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# An Examination of Information Literacy: A Survey of Community College Faculty

## Abstract

The purpose of this study is to identify the information literacy dispositions that community college faculty find important to their disciplines and therefore, to their students. The study examined who community college faculty members believe is responsible for teaching various information literacy concepts. The study analyzed community college faculty responses related to information literacy skills. Research was conducted in accordance with the Association of College and Research Libraries' information literacy framework and measured the importance of specific information literacy skills from the perception of faculty. A cross sectional design used quantitative survey methods modeled after Gullikson's significant research on faculty perceptions. The study results indicate that community college faculty view all information literacy dispositions as important, and implementing information literacy concepts is a shared responsibility between community college faculty and librarians. Subtle variances between different categories of survey respondents were recorded. The findings may be used to shape recommendations to improve, evaluate, and implement information literacy at the community college level. Community colleges need to adopt information literacy as an institutional goal while providing financial support and policies that encourage partnerships between librarians and faculty, require assessment of information literacy initiatives. An assessment of student information literacy skills is also warranted with consideration of the needs and limitations of students, faculty and programs in order for information literacy programs to be successful.

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An Examination of Information Literacy: A Survey of Community College Faculty

By

Jamie D. Smith

Submitted in partial fulfillment  
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Ed.D. in Executive Leadership

Supervised by

Dr. Marie Cianca

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Ralph C. Wilson, Jr. School of Education

St. John Fisher College

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## **Dedication**

My dissertation journey has been full of highs and lows, but I wouldn't trade it for the world nor would I have wanted it any other way. On this journey I have learned a lot about education, organizations, life and most importantly about myself. This dissertation has been a labor of love blessed by God.

First, I'd like to thank the Doctorate of Executive Leadership program at St. John Fisher College, under the direction of the incomparable Dr. Jeannine Dingus-Eason. The faculty of the program has been extraordinarily supportive and is the biggest factor in the success of the program and its graduates. Special thanks to my advisor, Dr. Guillermo Montes and my sister-mentor-friend, Dr. Arlette Miller Smith. This degree would have not been completed without the patience, persistence and pushing of my dissertation committee, Dr. Marie Cianca, Chair and Dr. Joellen Maples. Thank you. To my editor, Shanntina Moore, you are much more than just an editor. You have got me through when I was ready to hang it up! I can't thank you nearly enough!

To the Mighty Fine Cohort Nine, thank you for accepting me and pushing me to be better. Each and every member of my cohort has influenced my life and I love them for it. To Leah Vance Daniel, you have entertained me, comforted me, challenged me and stayed with me throughout this journey so let's wrap it up, Lady! To Rose Marie Nichols, I aspire to be as elegant, strong and graceful as you. Thank you for everything, my SisterFriend. Father Ross Chamberland, I have learned so much from you. Your gentle way of speaking, your vivacious laugh and your caring heart has touched my soul. Thank

you, my friend. To the rest of my Cloud Nine Cocktail Family, assigned and adopted, thank you for the laughs, the encouragement and the memories!

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To my mother, sisters, brothers-in-law, niece and nephew... THANK YOU. You guys filled in the gaps and allowed me the chance to take this opportunity. This degree was earned with your efforts and support. You believed in me, you pushed me and you loved me and for that I am forever indebted.

For Jamea and Xavier, my all and my everything. This is for you! I saw you watching and knew I had no choice but to do it. I love you more than life itself and it's because of you I do... I do, so you CAN! And last but definitely not least, my husband, Corey Jahan Williams. Thank you for your support and help on this journey. Your love is one of life's greatest gifts. Thank you for loving me... Flaws and all!

### **Biographical Sketch**

Jamie D. Smith is currently a College Librarian at a large community college. Jamie has been a librarian for over 15 years and has worked in various academic, public, membership and special libraries throughout her career. Mrs. Smith graduated with Honors in 1998 from the State University of New York at Buffalo with a Bachelor of Arts in Psychology and a Minor in African American Studies. In 2001 she completed her Master of Science in Library and Information Science degree from the School of Information and Library Science at the State University of New York at Buffalo. Mrs. Smith began her Doctorate of Executive Leadership at Saint John Fisher College in September of 2014 and completed research on information literacy at community colleges under the direction of Dr. Marie Cianca.

