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THE QUESTIONNAIRE

CHAPTER 1 – STAFFING

1. How does the library use library personnel for instructional purposes?
 - A. A staff largely dedicated to instruction conducts most formal classes and devices most info literacy materials
 - B. A staff largely dedicated to instruction is supplemented by many other librarians who also conduct classes
 - C. No real staff, but an education coordinator works with a broad range of librarians to conduct classes and choose materials
2. What is the total number of in-class instruction/presentation sessions given by the college's librarians in all classes in the past year?
3. From the fall semester of the 2011-12 academic year to the fall semester of the 2012-13 academic year, what was the approximate percentage change of the number of classes and presentations given?
4. From the fall semester of the 2011-12 academic year to the fall semester of the 2012-13 academic year, what was the approximate percentage change of the number of students served through classes or presentations?
5. For the last year in which statistics are available, what was the total number of instructors who gave a formal classroom library instruction session or class presentation?
6. Apart from the main college writing course, what are the three academic departments that requested the most library instructional presentations/classes in the past year?

CHAPTER 2 – ASSESSMENT & TESTING

7. How would you rate your student body's skills in using _____?
 - A. QR codes
 - B. LibGuides
 - C. The online library catalog
 - D. Search engines
 - E. Periodicals databases
 - F. E-book collections
 - G. Major databases
 - H. Library special collections

8. Has the college ever administered a test to assess students' skills in using _____?
 - A. The college online catalog
 - B. Search engines (and general web navigability)
 - C. Microsoft Word or other word processing programs
 - D. Microsoft Excel or other spreadsheet programs
 - E. The library website
 - F. Interlibrary loan services

9. Does the library administer information literacy tests to incoming freshman or transfer students?

10. If the library does administer such tests, does it test the student's _____?
 - A. Capacity to use periodicals databases
 - B. Capacity to use the online library catalog
 - C. Capabilities with search methodology
 - D. Understanding of plagiarism
 - E. Capacity to use e-book collections

11. Is any form of information or computer literacy test required for graduation?
 - A. Yes
 - B. No
 - C. No, but we will adopt this soon

12. Does the library use _____ to assess the performance of information literacy or other library science instructors?
 - A. Student evaluation forms
 - B. Videotapes of instruction sessions
 - C. Senior librarians who sit in on library instruction classes
 - D. Student standardized test results

13. In the past year, did the library administer to college faculty a library education services evaluation form in order to assess faculty satisfaction with library assistance to faculty?

14. If the library has administered such a form in the past three years, how many forms did it distribute?

15. If the library has administered such a form in the past three years, how many of these forms did it get back?

CHAPTER 3 – STUDENT ORIENTATION & REQUIREMENTS

16. Does the library make presentations to or else give brief classes to new students during new student orientation?
17. If the library makes presentations to incoming students during orientation, what is the average amount of time (in minutes) that students spend in these sessions?
18. Does the library participate in any kind of orientation or information literacy training class designed specifically for distance learning students?
 - A. Yes
 - B. No
 - C. Our college does not offer distance learning
19. Does the college require any formal information literacy training in order to graduate?
20. If the college does require some sort of information literacy training in order to graduate, does it require _____?
 - A. A one- or two-credit information literacy course
 - B. A three-credit (or more) information literacy course
 - C. Information literacy training integrated into basic writing or composition courses
 - D. Information literacy integrated into basic courses in areas other than writing or composition
21. If your college does not have a formal information literacy course requirement, how likely is it you will adopt one within the next three years?
 - A. Unlikely
 - B. Possible, but not likely
 - C. Something is in the pipeline and approval is likely
 - D. Already have approval and will implement soon
22. Does the college offer any online or distance learning information literacy courses?

CHAPTER 4 – LIBRARIANS & THE INFLUENCE OF INFORMATION LITERACY

23. Do any librarians currently serve on the college curriculum committee (or its equivalent)?

24. Does the library offer any information literacy courses that are cross-listed with other departments (offered by both), such as computer science, psychology, history, biology, etc.? Or else cross-listed with other schools, such as medical or law?
25. How does upper college administrative management view information literacy?
- A. It is not high on their agenda
 - B. They sometimes pay attention, sometimes not
 - C. Increasingly a higher priority
 - D. It is a high priority for the college
26. Do librarians at your institution have faculty status?

