

Table 1.15: In the last year, how many instructors gave a formal library instruction session or class presentation in any type of class?

	Mean	Median	Minimum	Maximum
Entire Sample	8.68	4.00	0.00	71.00

Table 1.16: In the last year, how many instructors gave a formal library instruction session or class presentation in any type of class? Broken Out by Type of College

Type of College	Mean	Median	Minimum	Maximum
Community College	6.67	3.00	0.00	38.00
4-Year College	10.65	5.00	1.00	71.00
MA or PHD Granting College	6.88	7.50	2.00	15.00
Research University	30.50	30.50	11.00	50.00

Table 1.17: In the last year, how many instructors gave a formal library instruction session or class presentation in any type of class? Broken Out by Public or Private Status

Public or Private Status	Mean	Median	Minimum	Maximum
Public	7.67	4.00	0.00	71.00
Private	10.65	5.50	1.00	50.00

Table 1.18: In the last year, how many instructors gave a formal library instruction session or class presentation in any type of class? Broken Out by Total Student Enrollment

Total Student Enrollment	Mean	Median	Minimum	Maximum
Less than 2,500	4.89	3.00	1.00	27.00
2,500 to 5,000	7.62	4.00	1.00	38.00
More than 5,000	13.20	8.50	0.00	71.00

Table 1.19: In the last year, how many instructors gave a formal library instruction session or class presentation in any type of class? Broken Out by Total Number of Instruction or Presentation Sessions given by the College's Librarians in the Past Year

Number of Instruction Sessions given by College Librarians	Mean	Median	Minimum	Maximum
Less than 100	5.52	2.00	0.00	34.00
100 to 200	8.50	4.50	2.00	71.00
More than 200	12.56	8.00	3.00	50.00

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?

1. College Success course, Humanities
2. Health Science, Counseling, Social Science
3. Department of Communications, School of Engineering
4. Business, Education, Psychology
5. Communication, History, Business
6. English, Speech, Education
7. English, Speech, Business
8. College Survival Skills, Criminal Justice, Psychology
9. Biology, Psychology, and Education
10. Nursing, Humanities, and Reading
11. Nursing, Speech Communication, Education/Psychology (tied)
12. Sociology, Nursing, Speech
13. Nursing, Media & Marketing, Early Childhood Education
14. English (upper level classes, in addition to basic), Reading, Government
15. Business, Education, Social Sciences
16. Educational Leadership, Social Work, Psychology
17. General Studies, Health Professions, Legal
18. College of General Studies, Education, and History
19. Allied Health/Nursing, Biology, Engineering
20. Speech, College Skills, Literature
21. Graduate Theology, Undergraduate Communication, Graduate Nursing
22. Psychology, Freshman Seminar Course (our 1st-year intro, every class has a information lit session), Communications
23. Biology, English, Education
24. Medical Assisting, General Education, Criminal Justice
25. First Year Experience, Nursing, Biology
26. Nursing, Veterinary Medicine, Pharmacy
27. College Experience, History, Business
28. Humanities/Communications, Global Safety & Information Security, UNIV 101 (introductory freshman class)
29. Nursing, Communications
30. Religious Studies, Mass Communication, Sociology
31. English Literature, Nursing
32. Nursing, Dental, Occupational Therapy
33. Business, Teacher Education, Psychology

34. Mechanical Engineering, Civil Engineering
35. Architecture, Fashion, Health Sciences
36. College Success Initiative (class for all freshman), Speech, Nursing, Computer Science
37. World Civilizations
38. Nursing, Economics, Geography
39. Communications, Academic Success, English
40. Communications, Academic/College Success Skills, Drama
41. English Department is first. Beyond that, there are a number of departments that are about even - Psychology, Geology/Environmental Studies, History, Political Science and Music.
42. Business, Justice Studies and Psychology
43. Developmental Education, Business, Health
44. Student Services and Research Departments
45. English, Psychology, History
46. College of Business, College of Arts & Letters programs
47. Public Speaking, Education, Health Science
48. Colleges of Pharmacy, Education, Optometry
49. English, Sociology, Education
50. Humanities, Social Sciences, Natural Sciences
51. Music, Education, Communications
52. General studies with the intro to college courses by far (college experience, freshman seminar, college success seminar), but also Biology105 & Psych 100 faculty requested sessions. Legal Studies would be the other department.
53. Theology, Nursing, Business
54. Freshman Year required course, Education, Business
55. English as Second Language, Allied Health/Nursing
56. Library tutorials were given to English, Orientation, and Geology/Physical Sciences, among others
57. Business, History, Psychology
58. Social Work, Business, Education
59. Psychology, Criminal Justice, Nursing

Table 2.21: How would you rate the ability of your student body to use search engines?

	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Entire Sample	1.67%	41.67%	50.00%	6.67%

Table 2.22: How would you rate the ability of your student body to use search engines? Broken Out by Type of College

Type of College	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Community College	0.00%	37.50%	58.33%	4.17%
4-Year College	5.88%	47.06%	41.18%	5.88%
MA or PHD Granting College	0.00%	50.00%	43.75%	6.25%
Research University	0.00%	0.00%	66.67%	33.33%

Table 2.23: How would you rate the ability of your student body to use search engines? Broken Out by Public or Private Status

Public or Private Status	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Public	2.50%	35.00%	55.00%	7.50%
Private	0.00%	55.00%	40.00%	5.00%

Table 2.24: How would you rate the ability of your student body to use search engines? Broken Out by Total Student Enrollment

Total Student Enrollment	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Less than 2,500	0.00%	50.00%	44.44%	5.56%
2,500 to 5,000	0.00%	33.33%	61.90%	4.76%
More than 5,000	4.76%	42.86%	42.86%	9.52%

Table 2.25: How would you rate the ability of your student body to use search engines? Broken Out by Total Number of Instruction or Presentation Sessions given by the College’s Librarians in the Past Year

Number of Instruction Sessions given by College	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Less than 100	0.00%	33.33%	61.90%	4.76%
100 to 200	0.00%	42.86%	52.38%	4.76%
More than 200	5.56%	50.00%	33.33%	11.11%

Table 2.26: How would you rate the ability of your student body to use periodicals databases?

