strong information literacy program; that over half of Alliance libraries' institutions have a written statement of objectives or expectations for information literacy; that the use of active learning and technology is increasing; and that librarians continue to struggle with student learning and instructional program assessment. Additionally, some librarians report being challenged by a lack of programmatic structure and

others by their teaching workload. Though burnout was not mentioned specifically in the Alliance survey, stressors identified in the challenges such as workload and lack of adequate teaching experience are those conditions that led to burnout as described in the literature. Overall, librarians are making progress in collaborative efforts with faculty, course integration of information literacy principles, and development of information literacy programs. Technology is increasingly important and librarians are using it to their advantage.

Based on the results of this study the authors foresee a need for asynchronous delivery of information literacy skills in the form of online classes and self-paced tutorials to ease the teaching load of librarians. Additionally, as information literacy is a faculty concern, faculty will need to be more concerned in the teaching of information literacy skills in the classroom. Librarians will need to be involved to facilitate this transition but in the long run it will ease the librarians' teaching burden and more students will be served. As two year programs grow and transfer degrees become more numerous, coordination of scaffolded programs across institutions is critical to insure that students are prepared for upper division and graduate research. Program coordination is called for within each of the higher education libraries, too, though programs may grow slowly as the economy struggles to recover and staffs are stretched thin. However, planning can take place now and collaboration will ease the cost for everyone.

As is the case with any research project, questions were left unanswered and new questions arose. Next steps recommended for the Alliance would be a survey on the current status of the questions asked in this 2009 survey to assess progress and to clarify those questions from the 2009 survey that were indecisive. For instance, a future study of librarians' teaching practices at multiple institutions should be careful to ask respondents to specify exactly who teaches classroom sessions, what defines an instruction session, how many sessions each person is responsible for, and what type of instruction is provided. Open-ended comments should be included in future studies because they allow for unprompted issues and ideas. Future studies

might also address issues and ideas that respondents brought forward in this survey: relationships with faculty, curricular integration, the use of e-learning as a solution to teaching overload, needs for professional support and continuing education for teaching librarians. Other recommended topics that researchers might address are best practices to expand librarians' instructional repertoire and the evaluation of tutorials, podcasts, or virtual tours as learning objects. Because the Alliance, as a consortium, is built upon principles of collaboration perhaps some of the challenges and concerns regarding information literacy brought forward in this survey can be addressed in collaboration, as well. This way we will continue to "learn from each other" as has been our history and our strength as a profession.

Endnotes

¹ The Orbis Cascade Alliance is a consortium of 36 academic libraries in Oregon and Washington who share a union catalog and participate in cooperative purchasing for databases, electronic journals, and other digital library services. Alliance members also host conferences and workshops to support member librarians and staff in the rapidly changing environment of the academic library.

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³⁶ See for example Doug Cook, "Creating Connections: A Review of the Literature," in *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe*, ed. Dick Raspa and Dane Ward (Chicago: Association of College and Research Libraries, 2000), 19-38. This book chapter summarizes a literature search of over 400 articles about the connections librarians are making with the rest of the campus, particularly faculty. The article explores the academic climate that drives the librarians to make connections and examines collaborative efforts that being made by librarians. Also Michael Mounce, "Working Together: Academic Librarians and Faculty Collaborating to Improve Students' Information Literacy Skills: A Literature Review 2000-2009," *The Reference Librarian* 51 (2010): 300-320, which provides "examples of

academic librarians collaborating with faculty for the integration of information literacy instruction into faculty members' classes."

³⁷ Larry R. Oberg, Mary Kay Schleiter and Michael Van Houten, "Faculty Perceptions of Librarians at Albion College: Status, Role, Contribution, and Contacts," *College & Research Libraries* 50 (March 1989): 223.

³⁸ Heidi Julien, "A Longitudinal Analysis of Information Literacy Instruction in Canadian Academic Libraries," *The Canadian Journal of Information and Library Science* 29 no. 3 (2005): 289-313.

³⁹ Charles D. Patterson and Conna W. Howell, "Library User Education: Assessing the Attitudes of Those Who Teach," *Library User Education* 29 (1990): 513-523.

⁴⁰ Mary Ann Affleck, "Burnout among Bibliographic Instruction Librarians," *Library & Information Science Research* 18, no. 2 (1996): 165-183.

⁴¹ Scott Mandernack, "An Assessment of Education and Training Needs for Bibliographic Instruction Librarians," *Journal of Education for Library and Information Science* 30, no. 3 (1990): 193-205.