CHAPTER 5 – RELATIONS WITH THE ENGLISH DEPARTMENT

27. Does the library send library science instructors to teach sessions to students taking the college's main English composition, rhetoric, or similar required course?
28. How often do library instructors make appearances in the basic composition class?
- A. They make a pre-determined number of appearances
 - B. This is determined by the English Department
 - C. This is determined by the composition instructors
29. If library instructors do make appearances in the basic composition class, approximately how many such appearances (for one three-credit class) do they make throughout the course of a full semester?
30. How do you feel the English Department (or equivalent department with similar responsibilities) handles its information literacy responsibilities?
- A. They are somewhat laggard
 - B. They seem to try, but could do better
 - C. They do well enough
 - D. It is a high priority for them
 - E. It is an excellent collaboration and we jointly accomplish our information literacy goals

CHAPTER 6 – INTERACTIVE TUTORIALS

31. Does the college offer to students interactive tutorials in information literacy topics?

32. If so, how many such tutorials are currently offered?
33. Does the college offer video tutorials on information literacy topics?
34. What has been the library's experience in using and making online- or video-based tutorials for information literacy? Do you make your own or use those of other colleges, or both? What kind of software or websites do you use to help you make the videos or online tutorials? How do you market and distribute them?
35. If the library offers interactive tutorials over the web, approximately how many unique visits does the tutorial page receive on a typical month when college is in session?

CHAPTER 7 – INSTRUCTIONAL LAB

36. Does the library have one or more instructional labs or learning centers designed for information literacy instruction in which much of the library's formal information literacy instruction takes place?
37. If the library has such a center (or centers), how many seats or individual workstations does this center offer in total?*
38. Approximately what percentage of the time when college is in full session is the center in use by any party, including by non-library instructors?
39. When was the center constructed or last significantly remodelled?†
40. How do you expect your level of investment in equipment, space, software, and all other aids to teach information literacy and related subjects in the library to change over the next three years?
 - A. Increase significantly
 - B. Increase somewhat
 - C. Remain the same
 - D. Decrease somewhat
 - E. Decrease significantly

* Add up the seats for all centers designed specifically for use by the library for education projects.

† “Significantly remodeled” is defined as refurbishing or re-equipping at a cost greater than one-third of initial outlays for all equipment and construction or a cost greater than \$25,000.

CHAPTER 8 – FAVORED RESOURCES

41. Please mention some of the resources you have used in designing and maintaining your information literacy program. Please mention valued websites, listservs, blogs, books, monographs, journals, databases, tutorials, newsletters, magazines, e-zines, conferences, and other favored resources.

42. What roles have social media sites such as Twitter and Facebook and video aggregation sites (such as YouTube or Vimeo) played in your information literacy efforts?

SURVEY PARTICIPANTS

Anderson University
Arkansas Tech University
Art Institute of Fort Worth
Austin Community College
Bergen Community College
Christopher Newport University (Trible Library)
Colorado School of Mines
Cosumnes River College
Drew University
Dyersburg State Community College
Embry-Riddle Aeronautical University (Hazy Library)
Emmanuel College
Garrett College
Georgia Institute of Technology
Georgia Southwestern State University
Gogebic Community College
Heritage College
Indiana University of Pennsylvania
Lakeland College
Liberty University
Loyola/Notre Dame Library
Mercer County Community College
Mercyhurst University
Messiah College
Midwestern State University
Miles Community College
Molloy College
Mount Royal University
Northeastern State University
Northshore Technical Community College
Northwest Arkansas Community College
Notre Dame de Namur Univeristy
Ogeechee Technical College
Okanagan College
Olds College
Otis College of Art and Design
Rockingham Community College
Saint Mary's College of California
Springfield Technical Community College
St. Mary's University (Blume Library)
Tallahassee Community College
Trinity Western University
Tulsa Community College

University at Buffalo
University of Guam
University of Hawaii at Manoa
University of Kansas
University of Scranton (Weinberg Memorial Library)
University of Wisconsin College
Wheaton College
Wilmington College (Watson Library)

CHARACTERISTICS OF THE SAMPLE

Overall sample size: 51

By Public or Private Status

Public	30
Private	21

By Type of College

Community college	19
4-year college	15
MA-/PhD-granting college	12
Research university	5

By Full-Time Equivalent Enrollment

Less than 2,500	16
2,500 to 7,499	19
7,500 or more	16

By Annual Tuition

Less than \$4,000	15
\$4,000 to \$9,999	12
\$10,000 to \$29,999	13
\$30,000 or more	11