

**Table 8 How does your library use tutorials? (choose all that apply)**

**Table 8.1.1 Are Tutorials used to support face-to-face sessions or workshops (before, after, during)?**

	Yes	No
Entire sample	67.95%	32.05%

**Table 8.1.2 Are tutorials used to support face-to-face sessions or workshops (before, after, during)? Broken out by Public/Private**

Public/Private	Yes	No
Public	65.22%	34.78%
Private	71.88%	28.13%

**Table 8.1.3 Are Tutorials used to support face-to-face sessions or workshops (before, after, during)? Broken out by Enrollment**

Enrollment	Yes	No
0-2,500	63.64%	36.36%
2,501-7,000	73.68%	26.32%
7,001-18,000	75.00%	25.00%
18,001+	58.82%	41.18%

**Table 8.1.4 Are Tutorials used to support face-to-face sessions or workshops (before, after, during)? Broken out by Tuition**

Tuition	Yes	No
\$4,000 or less	78.95%	21.05%
\$4,001-\$10,000	58.82%	41.18%
\$10,001-\$28,000	55.00%	45.00%
\$28,001+	77.27%	22.73%

**Table 8.1.5 Are Tutorials used to support face-to-face sessions or workshops (before, after, during)? Broken out by Staff Size**

Staff Size	Yes	No
0-10	69.57%	30.43%
11-20	65.00%	35.00%
21-50	73.68%	26.32%
51+	62.50%	37.50%

**Table 8.1.6 Are Tutorials used to support face-to-face sessions or workshops (before, after, during)? Broken out by Type**

Type	Yes	No
Comm. college	81.25%	18.75%
4-year college	69.23%	30.77%
MA/PhD-granting	63.64%	36.36%
Research university	57.14%	42.86%

**Table 8.1.7 Are Tutorials used to support face-to-face sessions or workshops (before, after, during)? Broken out by Country**

Country	Yes	No
USA	64.52%	35.48%
Other	81.25%	18.75%

**Table 8.2.1 Are Tutorials used as part of a department course?**

	Yes	No
Entire sample	33.33%	66.67%

**Table 8.2.2 Are Tutorials used as part of a department course? Broken out by Public/Private**

Public/Private	Yes	No
Public	43.48%	56.52%
Private	18.75%	81.25%

**Table 8.2.3 Are Tutorials used as part of a department course? Broken out by Enrollment**

Enrollment	Yes	No
0-2,500	13.64%	86.36%
2,501-7,000	21.05%	78.95%
7,001-18,000	50.00%	50.00%
18,001+	52.94%	47.06%

**Table 8.2.4 Are Tutorials used as part of a department course? Broken out by Tuition**

Tuition	Yes	No
\$4,000 or less	42.11%	57.89%
\$4,001-\$10,000	47.06%	52.94%
\$10,001-\$28,000	30.00%	70.00%
\$28,001+	18.18%	81.82%

**Table 8.2.5 Are Tutorials used as part of a department course? Broken out by Staff Size**

Staff Size	Yes	No
0-10	13.04%	86.96%
11-20	35.00%	65.00%
21-50	36.84%	63.16%
51+	56.25%	43.75%

**Table 8.2.6 Are Tutorials used as part of a department course? Broken out by Type**

Type	Yes	No
Comm. college	25.00%	75.00%
4-year college	26.92%	73.08%
MA/PhD-granting	27.27%	72.73%
Research university	64.29%	35.71%

**Table 8.2.7 Are Tutorials used as part of a department course? Broken out by Country**

Country	Yes	No
USA	27.42%	72.58%
Other	56.25%	43.75%

**Table 8.3.1 Are Tutorials used as part of a library credit course?**

	Yes	No
Entire sample	17.95%	82.05%

**Table 8.3.2 Are Tutorials used as part of a library credit course? Broken out by Public/Private**

Public/Private	Yes	No
Public	23.91%	76.09%
Private	9.38%	90.63%

**Table 8.3.3 Are Tutorials used as part of a library credit course? Broken out by Enrollment**

Enrollment	Yes	No
0-2,500	9.09%	90.91%
2,501-7,000	10.53%	89.47%
7,001-18,000	25.00%	75.00%
18,001+	29.41%	70.59%

**Table 8.3.4 Are Tutorials used as part of a library credit course? Broken out by Tuition**

Tuition	Yes	No
\$4,000 or less	52.63%	47.37%
\$4,001-\$10,000	5.88%	94.12%
\$10,001-\$28,000	15.00%	85.00%
\$28,001+	0.00%	100.00%

**Table 8.3.5 Are Tutorials used as part of a library credit course? Broken out by Staff Size**

Staff Size	Yes	No
0-10	13.04%	86.96%
11-20	20.00%	80.00%
21-50	15.79%	84.21%
51+	25.00%	75.00%