## **Abstract**

The purpose of this study is to identify the information literacy dispositions that community college faculty find important to their disciplines and therefore, to their students. The study examined who community college faculty members believe is responsible for teaching various information literacy concepts. The study analyzed community college faculty responses related to information literacy skills. Research was conducted in accordance with the Association of College and Research Libraries' information literacy framework and measured the importance of specific information literacy skills from the perception of faculty. A cross sectional design used quantitative survey methods modeled after Gullikson's significant research on faculty perceptions. The study results indicate that community college faculty view all information literacy dispositions as important, and implementing information literacy concepts is a shared responsibility between community college faculty and librarians. Subtle variances between different categories of survey respondents were recorded. The findings may be used to shape recommendations to improve, evaluate, and implement information literacy at the community college level. Community colleges need to adopt information literacy as an institutional goal while providing financial support and policies that encourage partnerships between librarians and faculty, require assessment of information literacy initiatives. An assessment of student information literacy skills is also warranted with consideration of the needs and limitations of students, faculty and programs in order for information literacy programs to be successful.



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## **Chapter 1: Introduction**

### **Information Literacy and Its Importance**

The skills or knowledge of how to understand and manipulate information has been identified as *information literacy*, a term coined by Zurkowski in 1974. According to Zurkowski (1974), the information literate person is one who has learned to use a wide range of information sources in order to solve problems in daily life. While information literacy should be a part of all formal education, students in higher education are consistently assessed as lacking information literacy skills (Kaplowitz, 2005; Bury, 2011; Kim & Shumaker, 2015). An individual's information literacy level will enable that individual to discern problems and solve them effectively in personal and professional situations. These situations can be widely applicable as information is relevant to every aspect of life.

The American Library Association (ALA) established the importance of information literacy (IL), and detailed how important information literacy is to individuals, businesses, and communities (DeCandido, 1989). Since then, many organizations, researchers and authors have developed definitions and models to conceptualize information literacy as it applies to their specific areas of concern. Information literacy benefits organizations similarly to how an organization benefits from having knowledgeable or skilled staff. A wealth of information has been published exploring information literacy and its importance, especially in the library and information science fields (Grassian & Kaplowitz, 2001). Yet, the level of information,

various definitions and multiple models may leave community college faculty confused as information literacy has no clear collective definition for community colleges and for the roles faculty members and others play in teaching students (Owusu-Ansah, 2005). Faculty, librarians, and institutions must define and understand information literacy on their own.

The lack of a common definition for information literacy makes teaching information literacy in higher education difficult. A concrete definition of information literacy has been elusive because it is an abstract concept that is difficult to articulate (McCrack, 1991). However, Owusu-Ansah (2005) ascertains that the debates over definitions of information literacy are trivial and distract from the teaching of information literacy skills. The multiple definitions of information literacy do not fundamentally deviate from the 1989 ALA definition, a definition based on Zurkowski's (1974) original definition. The common aspects of the various definitions of information literacy outweigh the differences (Owusu-Ansah, 2005).

In 2000, the Association of College and Research Libraries (ACRL) under the aegis of the American Library Association established standards for information literacy in higher education (Association of College and Research Libraries, 2000). The information literacy standards were prescriptive and identified quantifiable skills (Gullikson, 2006; Owusu-Ansah, 2005). More recently, ACRL models have been limited by the implementation of rigid definitive, linear standards established in 2000 and evolved into a new fluid, conceptual framework (Association of College and Research Libraries, 2015). Justification for the revised framework echoed findings in contemporary research showing that information literacy definitions were not as useful as

information literacy concepts. Rather, the new information literacy concepts are more useful for identifying information literacy skills and standards for student learning (Owusu-Ansah, 2005).

Educational institutions are placing heavy emphasis on producing information literate students. In addition to the ACRL, Middle States Commission on Higher Education (2009) asserted that information literacy applies to “all disciplines in an institution’s curricula” (p. 42). Middle States endorsed the ACRL definition and implemented its standards as criteria for accreditation. Middle States declared IL as an essential part of all undergraduate programs (2009).

