Great Expectations

Results from a Faculty Survey of Students’ Information Literacy Proficiency

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Background

Mount Royal University
Undergraduate university
10,000 FTE
Avg. class size – 28

Information literacy instruction
> 600 sessions / year
The Survey:

- Importance and student proficiency by year of study related to:
  - Using various resource types
  - Assessment of resource use
  - Information literacy skills

- Means of information literacy skill development

Sent to all faculty (860)

100 completed surveys returned

Responses for each level of course
Resources – Student Proficiency

- Books
- Encyclopedias
- Scholarly Articles

Course Levels:
- Course Level 1
- Course Level 2
- Course Level 3
- Course Level 4
## Assessment of Resources Use

<table>
<thead>
<tr>
<th>More Important</th>
<th>Less Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quality</td>
<td>• Number</td>
</tr>
<tr>
<td>• Relevance</td>
<td>• Currency</td>
</tr>
<tr>
<td>• Accuracy of Citations</td>
<td>• Variety</td>
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</tbody>
</table>
IL Skills - Importance

- Ability to distinguish scholarly from popular material
- Ability to determine what info they need to answer their question(s)
- Ability to read scholarly articles

Course Levels:
- Course Level 1
- Course Level 2
- Course Level 3
- Course Level 4
IL Skills - Proficiency

- Ability to distinguish scholarly from popular material
- Ability to determine what info they need to answer their question(s)
- Ability to read scholarly articles

Course Level 1
Course Level 2
Course Level 3
Course Level 4
Distinguishing Scholarly from Popular Material

Instructor taught
Librarian taught

Level of course

0% 10% 20% 30% 40% 50% 60% 70% 80%

1 2 3 4
Determining Information Need

- Instructor taught
- Librarian taught

Level of course:
- Level 1: 70% (Instructor taught), 20% (Librarian taught)
- Level 2: 60% (Instructor taught), 30% (Librarian taught)
- Level 3: 50% (Instructor taught), 40% (Librarian taught)
- Level 4: 40% (Instructor taught), 50% (Librarian taught)
Reading Scholarly Articles

Instructor taught
Librarian taught

Level of course

0% 10% 20% 30% 40% 50% 60% 70% 80%
1 2 3 4

MOUNT ROYAL UNIVERSITY 1910
Students learning on their own

Ability to distinguish scholarly from popular material: 15%
Ability to determine what info they need to answer their question(s): 25%
Ability to read scholarly articles: 30%
Skills obtained from previous courses – 1\textsuperscript{st} year

- Ability to distinguish scholarly from popular material: 20%
- Ability to determine what info they need to answer their question(s): 30%
- Ability to read scholarly articles: 10%
Implications:
Faculty expect students to already have important skills

+ Students lack proficiency

= Opportunity for instruction (of students and faculty)
Thank you! Questions?