**Table 8.3.6 Are Tutorials used as part of a library credit course? Broken out by Type**

Type	Yes	No
Comm. college	37.50%	62.50%
4-year college	7.69%	92.31%
MA/PhD-granting	13.64%	86.36%
Research university	21.43%	78.57%

**Table 8.3.7 Are Tutorials used as part of a library credit course? Broken out by Country**

Country	Yes	No
USA	17.74%	82.26%
Other	18.75%	81.25%

**Table 8.4.1 Are Tutorials used Standalone?**

	Yes	No
Entire sample	80.77%	19.23%

**Table 8.4.2 Are Tutorials used Standalone? Broken out by Public/Private**

Public/Private	Yes	No
Public	78.26%	21.74%
Private	84.38%	15.63%

**Table 8.4.3 Are Tutorials used Standalone? Broken out by Enrollment**

Enrollment	Yes	No
0-2,500	81.82%	18.18%
2,501-7,000	94.74%	5.26%
7,001-18,000	70.00%	30.00%
18,001+	76.47%	23.53%

**Table 8.4.4 Are Tutorials used Standalone? Broken out by Tuition**

<b>Tuition</b>	<b>Yes</b>	<b>No</b>
\$4,000 or less	78.95%	21.05%
\$4,001-\$10,000	82.35%	17.65%
\$10,001-\$28,000	75.00%	25.00%
\$28,001+	86.36%	13.64%

**Table 8.4.5 Are Tutorials used Standalone? Broken out by Staff Size**

<b>Staff Size</b>	<b>Yes</b>	<b>No</b>
0-10	86.96%	13.04%
11-20	85.00%	15.00%
21-50	84.21%	15.79%
51+	62.50%	37.50%

**Table 8.4.6 Are Tutorials used Standalone? Broken out by Type**

<b>Type</b>	<b>Yes</b>	<b>No</b>
Comm. college	93.75%	6.25%
4-year college	76.92%	23.08%
MA/PhD-granting	86.36%	13.64%
Research university	64.29%	35.71%

**Table 8.4.7 Are Tutorials used Standalone? Broken out by Country**

<b>Country</b>	<b>Yes</b>	<b>No</b>
USA	85.48%	14.52%
Other	62.50%	37.50%

**How does your library use tutorials? (specified other)**

1. Library Blackboard Course.
2. The majority of tutorials are course specific for specific assessment. And therefore the majority have to be changed/ edited for each new semester.
3. If my door is open they come in to ask questions and I will empower them, not enable them.
4. We don't.
5. As part of a department course, online and face-to-face.
6. As part of mandatory, 0-credit orientation course for new/ transfer students.
7. Distant education revision or new work.
8. To train student workers.
9. To answer specific queries from students.
10. As part of online Library Instruction for eLearning students.
11. As part of our First Year Experience.

**Describe how you have developed your segmentation strategy for developing tutorials for different groups such as graduate students vs undergrads, or general info literacy tutorials vs highly specialized databases, or even tutorials aimed primarily at faculty rather than students. How much of your effort is aimed at various groups and why?**

1. We have only created user-specific tutorials – how to use the catalog, Academic OneFile, etc.
2. Our tutorials are quite general thus reserved for orientation purposes. They are great follow-up to an email question and we refer people to them to become familiar with the library. We target off campus populations quite a bit including the graduate students, and we are looking at the online programs the school is starting to develop to create new tutorials, especially in business.
3. Each tutorial is designed differently based on the needs of each class or the skill level of the audience. We set objectives based on the information we receive from the professor, and we try to conform the guides.
4. Our groups are fairly homogenous - undergraduate bachelor students and faculty members. Tutorials are developed to meet students at the point-of-need and thus most are highly specialized, relating to how to search catalogs and databases, how to reference, etc.
5. Most of our tutorials are aimed at basic information literacy for incoming students. We also highlight new products. The goal is to make using our library resources (databases, catalog, citations) as simple as possible. Our tutorials reiterate material in library information sessions embedded in classes.
6. One library developed to support online learning initiatives.
7. Our major strategy is to embed specific IL instruction into a variety of Moodle course websites across a number of UG & PG discipline programs.
8. I was hired to implement the program here and it is very early in the process. I am basically starting with the required freshman piece and working my way up the ladder. Since this is a research university, I have also been putting together materials aimed at graduates and faculty about subjects like gray literature and patent searching.
9. The tutorials tend to be oriented toward undergraduate and new students.
10. All tutorials so far have been for first-year or second-year courses. All are subject based.
11. We have not done this.
12. Our tutorials have been formed around the functions of our library databases and

necessary information to fully utilize the library's services. Most of our tutorials were developed in Adobe Captivate. All but one of our tutorials are for undergrads to assist them in library research.