Higher education has aimed to implement information literacy programs across curriculum (Yousef, 2010). Unfortunately, both formal and informal information literacy programs have experienced mediocre success regarding IL-related student learning outcomes (Holman, 2000; Maughan, 2001; Riddle & Hartman, 2001; Seamans, 2002). However, research shows that collaboration between faculty and librarians is vital during the development and implementation of successful information literacy programs (Gandhi, 2012; Gullikson, 2006; McGuinness, 2006; Yousef, 2010). Together, faculty and librarians can build successful programs by relating the new information literacy concepts with relevant interdisciplinary skills and discipline specific tenets. Thus, the quality of information literacy program implementation increases with faculty/librarian collaboration during information literacy program development (Yousef, 2010). Yousef (2010) found that faculty believed it was important for both faculty and librarians to be involved in collection development, information literacy, and library services.



## **Problem Statement**

In the last 15 years since the Association of Colleges and Research Libraries established the *Information Literacy Standards for Higher Education* (ACRL, 2000), the information world has become a rapidly changing terrain, as has the higher education landscape (ACRL, 2015). The ACRL developed a new *Framework for Information Literacy for Higher Education* (ACRL Framework), which rose out of the need for a richer, more complex set of core ideas if information literacy is to reach its potential as an “educational reform movement” (ACRL, 2015, p. 1). The new ACRL framework emerged, encouraging many institutions to identify information literacy as a learning outcome and to align course goals, learning outcomes, and information literacy concepts (Klentzin & Bucci, 2012). Despite faculty’s willingness to collaborate with librarians (Sanabria, 2013), institutions have failed to assess, consider input, or promote active participation of faculty and librarians during information literacy program adoption processes. Building upon the research that indicates the need for more collaboration between college faculty and librarians (Ianuzzi, 1998; Raspa & Ward, 2000; Winner, 1998), research on perceptions and attitudes of teaching faculty is imperative.

Current literature does not capture the voice of community college faculty members regarding the role and responsibilities for information literacy of their students. The omission of college faculty data related to information literacy concepts has the potential to affect successful implementation of information literacy programs. Further, there is limited information on how aspects of information literacy differ across programs and what efforts to collaborate with college librarians would be most worthwhile. Without faculty involvement, there are significant challenges to the development and

implementation of quality information literacy programs and initiatives on college campuses.

### **Theoretical Rationale**

The ACRL introduced the *Framework for Information Literacy for Higher Education* (ACRL) in early 2015 to address issues and changes in standards introduced in 2000. The new framework contained the following six interconnected core concepts: (a) authority is constructed and contextual, (b) information creation is a process, (c) information has value, (d) research as inquiry, (e) scholarship as a conversation, and (f) searching as strategic exploration. These core concepts shape the understanding of information and explain how students identify knowledge practices and dispositions (ACRL, 2015). Further, the concepts were not prescriptive and they encouraged collaboration from faculty and institutions. As such, the *Framework for Information Literacy for Higher Education* is a more flexible system for learning information literacy concepts. It can be adapted to fit individual circumstances and to recognize students as knowledge creators and information consumers (Mackey & Jacobson, 2011).

The concepts of the ACRL Framework (ACRL, 2015) are organized into frames, with each frame consisting of knowledge practices and dispositions. The frames are overarching transformative thresholds or concepts that shape students' perspective of information (Burgess, 2015). The interlocking frames are not linear and have no hierarchal or sequential order. The knowledge practices serve as objectives, and the dispositions are essentially outcomes or behaviors. This study assessed the responses to five of the six concepts in the ACRL Framework (ACRL, 2015) using a semantic differential scale to determine the level of responsibility among the faculty and librarians.

Likert scaled responses evaluated the importance of the dispositions. The researcher then combined the importance questions and responsibility questions to form the Information Literacy Disposition and Concept Rating Survey.

“Authority is Constructed and Contextual” is the first frame of the ACRL Framework (ACRL, 2015). The experience and expertise of the creator directly and indirectly shape the information. Information needs to be assessed in reference to the context where it will be used, and that context will determine what serves as authoritative (ACRL, 2015). Different disciplines adhere to different standards, laws, regulations, research and organizations as authority. The information literate individual recognizes the differences based on disciplines and assesses information and credibility accordingly. The ACRL (2015) established six knowledge practices and five dispositions for this frame. An individual who has crossed this threshold will understand the importance and be able to evaluate information sources for reliability and relevance as dictated by the context and discern between scholarly and non-scholarly sources while recognizing the value of non-scholarly sources. In the community college atmosphere, it is imperative that students learn which authorities guide which fields. How to recognize and use information with different levels of scholarship and value is a required skill as well. Community college students have abbreviated time to acquire the skills that they need to apply throughout the rest of their educational and professional careers, if they are to be considered information literate. Understanding the construction and contextual nature of authorities that guide information is essential to the information literate individual. The researcher analyzed faculty responses regarding this frame using the Information Literacy Disposition and Concept Rating Survey.

