

# 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:

Sent to all faculty (860)

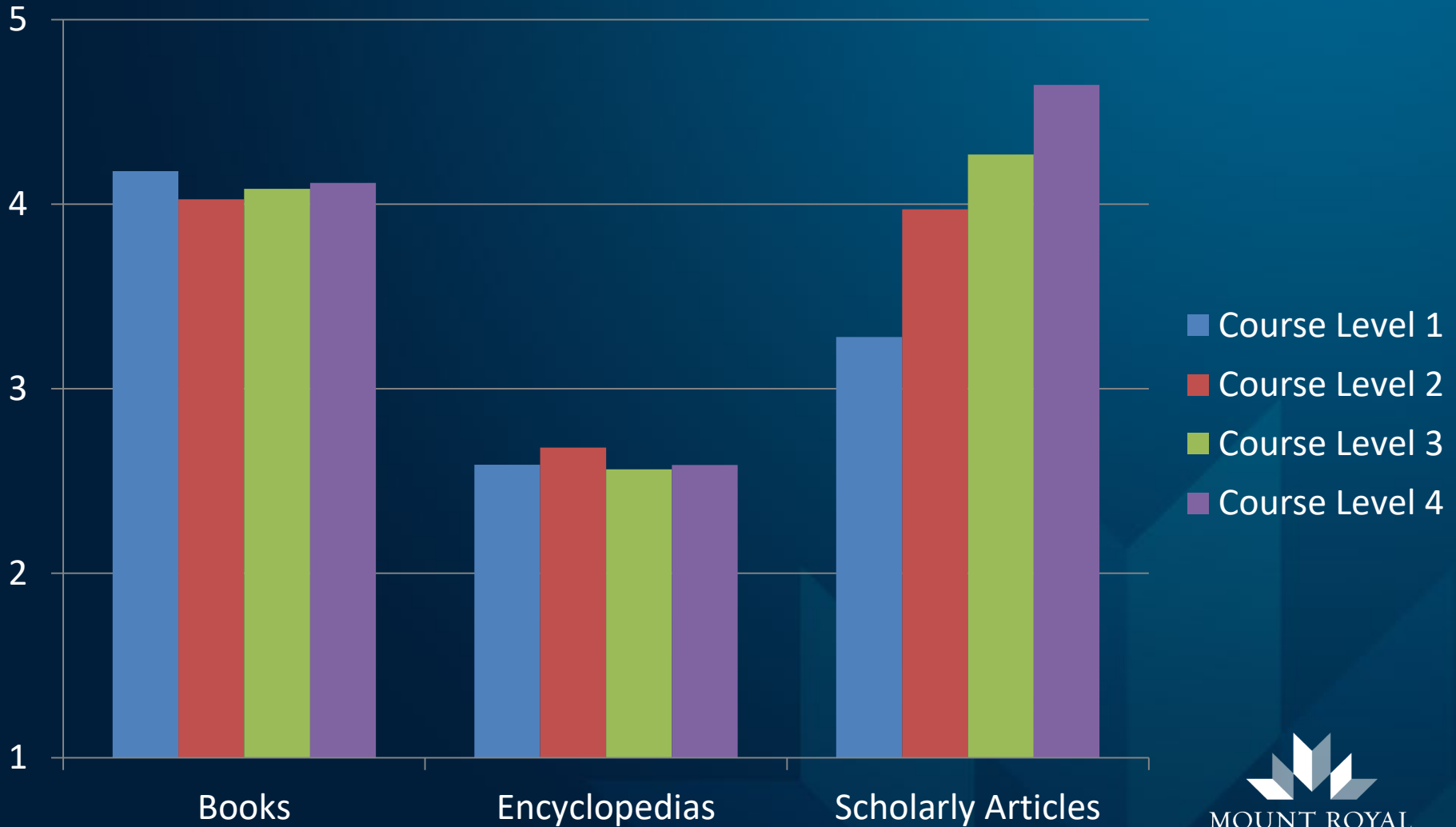
100 completed surveys  
returned

Responses for each level of  
course

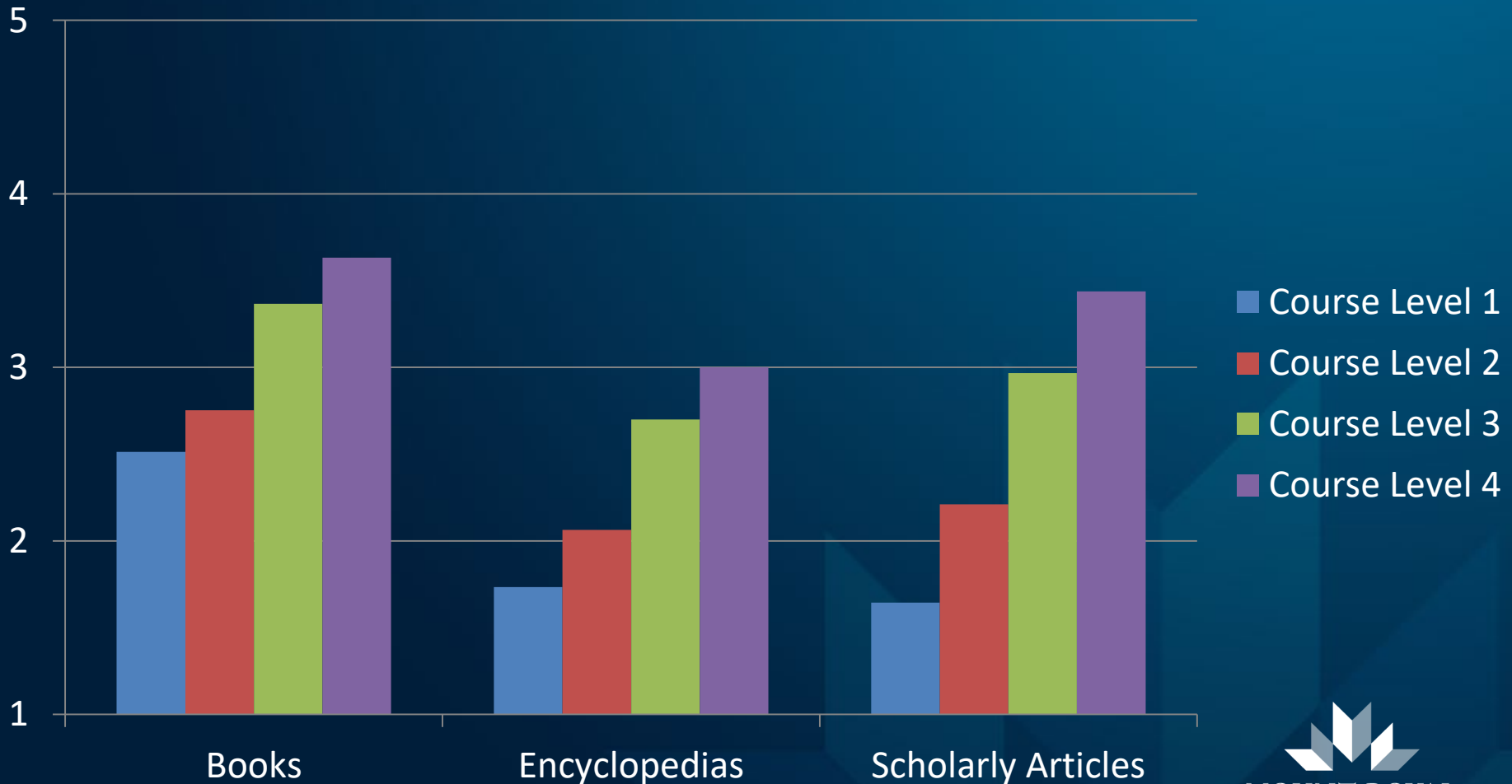
- Importance and student proficiency by year of study related to:
  - Using various resource types
  - Assessment of resource use
  - Information literacy skills
- Means of information literacy skill development



