

## METHODOLOGY

- 10 question survey (Qualtrics) – multiple choice, rating, and one short answer
- Between 109 & 113 respondents completed all questions
- Qualtrics functions used to read and find relationships between responses
- Summer/ Fall 2017 through email distribution to all FT/PT faculty using anonymous link
- Q4 & Q6 of the same survey were sent through email to the librarians to compare results in Summer 2018 (110 discipline faculty & 9 faculty librarians)

# DISCONNECT

## FACULTY IL PERCEPTIONS VS. LIBRARIAN IL PERCEPTIONS

### INSTITUTIONAL REALITIES

- Gen Ed core competencies include IL in only two subject areas/disciplines
- Assessment for Gen Ed IL competencies *not* holistic – Primary instructor selects a single IL skill/ criterion to assess
- Librarian-led ILI *not* required & no credit-based IL course offered
- Very low student-to-librarian ratio, not evenly distributed among campuses
- Institutional focus on quantitative measures of academic programs and student success do not clearly align with reality of IL program

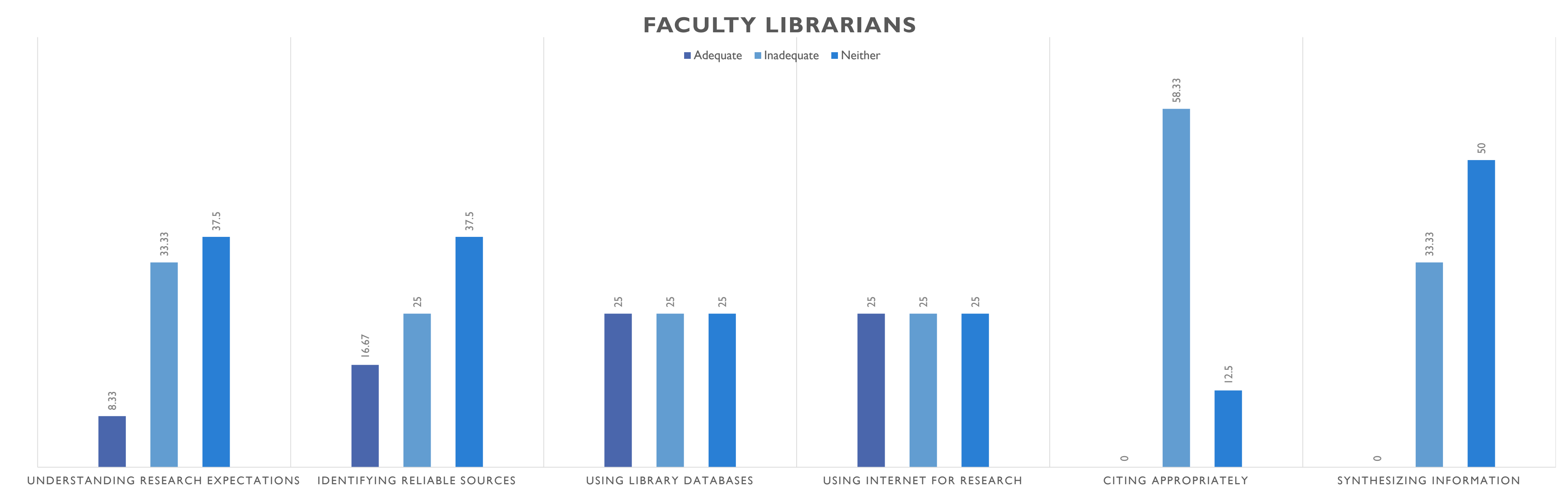
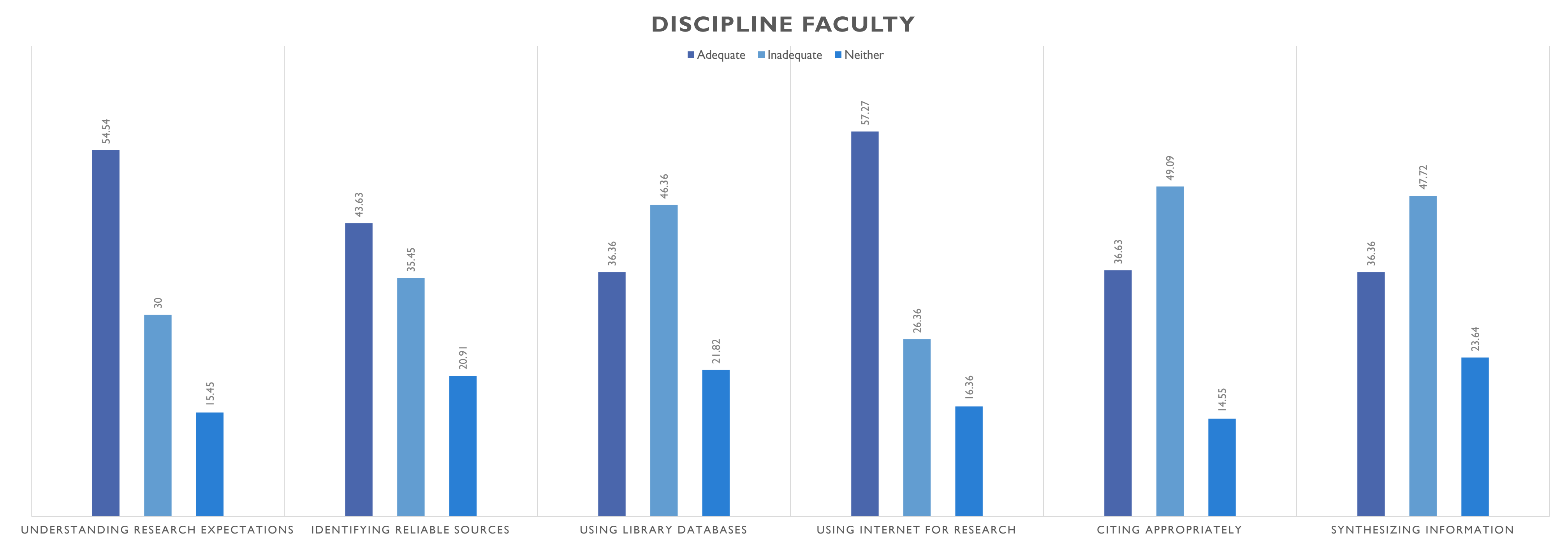
**CRISTY MORAN**