The second frame, “Information Creation as a Process,” consists of eight knowledge practices and six dispositions (ACRL, 2015). Practitioners create information to convey a deliberately designed message and disseminate the information in a manner that shapes the message being conveyed. Being aware that information has been through a process of researching, creating, revising and dissemination reflected in the end product will empower the information literate to examine various types of resources. The information literate individual will recognize that this process is dynamic and can change well after resource dissemination. The information literate will also recognize the need for multiple sources to support claims. While students at the community college level may not consider themselves as part of the information creation process, they need to be aware that information is not finite. Faculty perception of this concept is exceptionally important. Research indicates that students blindly trust information and cannot discern quality information (Duke and Asher, 2011). Teaching students to discern information requires students to understand the information creation process. Understanding the information creation process, also, informs the other frames of the framework and is therefore, an important part of the survey used in this study.

Composed of eight knowledge practices and four dispositions, “Information has Value” is the third frame, which reflects on several dimensions of value and how they apply to information (ACRL, 2015). The ACRL (2015) acknowledges that information is a commodity, a means to influence and educate and a means of negotiating and understanding. It becomes difficult to understand the value of information when there is an abundance of “free” information available. The information literate person understands that there are rights and responsibilities as users of information and that

information can be leveraged and restricted to manipulate or effect change. Ethical use of information, copyright, and legal and social responsibility are tied to this concept. Information users easily ignore the value of information in a society where information is abundant and easily accessible. The lack of effort needed to locate and access information can lead students to believe that the value of information is minimal. Teaching students that all information is not the same and students' ability to assess the value of information are imperative if students are to be information literate. Community college is often the first time that many students are required to use information ethically and responsibly. This creates an opportunity to teach students legal and ethical ramifications and responsibilities of information use. However, research shows that faculty teach skills when it is perceived that the students are deficient in those skills (Dewald, 2005; Morrison, 2007). The perceptions surrounding the value of information shapes how faculty infuses the concept into their curriculum. The Information Literacy Disposition and Concept Rating Survey assessed faculty responses regarding this concept.

“Research as Inquiry” is the fourth frame and consists of eight knowledge practices and nine dispositions. Research is the process of asking and finding answers to questions. Questions may focus on one discipline or cross disciplines. The process of developing new or differing questions opens the knowledge around disciplines and motivates further research. The information literate person will recognize that research is an open-ended exploration that should yield answers that incite more questions. Various factors limit the scope of the exploration; which information literate individuals can recognize. Furthermore, synthetization of ideas from multiple sources is necessary to

recognize gaps or weaknesses that different questions can address. The dispositions and knowledge practices of this concept are largely theoretical. The idea surrounding this concept relates to in-depth and original research, which is not usually required of community college students. The limited opportunity for in-depth and original research in community college and the theoretical nature of this concept are reasons that the survey did not address responses regarding this frame.

The fifth frame, “Scholarship as Conversation,” addresses the notion that ideas formulated through discussion, debates and dialogues among authorities in a discipline are the basis for research in scholarly fields. This concept includes seven knowledge practices and eight dispositions. Information literate individuals recognize that scholarly works may represent a variety of sometimes conflicting perspectives, and that scholarly perspective can change over time and may be ongoing. Information literate individuals see themselves as part of the conversation and know the value of being part of the conversation. The conversational nature of scholarship closely relates to the creation of information being a process. The scholarly exchange of ideas and refuting ideas adds to the value of information and is part of the creation process. The relationship between various concepts and “scholarship as conversation” makes this frame pertinent to the study.