# Resources - Importance



# Resources – Student Proficiency

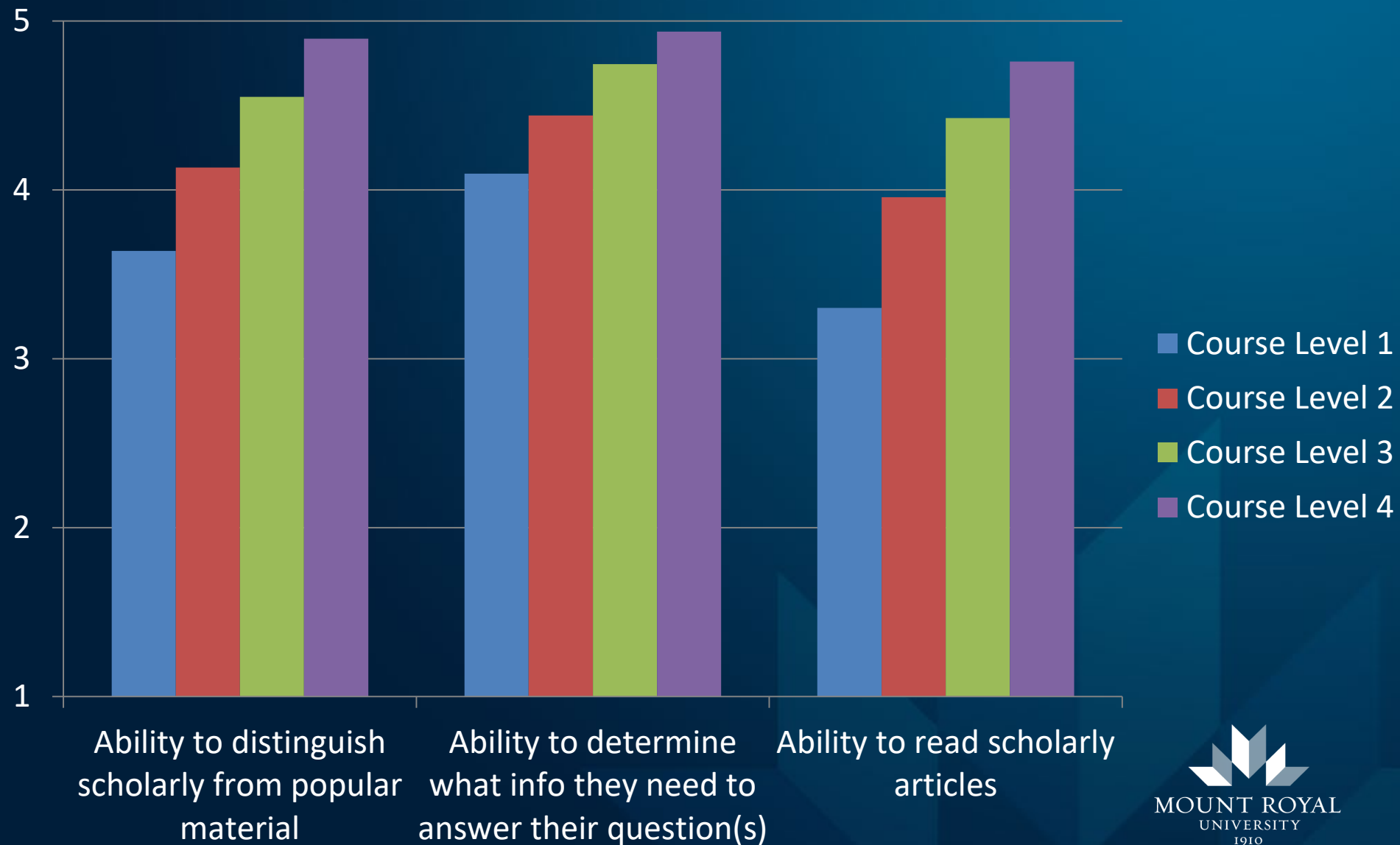


# Assessment of Resources Use

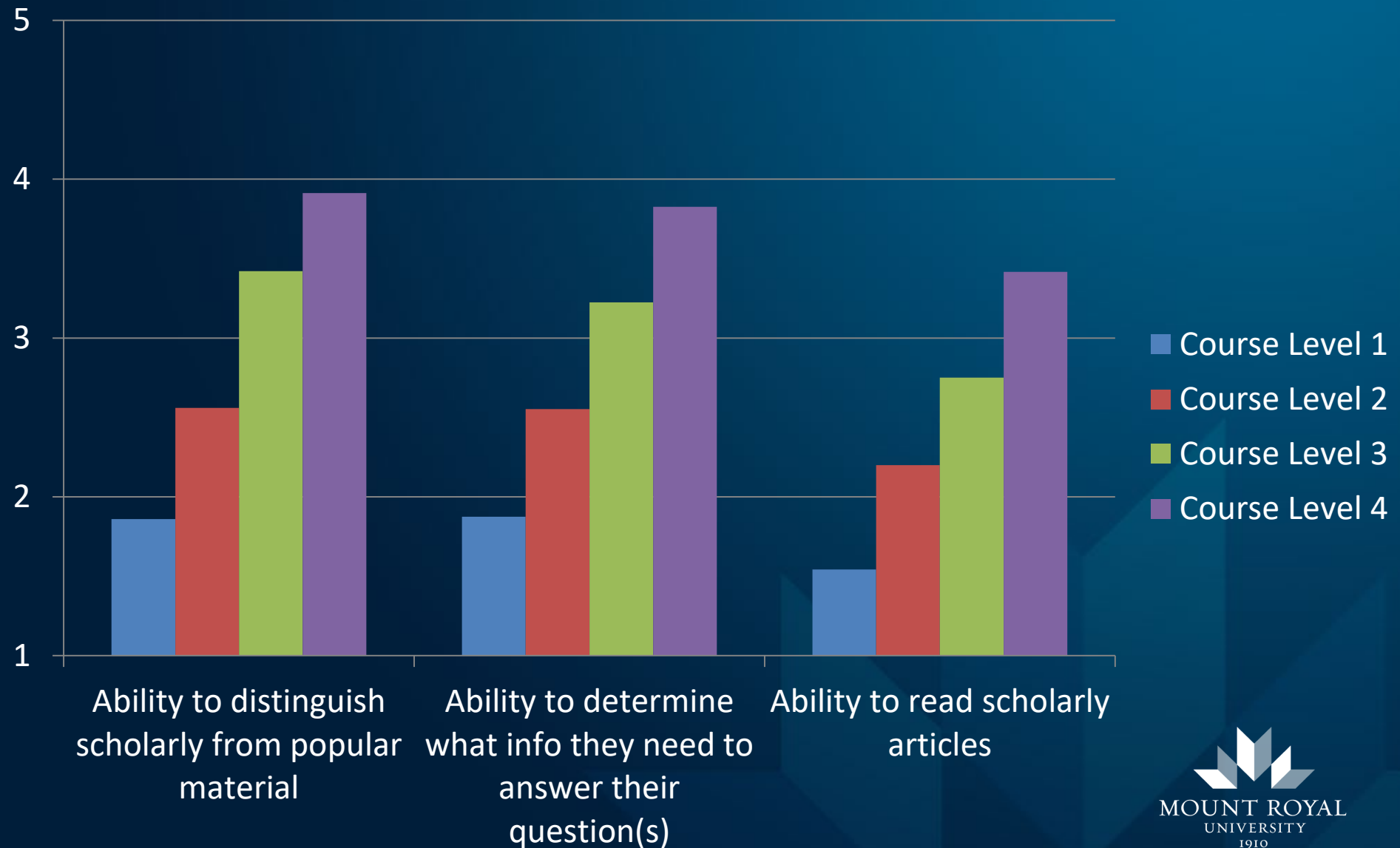
|                |   |
|----------------|---|
| More Important | <ul style="list-style-type: none"><li>• Quality</li><li>• Relevance</li><li>• Accuracy of Citations</li></ul> |
| Less Important | <ul style="list-style-type: none"><li>• Number</li><li>• Currency</li><li>• Variety</li></ul>                 |