Faculty Librarian

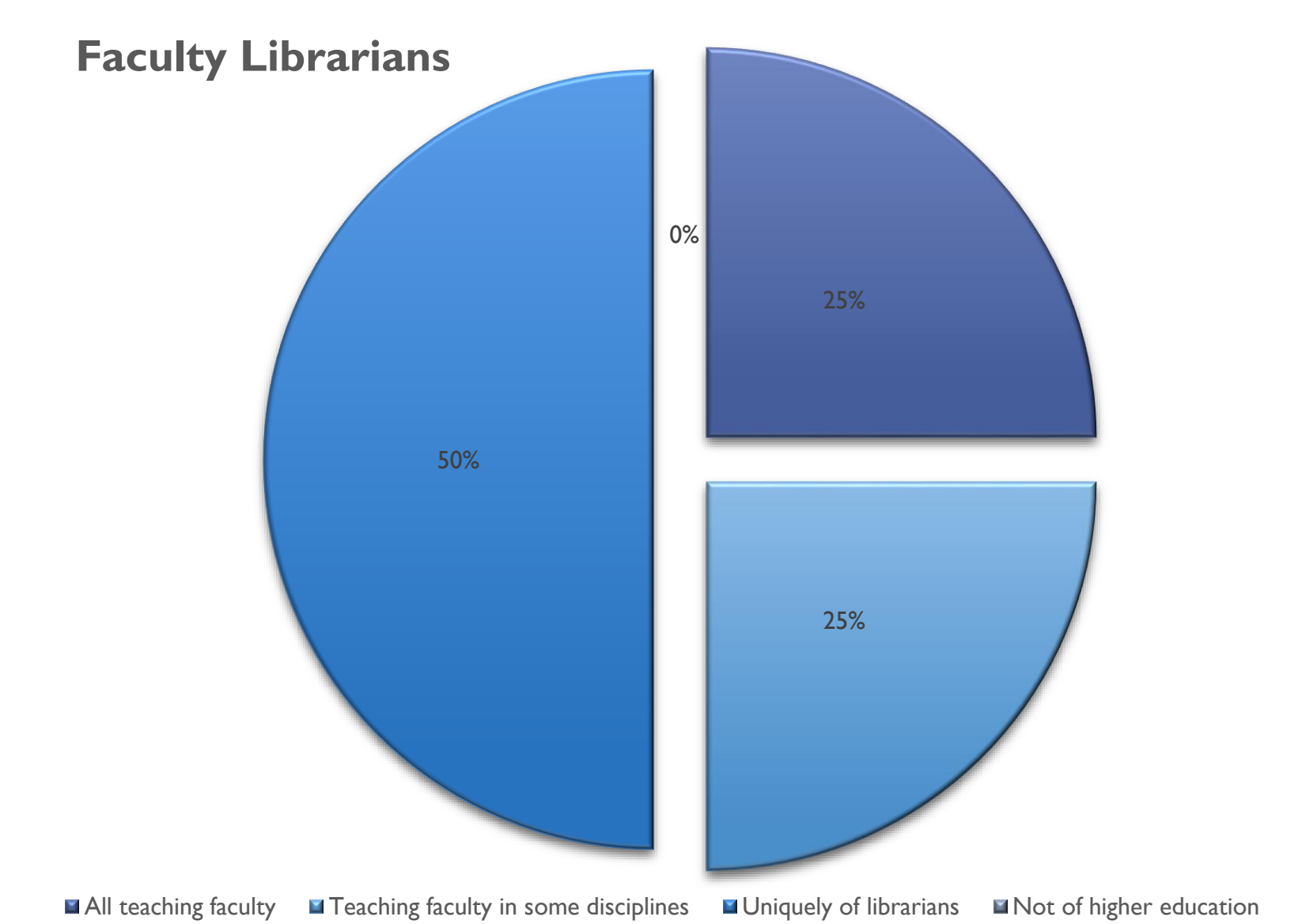
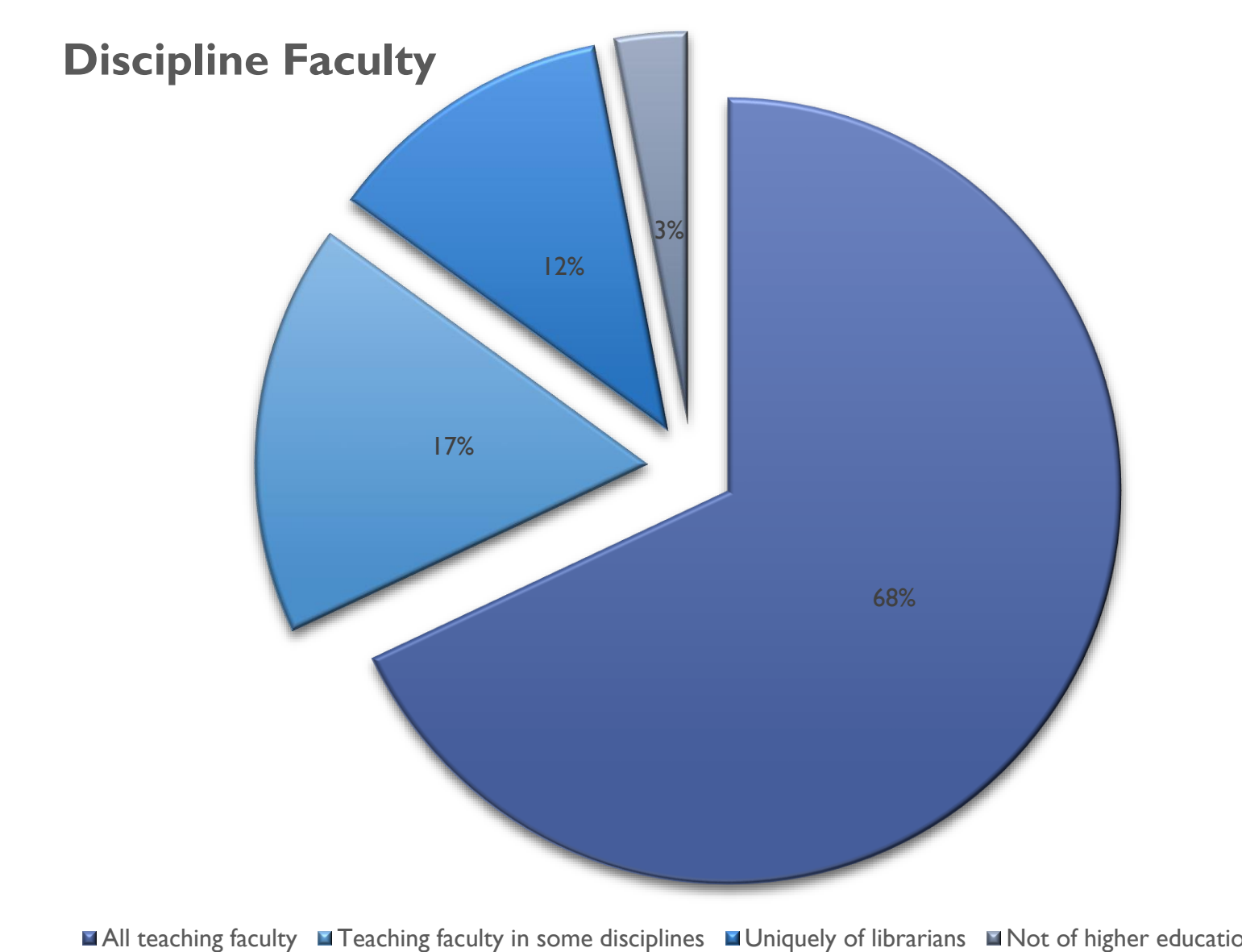
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## Q4: Student Competencies



## Q6: Responsibility for Direct ILI



## TAKEAWAYS

- No "extremely adequate" rating of students by librarians
- Discipline faculty more favorable to student competencies than librarians in:
  - Understanding research expectations (55% of faculty to 8% of librarians)
  - Identifying reliable sources (44% of faculty to 17% of librarians)
  - Using Internet for research (57% of faculty to 25% of librarians)
- Librarians more often identify themselves as uniquely qualified to deliver ILI
- **Point of agreement:** Citing sources had the highest percentage of "inadequate" ratings among IL skills from both groups