	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Entire Sample	3.33%	10.00%	48.33%	38.33%

Table 2.27: How would you rate the ability of your student body to use periodicals databases? Broken Out by Type of College

Type of College	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Community College	4.17%	8.33%	41.67%	45.83%
4-Year College	5.88%	5.88%	52.94%	35.29%
MA or PHD Granting College	0.00%	12.50%	56.25%	31.25%
Research University	0.00%	33.33%	33.33%	33.33%

Table 2.28: How would you rate the ability of your student body to use periodicals databases? Broken Out by Public or Private Status

Public or Private Status	Highly Proficient	Competent	Have a Basic Knowledge	Very Unskilled
Public	2.50%	10.00%	45.00%	42.50%
Private	5.00%	10.00%	55.00%	30.00%

Table 5.6: Does the college require a one or two credit information literacy course for graduation?

	Yes	No
Entire Sample	5.00%	95.00%

Table 5.7: Does the college require a one or two credit information literacy course for graduation? Broken Out by Type of College

Type of College	Yes	No
Community College	0.00%	100.00%
4-Year College	5.88%	94.12%
MA or PHD Granting College	12.50%	87.50%
Research University	0.00%	100.00%

Table 5.8: Does the college require a one or two credit information literacy course for graduation? Broken Out by Public or Private Status

Public or Private Status	Yes	No
Public	7.50%	92.50%
Private	0.00%	100.00%

Table 5.9: Does the college require a one or two credit information literacy course for graduation? Broken Out by Total Student Enrollment

Total Student Enrollment	Yes	No
Less than 2,500	5.56%	94.44%
2,500 to 5,000	0.00%	100.00%
More than 5,000	9.52%	90.48%

Table 5.10: Does the college require a one or two credit information literacy course for graduation? Broken Out by Total Number of Instruction or Presentation Sessions given by the College's Librarians in the Past Year

Number of Instruction Sessions given by College Librarians	Yes	No
Less than 100	0.00%	100.00%
100 to 200	9.52%	90.48%
More than 200	5.56%	94.44%

Table 6.10: Does the library offer any information literacy courses that are cross listed with other departments, such as computer science, psychology, history, biology, etc, or schools, such as a medical or law school? Broken Out by Total Number of Instruction or Presentation Sessions given by the College’s Librarians in the Past Year

Number of Instruction Sessions given by College Librarians	Yes	No
Less than 100	9.52%	90.48%
100 to 200	19.05%	80.95%
More than 200	16.67%	83.33%

Table 6.11: Which phrase best describes the attitude of upper college administrative management towards information literacy?

	I am afraid that it is not high on their agenda	They sometimes pay attention and sometimes not	It is increasingly a high priority	It is a high priority for the college
Entire Sample	31.67%	46.67%	16.67%	5.00%

Table 6.12: Which phrase best describes the attitude of upper college administrative management towards information literacy? Broken Out by Type of College

Type of College	I am afraid that it is not high on their agenda	They sometimes pay attention and sometimes not	It is increasingly a high priority	It is a high priority for the college
Community College	25.00%	58.33%	12.50%	4.17%
4-Year College	29.41%	47.06%	17.65%	5.88%
MA or PHD Granting College	37.50%	37.50%	18.75%	6.25%
Research University	66.67%	0.00%	33.33%	0.00%

Table 6.13: Which phrase best describes the attitude of upper college administrative management towards information literacy? Broken Out by Public or Private Status

Public or Private Status	I am afraid that it is not high on their agenda	They sometimes pay attention and sometimes not	It is increasingly a high priority	It is a high priority for the college
Public	35.00%	42.50%	17.50%	5.00%
Private	25.00%	55.00%	15.00%	5.00%

Table 6.14: Which phrase best describes the attitude of upper college administrative management towards information literacy? Broken Out by Total Student Enrollment

Total Student Enrollment	I am afraid that it is not high on their agenda	They sometimes pay attention and sometimes not	It is increasingly a high priority	It is a high priority for the college
Less than 2,500	27.78%	55.56%	11.11%	5.56%
2,500 to 5,000	33.33%	47.62%	14.29%	4.76%
More than 5,000	33.33%	38.10%	23.81%	4.76%

Table 6.15: Which phrase best describes the attitude of upper college administrative management towards information literacy? Broken Out by Total Number of Instruction or Presentation Sessions given by the College's Librarians in the Past Year

Number of Instruction Sessions given by College Librarians	I am afraid that it is not high on their agenda	They sometimes pay attention and sometimes not	It is increasingly a high priority	It is a high priority for the college
Less than 100	42.86%	42.86%	14.29%	0.00%
100 to 200	28.57%	52.38%	14.29%	4.76%
More than 200	22.22%	44.44%	22.22%	11.11%

Table 6.16: Do librarians at your institution have faculty status?

	Yes	No
Entire Sample	56.67%	43.33%

Table 6.17: Do librarians at your institution have faculty status? Broken Out by Type of College

Type of College	Yes	No
Community College	41.67%	58.33%
4-Year College	47.06%	52.94%
MA or PHD Granting College	81.25%	18.75%
Research University	100.00%	0.00%

Table 6.18: Do librarians at your institution have faculty status? Broken Out by Public or Private Status

Public or Private Status	Yes	No
Public	62.50%	37.50%
Private	45.00%	55.00%