The final frame, “Searching as Strategic Exploration” speaks to the idea that searching for information is not a linear process. Searches can divide and reroute in multiple directions. An open mind and the ability to examine various information sources may be required for successful searching. The ACRL (2015) identifies eight knowledge practices and six dispositions that highlight mental adaptability as a

requirement for searching. Information literate individuals recognize the scope of their information needs and realize that they may need more than one source to address the scope. They also employ divergent and convergent thinking when searching, and become familiar with various search tools. Concepts such as keywords, databases, search engines and catalog searching are familiar to individuals who have crossed this threshold. They also recognize the value of information gathered through various means in various contexts. Research highlights students' overreliance on the Internet for research and the tendency not to persevere when results require multiple search attempts (Bury, 2011; Duke & Asher, 2011). The persistence of information seeking habits adds to the importance of faculty imploring students to use various information sources. Faculty connectedness shapes what students are taught (Dewald, 2005; Morrison, 2007). Assessment regarding this frame was imperative for this study.

Like its predecessor, the *Information Literacy Competency Standards for Higher Education* (ACRL, 2000), the *Framework for Information Literacy for Higher Education* (ACRL, 2015) may help shape policy, standards, assessment and accreditation of information literacy. Institutions who claim information literacy as an outcome should be able to measure their students' understanding of the frames defined by the ACRL. Information literacy programs should also aim to increase students' understanding and knowledge of the six interconnected core frames through faculty and librarian contact; yet, in most cases students are required to interact with teaching faculty but contact with librarians is optional. Therefore, the teaching faculty's assessment of the ACRL Framework (ACRL, 2015) and its concepts directly affects the implementation of

information literacy programs for all students. In addition, the importance of information literacy concepts may differ by discipline.

### **Statement of Purpose**

The purpose of this study was to identify the information literacy dispositions that faculty find important to their disciplines, and therefore, to their students. The study also examined who faculty believe is responsible for teaching various information literacy concepts. Using a survey, the study determined if there was any variance in the importance of information literacy dispositions as identified by faculty. The survey was constructed using IL dispositions and the related overarching frames. The survey asked the importance of a disposition and asked whom the faculty identified as responsible for teaching information literacy concepts. While many previous studies aimed at assessing student information literacy or information literacy programs, the goal of this study was to explore how faculty identified different components of the ACRL Framework and whose role it is to teach the concepts listed in the ACRL Framework. Additionally, the study identified any differences in understandings between departments.

### **Research Questions**

The study addressed two research questions:

1. To what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of community college teaching faculty or the community college librarian to implement?
2. Which information literacy dispositions, as identified in the *Framework for Information Literacy for Higher Education* (ACRL, 2015), do community college faculty identify as important?



## **Significance of the Study**

The findings of this study could be key in designing future information literacy programs that might be substantially more effective than programs based on the previous standards. When faculty responses are in line with the framework implementation, faculty have cause to be more engaged. In addition, this study might be used to customize the ACRL Framework for community colleges, information literacy programs, academic programs or departments. The findings can then be compared to assessments of what community college students actually know. This comparison may be used to design curricula or cross curricula programs that will effectively take the students from where they are to where they need to be. The study could also yield insight as to which factors of information literacy should be considered applicable in general education and which should be aimed at specific populations.

There is ongoing discussion (Cannon, 1994; Fravel Vander Meer, Perez-Stable & Sachs, 2012; Gonzales, 2001; Yousef, 2010) about the roles in and responsibilities for teaching information literacy. There is limited research that provides definitive data in this area. This study may provide insight on teaching faculty and academic librarian responsibilities related to IL. Further, it is an established belief among librarians (McCarthy, 1985) that faculty are reluctant and purposely obstructive in building collaborations with librarians. Evaluating responses of the Information Literacy Concept and Disposition Survey may be useful in confirming or rejecting the “faculty problem” as being an obstacle to collaboration.

Analysis of responses by groups may prove beneficial in approaching certain groups and addressing the dispositions based on perceived faculty importance. Librarians

may offer focused concentrations to certain faculty demographics based on reported responses. In addition, the responses may be helpful in establishing the institutional support for cross-curricular approach with a focused collaboration between librarians and teaching faculty that has been identified as an effective way of implementing successful information literacy programs (Ianuzzi, 1998; Raspa & Ward, 2000; Winner, 1998).

### **Definitions of Terms**

The following definitions of terms are used for the purpose of this study:

*Community College* – The term “community college” applies to an array of institutions that offer 6-month vocational diplomas; 1- and 2-year vocational, technical, and pre-professional certificates; and 2-year programs of general and liberal education leading to an associate degree (Ratcliff, 2002).