13. We try to aim our efforts at those who show an interest or need in a tutorial. If faculty ask for one, we find one for them. We don't have any we created; we use others that are freely available.
14. I have been teaching Information Literacy since 1991. I was in K-12 for 11 years and this is my 13th in academic. I adjust my class tutorials to the subject matter. I also do general tutorials for teachers, students and new students. As our databases change I make sure I have the opportunity to present to faculty and students. We have online classes, so the presentations on the library Wiki are added to the eCollege classes. I am available anytime I am asked. If my door is open, I will answer/demonstrate the process the student needs. As classes and technology change constantly, I change the presentation to address those changes.
15. There isn't much differentiation for standalone "how to" types of videos on the websites. The others are based on which course requested instruction. The differentiation strategy is the same one I use for f2f classes, freshmen through graduate.
16. We create LibGuides for academic disciplines and for library services: 80% Students, 20% Faculty.
17. Most tutorials are developed for undergraduates as they seem to need the most help.
18. Usually general or commissioned by faculty.
19. With the exception of one tutorial focused on orienting distance learners, our tutorials are focused on a skill and not a user group since the Community College has such variety in disciplines and users.
20. Originally intended for broad audience, but shifted more towards graduate students as they have more complex research needs and are better equipped to learn skills independently.
21. Departmental requests and needs analysis undertaken by subject specialists drive the majority of our work load. While our tutorial development is in a period of growth, most existing tutorials cater to the entry-level researcher and deal with using the library's resources. We are currently using an in-house adaptation of Research 101 as our main information literacy tutorial.
22. We are trying to cover all levels with a new e-learning info lit tutorial. Up to now mainly HE and level 3.
23. Replacing UG face to face teaching with online tutorials to free up time to assist researchers.
24. We don't create that many tutorials.

25. While most of our tutorials aimed at the general student population (graduate and undergraduate), for faculties that show an interest, we have tutorials that look at more advanced topics.
26. Development thus far has been haphazard and not well-planned. There is limited use of the tutorials at all levels.
27. We haven't.
28. We are a 2-year community & technical college so all of our tutorials are designed to support lower division undergraduate students. We teach 20 sections per semester of INFS 1000: Information Literacy & Research Skills. The course is required for all students seeking the liberal arts transfer degree (A.A.) and a number of Associate of Science degrees, including the A.S. in Business Management. The tutorials that are used in the class are more in-depth and comprehensive. These tutorials are used as instructional tutorials in both the face-to-face and online sections of the class. For the face-to-face sections they are used as part of our flipped classroom teaching approach. These tutorials are also available on the library web site to the entire college community along with the shorter and less comprehensive tutorials that we developed that cover other library databases. The tutorials are also embedded in our subject area and course specific LibGuides.
29. We currently have no strategy.
30. Our library is currently (not ideal) organized along Undergraduate vs. Graduate/Faculty lines--completely different Library Areas devoted to each (not working well because so much overlap).
31. Most of our effort is aimed at undergraduate students, the largest segment of our population. Most of our tutorials are designed to provide tips to searching particular databases, although we have some for plagiarism, APA style, general search tips, access and interlibrary loan, to name a few. Some of our tutorials were created as an interrelated set, yet able to be watched independently, but most are standalone.
32. Guides and tutorials are developed to support specific courses and areas where research materials may be difficult to find.
33. We work closely with faculty to create tutorial to suit their needs. With a growing number of online courses/programs, we see the need to increase our subject/search strategy/database tutorials.
34. Title of guide indicates what it does.
35. The current tutorials provide a very generalized perspective on accessing the various online databases. There are plans to develop a more focused tutorial geared towards student need.
36. We have one general tutorial that is under revision. We have multiple "LibGuides" which are aimed at different groups (disciplines, courses, distance students, etc.).



