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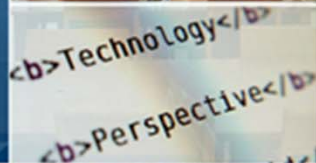
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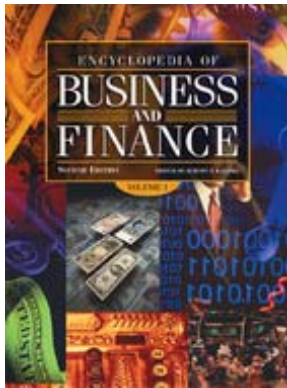


Assessing the Implications of Faculty Beliefs and Expectations for Information Literacy Instruction

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UNIVERSITY LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Target Marketing



“A target market is a set of buyers sharing common needs or characteristics that a company decides to serve. A company identifies a target market in order to organize its tasks and cope with the particular demands of the marketplace.

Target marketing forms the foundation of a modern marketing strategy because doing it well helps a company be more efficient and effective by focusing on a certain segment of its market that it can best satisfy.”

Krause, Tatum. "Target Marketing." *Encyclopedia of Business and Finance*. Ed. Burton S. Kaliski. 2nd ed. Vol. 2. Detroit: Macmillan Reference USA, 2007. 717-718. *Gale Virtual Reference Library*. Web. 2 June 2014.

CUSTOMER



Or, If You Prefer - Collaboration

3. Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

ACRL Standards for Libraries in Higher Education
<http://www.ala.org/acrl/standards/standardslibraries>



What Do Faculty Think?

A Decade of Surveys:

- Graduate/Professional Survey (2004)
- Faculty/Staff Survey (2006)
- LibQUAL+ (2008)
- Ithaca S+R Faculty Survey (2013)



Faculty Believe:

- Students have inadequate research skills.
- Library instruction is valuable.
- Student-librarian interaction helps students succeed in courses.
- Librarians contribute significantly to student learning.
- Collections and access to collections rank above services in priority.



Faculty Expect:

- Students to locate and use secondary sources.
- Students to locate and use primary sources.



We Knew ...

- Course-integrated instruction activity has reached a plateau.
- Liaison librarians want assistance with outreach/marketing.
- Faculty are influenced by students.



Opportunity of LibQUAL+

- New Question Type – “Special Question”
 - Unique to UIUC Survey
 - Set Question Type (Likert or Open Text)
 - Asked of All User Groups
- 2 of 5 Question Slots Allocated to Information Literacy



LQL1: I would find it useful to have a librarian work with my classes to help students develop their research skills.

Response	Faculty (n = 65)	Graduate Students (n = 201)	Undergraduate Students (n = 529)
Disagree (1-2)	9% (6)	16% (33)	19% (213)
Neutral (3)	31% (20)	26% (52)	26% (138)
Agree (4-5)	60% (39)	58% (116)	54% (288)



LQL2: Every student should be required to successfully complete a library skills training at the beginning of their academic program.

Response	Faculty (n = 75)	Graduate Students (n = 232)	Undergraduate Students (n = 548)
Disagree (1-2)	9% (7)	18% (42)	39% (213)
Neutral (3)	21% (16)	18% (42)	24% (130)
Agree (4-5)	69% (52)	64% (148)	37% (205)



General Patterns

- Positive affirmation for library instruction services (though not a mandate).
- Students in later years of school are more likely to agree.
- Faculty who rate the library's affect of service as high are more likely to respond that a librarian working with their classes would be useful.



Next Steps

- Detailed analysis of responses (cross-tabs and open-ended comment analysis).
- Develop campus-wide marketing/outreach strategy for instruction services.
- Craft marketing/outreach messages for liaison librarians.
- Investigate how “mandatory” training on other topics is delivered on campus.



That Was a “Look Out” to the Campus





Now for a “Look In” to a Specific Program





What do faculty behaviors tell us about beliefs and expectations?



What do faculty behaviors tell us about beliefs and expectations?

Actions speak louder than words.