Appendix

Survey Questions

1. Does your library have a designated instruction coordinator? Yes/ No
2. If you answered yes to question #1, please indicate if the coordinator develops policies, goals and objectives for the instruction program at your library? Yes/ No
3. Who is responsible for library instruction? Check ALL that apply. Library instruction librarians/ Reference librarians/ Other librarians/ Library staff/ Other (please specify)
4. Which one of the following leadership styles directs the planning and implementation of your library's instruction program? Authoritative (Manager/Subordinates)/ Autonomous (Self-directed by individuals/ Committee/ Team based
5. How long has your library had an information literacy program? Do not have one/ Less than 1 year/ 1-3 years/ 3-5 years/ More than 5 years
6. How many librarians participate in library instruction?
7. Does your library contain a dedicated space or classroom for library instruction? Yes/ No
8. Does your institution include the impact of your library instruction information literacy program in its accreditation review? Yes /No
9. Regardless of library instruction type, how many sessions were offered at your institution within the 2008-2009 academic year?
10. Do you have the means to tell what percentage of your students is receiving library instruction at least once? Yes / No
11. If your answer is yes, what kind of impact has that knowledge had on your library instruction program?
12. Which of the following describes the types of library instruction provided to students at your institution? Check ALL that apply. (Note that "course-integrated" means connected to a specific course or assignment.) One-time, course-integrated, in-person/ One-time, course-integrated, online/ One-time, non-course-integrated, in-person/ One-time, non-course-integrated, online/ Multiple sessions, course-integrated/ Multiple sessions, non-course-integrated/ Required credit course, librarian instructed/ Required credit course, non-librarian faculty instructed/ Elective credit course, librarian instructed/ Elective credit course, non-library faculty instructed/ Guided tour/ Virtual tour/ Peer assistants/ Scheduled individual appointments
13. What teaching styles are used in your entire library instruction program? Indicate styles used and what percentage each style represents. (Answers may add up to more than 100%.) Lecture-- Demonstration/ Hands-on computer/ Question--Answer/ Problem-solving/ Group exercises/ Other active learning

14. Which of the following types of media are used in your entire instruction program? Check ALL that apply. PowerPoint/ Projected demonstrations/ Web page designed for class/ Hands-on at a computer/ Classroom management software such as Smartclass, NetOp/ Course Management Software such as BlackBoard, Angel, Sakai/ Smartboards/ Video or video-streaming/ Podcasts/ Chat rooms

15. Which of the following types of assignments/projects, designed for students, are addressed in library instruction sessions? Check ALL that apply. Scavenger Hunt/ Bibliography or resource list/ Annotated list of sources/ Search logs – diaries/ Workbook – Exercises/ Online tutorial/ Research paper/ Group – collaborative activities/ Exams – Quizzes

16. If there are assignments/projects assigned to students, who grades or comments on these assignments? Librarian/ Non-library faculty/ Non-library assistant/ Both librarian and non-library faculty--assistant/ No one

17. Does your institution have a written statement of objectives/expectation for information literacy? Yes/ No

18. Does your library have a written statement of competencies/skill objectives for information literacy? Yes/ No

19. If your answer is yes, on what are those competencies based? Check ALL that apply. ACRL Competency standards/ Institutional Competency Standards/ Consortium Competency Standards

20. Do you include program assessment and/OR student learning assessment in your library instruction program? Yes/ No

21. How does your library collect program assessment feedback? Check ALL that apply. Informal discussion/ Oral interviews/ Survey (electronic or paper)/ Formal Pre – Post-test/ Portfolio/ Brief classroom assessment activity/ Standardized Test/ Grading of project – assignment

22. Who collects program assessment data? Check ALL that apply. Instruction Coordinator/ Librarians who teach/ Other library staff – faculty/ People outside of the library/ Other (please specify)

23. How is program assessment data used within your library? Check ALL that apply. Develop personal goals/ Develop information literacy – instruction program goals/ Develop library goals/ Make changes to program/ Included in library's annual report/ Included in institutional accreditation report/ Not used/ Other

24. How does your library assess student learning? Check ALL that apply. Informal discussion/ Oral interviews/ Survey (electronic or paper)/ Formal Pre – Post-test/ Portfolio/ Brief classroom assessment activity/ Standardized Test/ Grading of project – assignment

25. Who collects student learning assessment data? Check ALL that apply. Instruction coordinator/ Librarians who teach/ Other library staff – faculty/ Other (please specify)

26. How is student learning assessment data used within your library? Check ALL that apply. Develop personal goals/ Develop information literacy – instruction program goals/ Develop library goals/ Make changes to program/ Included in library's annual report/ Included in institutional accreditation report/ Not used/ Other (please specify)

27. Does your library use feedback from any of the following standardized tests? Check ALL that apply. ICT Literacy through ETS/ Project SAILS/ iLIT Assessment/ Big6 Rubric/ NITLE Research Practices Survey/ Other (please specify)

28. How many FTE students are enrolled at your institution?

29. What is your institution type? Check ALL that apply. Private/ Public/ 2-year/ 4-year, undergraduate only/ 4-year, non-Ph.D. granting/ 4-year, Ph.D. granting/ Mainly Commuter/ Mainly Residential

30. Currently, what is the most pressing problem or challenge facing your library instruction program?

31. Please comment on the strengths and weaknesses of your overall library instruction program.