37. Tutorials first were developed to address commonly encountered problems, familiarize students with databases, etc. No "overall plan," just a response to need. Now we are developing interactive tutorials that are included in graduate classes for credit, coupled with discussion board posting. They are "leveled" in that instructors can choose from a menu of tutorials that meet their course/degree needs (students are hit once early on in the program) so bachelor completion students might watch our "What is information literacy" tutorial while Masters and Doctoral students do not. Students also have the option of skipping content in tutorials, and they will soon have the option of testing out of taking the tutorials entirely. We are not making multiple tutorials on the same subject leveled for students. Some tutorials are aimed at faculty based on needs identified by the library and by our Faculty Development Committee (which I'm on). Those are produced on an as-needed basis and kept on our faculty set of webpages and in the Faculty Development online Portal, too. Most of the effort is now going to developing a comprehensive suite of interactive, PC and iOS-compatible tutorials leveled for Master's students taking them through developing a research question > information types, research methodologies, evaluation > searching strategies > information management. Why? Because we serve thousands of students in F2F, blended, and online environments, and have two reference/instruction librarians who also have 803 other responsibilities. This tutorial program, while time consuming on the front end, should allow us to hit all students more comprehensively (hopefully), track progress, and retain sanity.
38. We are currently developing four tutorials; they will all be rather elementary, aimed at grad students.
39. If the tutorial is directed to a course, it has a specific audience in mind but most of the tutorials are for any level student or also faculty.
40. None yet; tutorials are ad-hoc and need some work and updating. We're hoping to redo the tutorials to make them more interesting and perhaps target specific groups.
41. Tutorials are demarcated mostly by subject matter rather than target audience. We have two types of target audiences, general and course specific.
42. We usually aim for first year undergrads when making tutorials.
43. In-person, in-depth sessions are available and targeted to graduate students & faculty. General information literacy tutorials are targeted to undergrads and likely to be offered online/ asynchronously.
44. Current tutorials targeted to undergrads on vocational courses where research and evidence based actions are a requirement.
45. Tutorials are suitable for all groups. Majority of effort is aimed at 1st year students and post-graduate researchers. Mainly because the feeling is, if we can get them Information Literate within the first 6 months, they will become independent researchers. For post-graduates coming from other institutions it provides a foundation of the content and how to use online resources.
46. We see an issue that needs instruction and we develop a tutorial, much like we develop LibGuides for specific courses.

47. Only target new users all skill levels.
48. No strategy. If a librarian sees a need that has not yet been met, then it will be created.
49. So far we only have tutorials for student workers and for thesis student, both graduate and undergraduate. We place these in very different spots on our site accordingly.
50. For developing tutorials we have use project and cooperation with other universities
51. We do not really have a strategy at the moment.
52. We only have basic database tutorials.
53. We are planning to develop an information literacy tutorial, but for now the existing tutorial is in support of and guide for LibGuides.
54. As of now, we are not focusing on a specific group. We have tutorials for our products that are heavily used, but confusing to set up.
55. Most of my effort is aimed at the Basic instruction sessions for beginner level students, many of whom have difficulty using computers. Basic instruction sessions involve searching the library catalog to find books. Intermediate sessions involve searching the library databases to find scholarly articles. Advanced sessions involve searching websites to find books and journal articles at other libraries, as well as using advanced search features to limit search sources to .edu, .gov, and .org.
56. We try to look at what student populations have research or information needs and design resources to assist them. For example, the Nursing students need to find specific resources in the databases for their classes, so tutorials are designed to show those. But much of the content is still "general" and would apply to any student or faculty population. I would say 50% of the effort is to various groups, since a more tailored product will be of more use and interest to them.
57. We have tutorials for new students, for professors, and for researchers.
58. The tutorials were developed to be used with undergrads in First Year Seminar and a few GE areas. This decision was part of a university-wide curriculum organization process that designated these classes as having information literacy outcomes.
59. We are currently recreating our content from scratch, prioritising undergrads, but for the time being re-using old material created for postgrad students.
60. Our two home-grown tutorials are aimed at a general audience - both undergraduates and graduates. These cover information literacy concepts and using the catalog. From usage data, we know that both get used by each population. We are currently looking to restructure and migrate our information literacy tutorial to a new platform.
61. Specific for class to reach larger number of students, and plagiarism tutorial for English courses.

62. Since we are so short-staffed, we've mainly focused on providing video tutorials for common questions or highly used resources. We use LibGuides for our Research Guides, and we often create customized course guides or general program guides depending on faculty needs based on our outreach initiatives.
63. Our Subject Guides are aimed primarily at undergraduates. Our Course Guides are aimed at the students in the course, so if it is a Graduate course, there are resources included that are more appropriate to that group.
64. We don't have a specific segmentation policy, tutorials are grouped as easy or advanced.
65. We aim tutorials for students primarily, but some such as downloading e-books are aimed at faculty as well.
66. We only use an online tutorial for Freshmen. Everything else is part of one-on-one sessions, requested by instructors.
67. Most of our tutorials focus on beginning users, primarily undergraduates. We have a smaller number of specific guides for advanced students and faculty, and one or two guides specifically for faculty (plagiarism avoidance, copyright, info literacy across the curriculum).
68. I have only developed tutorials for lower level undergraduates.
69. There is no segmentation.
70. We don't segment; general only.
71. Most effort aimed at undergrads as we have many more of them. Our postgraduate tutorials are aimed at staff and students as both are researchers.