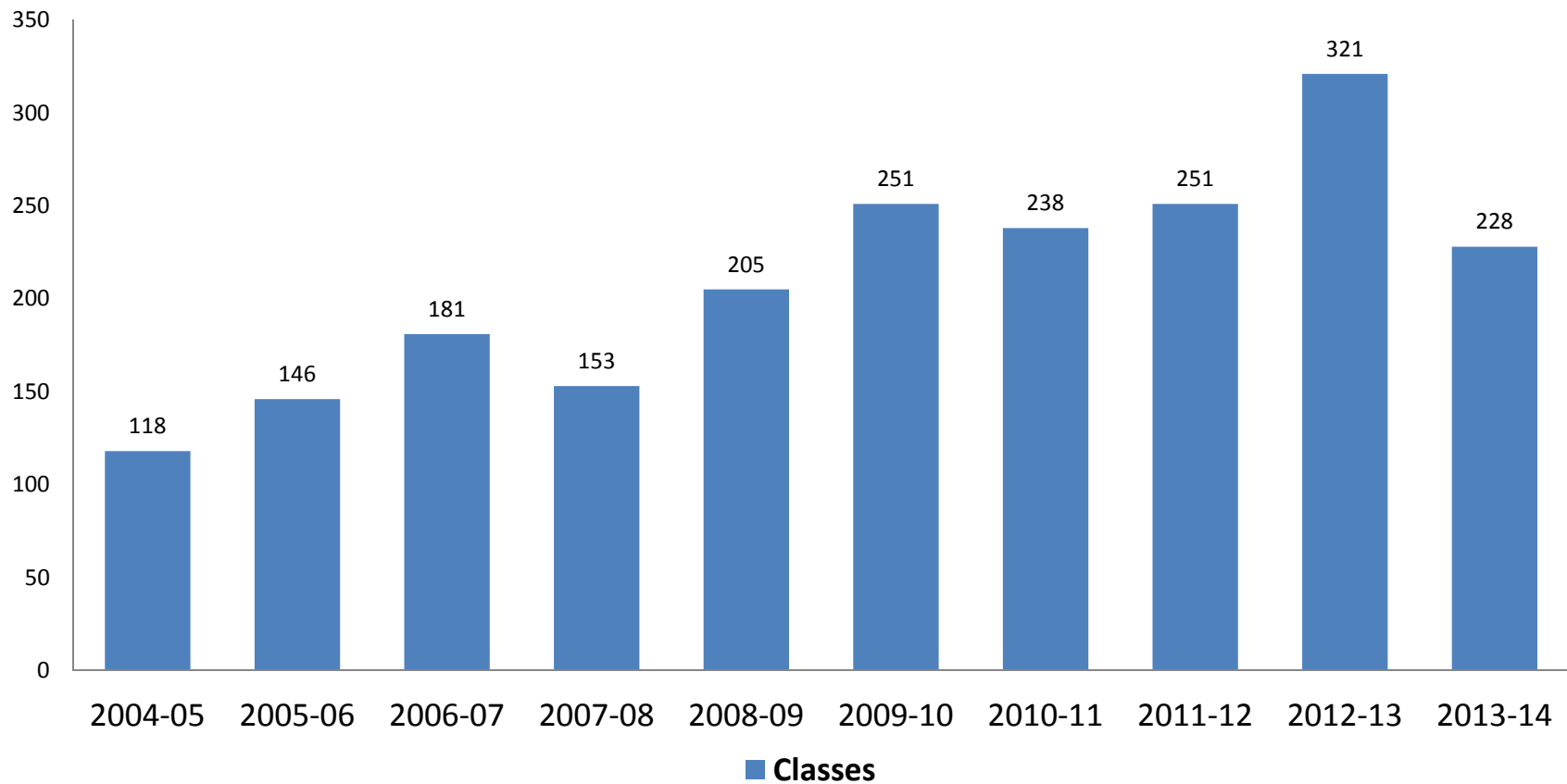


Faculty Behavior Measurements

- Participation numbers
- Policies
- Anecdotes and conversations
- Collaborations beyond the classroom



UGL Course Sessions





Orientation or Instruction?

Orientation

The process of giving people training and information about something new.

Instruction

The action or process of teaching.