# IL Skills - Importance

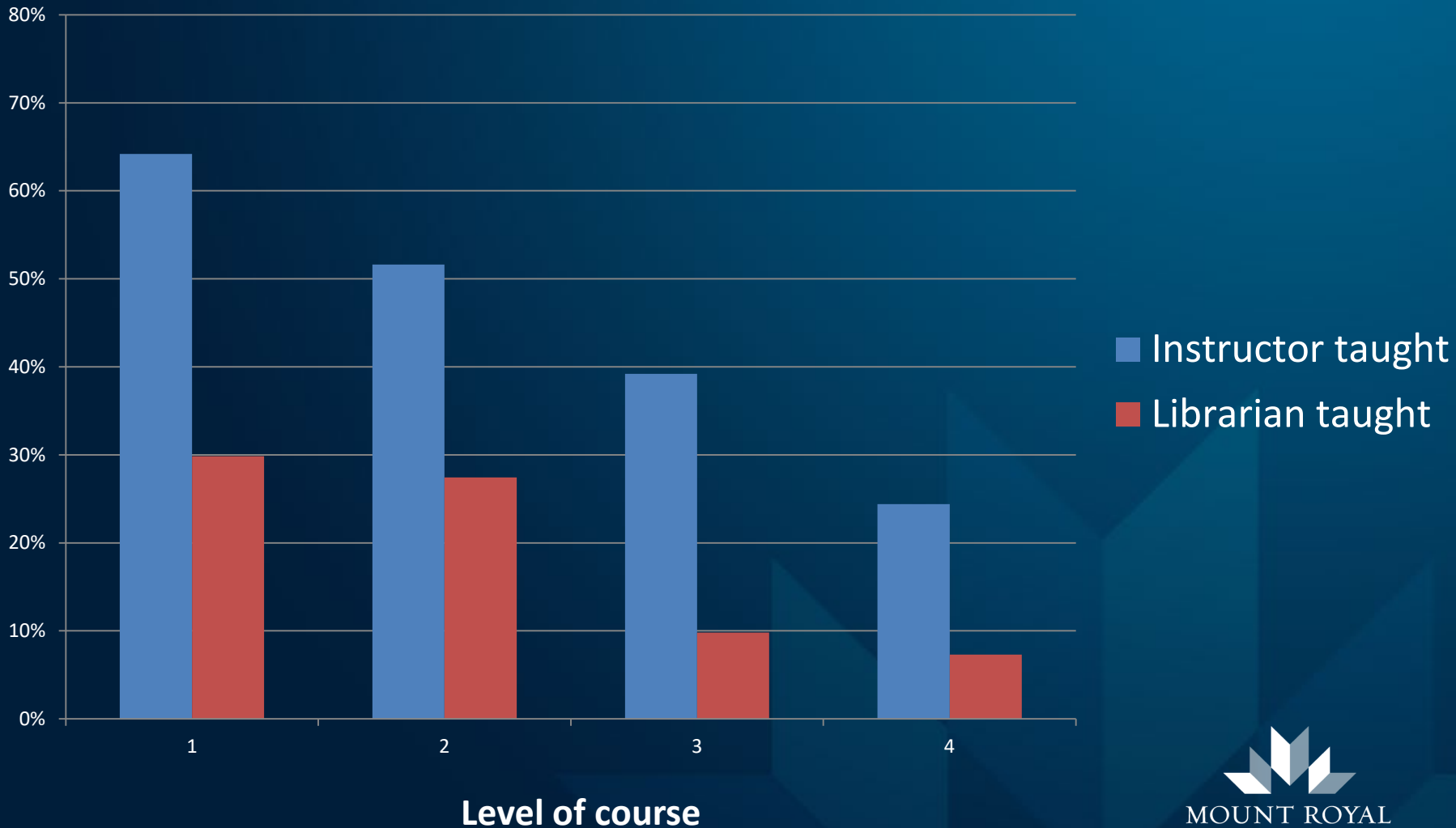


# IL Skills - Proficiency

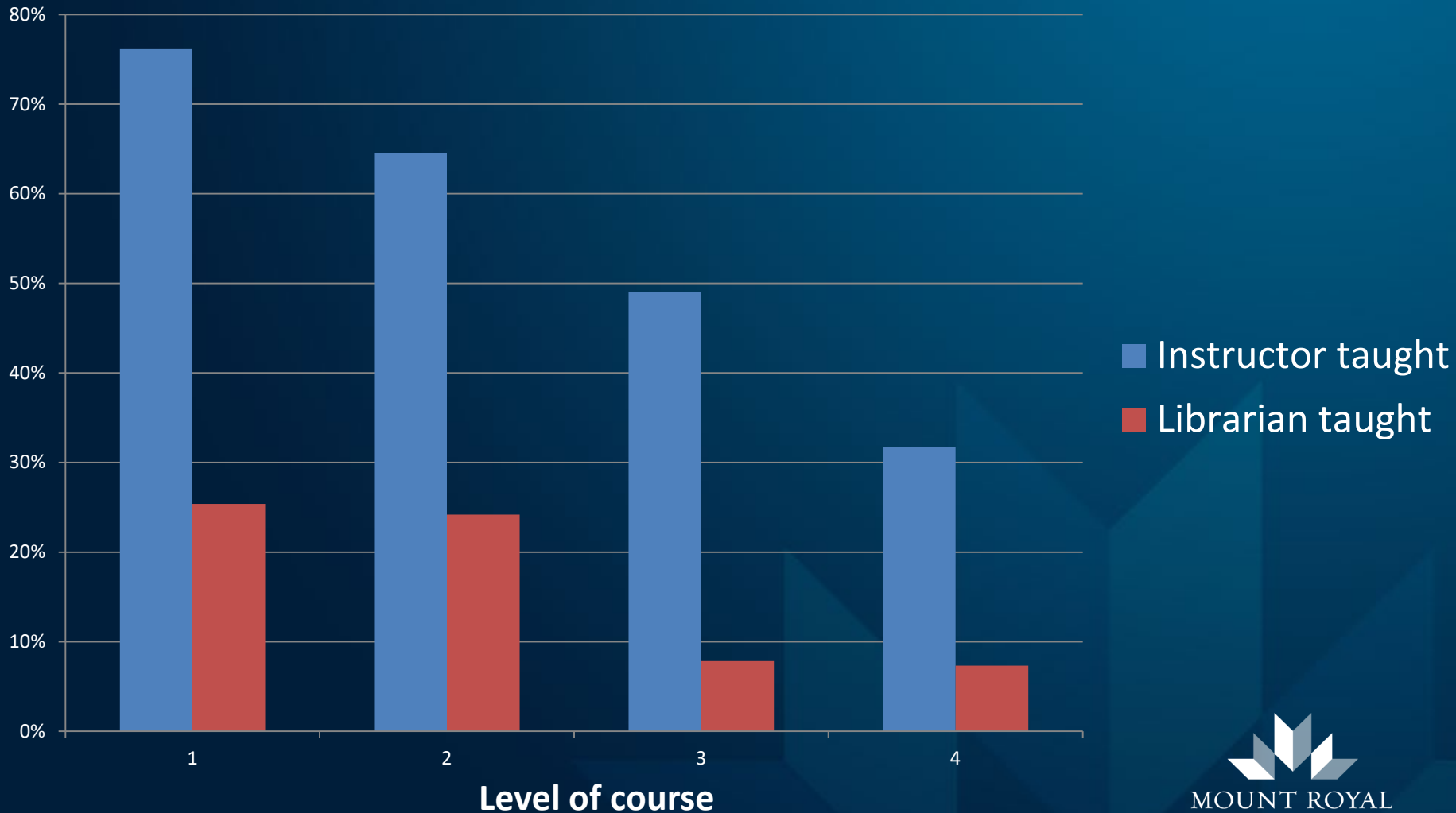




# Distinguishing Scholarly from Popular Material



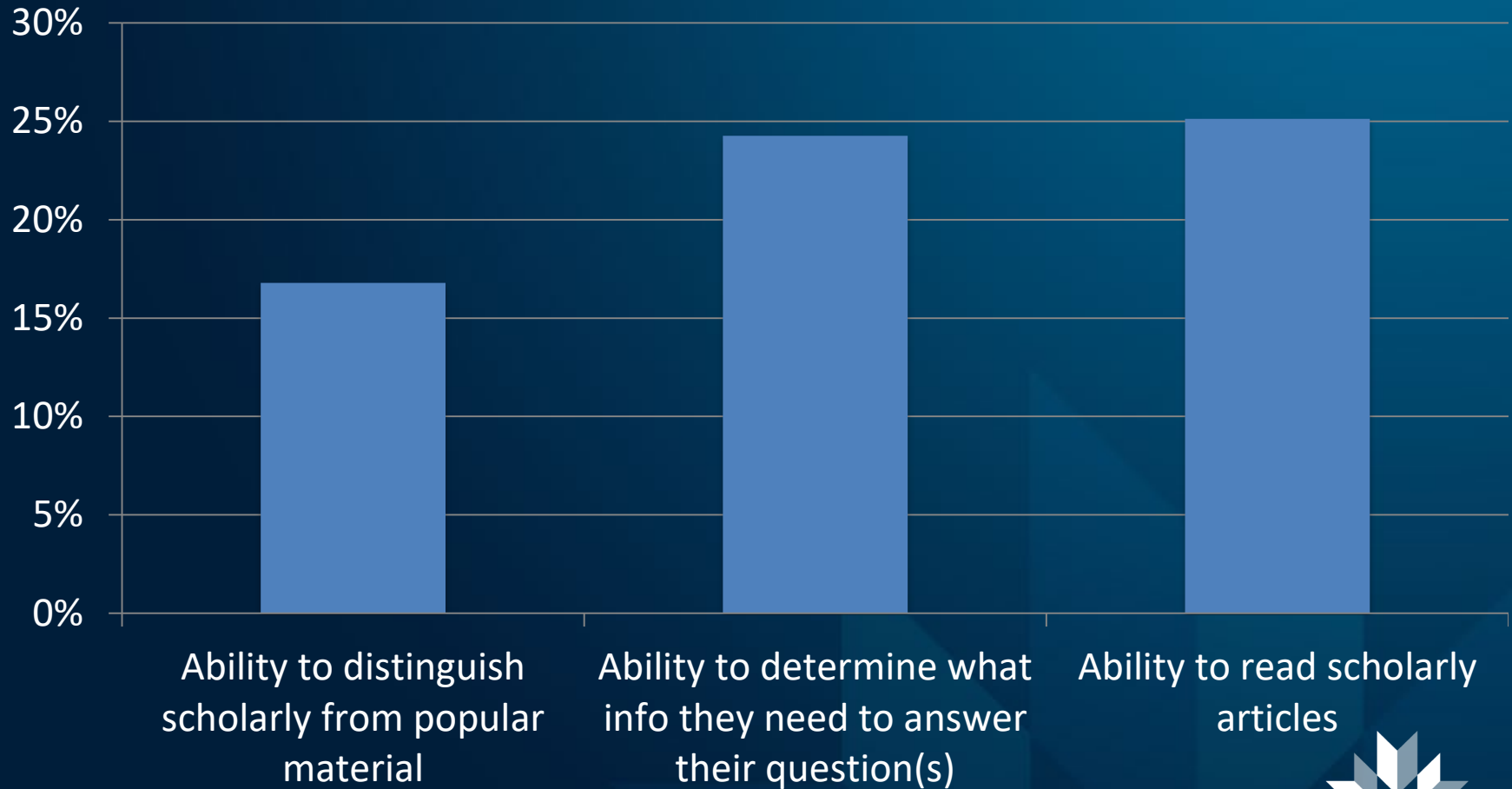
# Determining Information Need



# Reading Scholarly Articles



# Students learning on their own



# Skills obtained from previous courses – 1<sup>st</sup> year



# Implications:

Faculty expect  
students to  
already have  
important skills

+

Students lack  
proficiency

=

Opportunity for  
instruction  
(of students and  
faculty)





# Thank you! Questions?



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