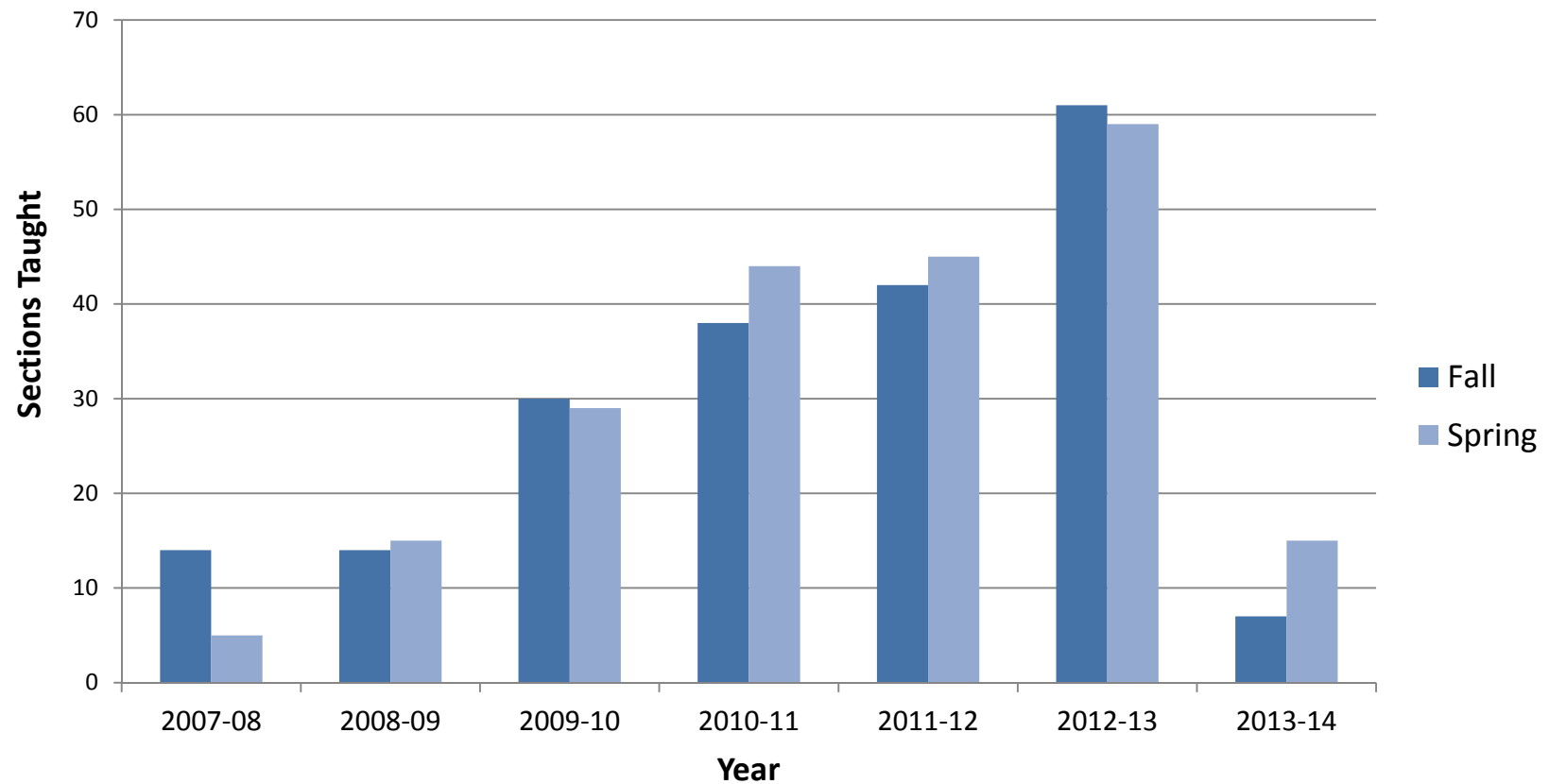
Defining Instruction Content

- Professional responsibility
- Assignment needs
- Expectations vs. reality
- Assessing effectiveness



It's More Than Numbers

CMN101 Classes





Mandating Instruction

- Should instruction be mandated?
- Whose role is it to mandate?
- Mandating/participation/assessments



Anecdotal Assessments

- Generalizations, yes, but mood boosters none the less.
- What can we infer?



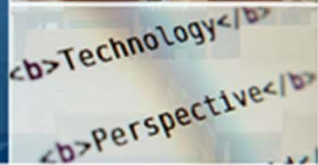
Beyond the Instruction Classroom

- Course texts
 - Custom texts
 - E-texts
- LibGuides
 - Collaborative design
 - Easy assessment of student usage



Collaborative Roles, Faculty Beliefs and Expectations

- Personal connections
 - Librarians and Program Coordinators
 - Common programs and common requirements
 - Librarians and Instructors
 - Personal relationships



Questions?
Comments?
Discussion?

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