*Information Literacy* - Information literacy is a set of abilities which allow an individual to recognize the need for information and to locate, evaluate and use that information effectively (ACRL, 2000, p.2).

### **Chapter Summary**

The importance of skills to effectively use information have been recognized since the coining of the term information literacy (Zurkowski, 1974). In 1989, the ALA further established the importance of information literacy, as it applies to individuals, community and business. This step led the ACRL to establish measurable outcomes and standards to assess information literacy in higher education students in 2000. Research since the 2000 standards led to a more fluid and interconnected framework to examine information literacy in higher education (ACRL, 2015).

The new *Framework for Information Literacy for Higher Education* (ACRL, 2015) acknowledges that information literacy varies by disciplines and knowledge practices. Further, the application of the ACRL Framework benefits from collaboration between information professionals and professionals in the disciplines, such as librarians and teaching faculty, respectively. Thus far, research has failed to examine how teaching faculty identify with the dispositions that are in the ACRL Framework.

The study examined what information literacy skills community college faculty identify as important, and determined if the findings are in alignment with the Association for College and Research Libraries' framework. The ACRL Framework, which is divided into six frames consisting of knowledge practices and dispositions, serves as the standard in the field of information literacy. The information gathered from this study serves as a plan to improve, evaluate and implement information literacy at the community college level. Institutions of higher education may use the implications of the level of alignment to determine what and how information dispositions should be taught, and to which students.

Chapter 2 includes the literature review was conducted to illustrate the history and context of information literacy in higher education. Chapter 3 details the research methodology used in the study. The research procedures and analysis of data was explained in detail in Chapter 4. The study concludes with a discussion of the results and future recommendations for information literacy in higher education in Chapter 5.

## Chapter 2: Review of the Literature

### Higher Education Faculty and Librarian Collaboration

The focal points of the literature review are empirical studies that considered the perceptions of faculty regarding information literacy. Specifically, the review examined faculty's views on the importance of information literacy to their students, their students' grasp of information literacy skills, teaching information literacy and the role of academic librarians. The study compared and contrasted research to identify common themes and gaps in the current literature.

The study addressed these research questions:

1. To what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of community college teaching faculty or the community college librarian to implement?
- 2) Which information literacy dispositions, as identified in the *Framework for Information Literacy for Higher Education* (ACRL, 2015), do community college faculty identify as important?

Institutions of higher education have restructured curricular requirements to address students' development of information literacy skills. Information literacy performance is an objective for undergraduate institutions and accrediting bodies. Information literacy is also increasingly found in mission statements, teaching charters, and learning objectives of post-secondary schools. Higher education has aimed to implement information literacy programs across the curriculum (Yousef, 2010).

Formal and informal information literacy programs have experienced mediocre success when it comes to positively enhancing information literacy related student learning outcomes (Holman, 2000; Maughan, 2001; Riddle & Hartman, 2001; Seamans, 2002).

Research shows that a cross-curricular approach with a focused collaboration between librarians and teaching faculty is an effective way of implementing successful information literacy programs (Ianuzzi, 1998; Raspa & Ward, 2000; Winner, 1998). Institutions that aim to graduate information literate students may be more successful if they support and facilitate these librarian/teacher partnerships. Librarians and information professionals have incorporated information literacy objectives aimed at increasing students' skills through independent and departmental efforts (McGuinness, 2006). Because most student-librarian interactions are occasional and inconsistent, they provide few opportunities for follow-up. These interactions occur during one-time librarian instruction when students initiate a reference transaction, or when a student asks a question. While limited student interaction is one of many factors that impede librarians from implementing successful information literacy objectives, McGuinness (2006) argued that opportunities to formalize student-librarian interactions and receive input from supportive faculty prove beneficial to students. The instructor who has regular interactions with the student serves as the link between students and librarians making student-librarian interactions much more effective. Formal collaboration presents an opportunity to shift perceptions of the library and its staff by non-library colleagues. Collaboration has the potential to align librarians with librarian-focused pedagogical structures and move beyond the depictions of libraries as simply a place where information is stored.

While there is some institutional, statistical, and pedagogical support for information literacy program collaboration between librarians and teaching faculty, it remains more of an aspiration than an actual tool at many institutions (McGuinness, 2006). A body of research in library and information science literature has acknowledged the reluctance of faculty to collaborate as the main obstacle making these alliances unattainable. Some librarians are eager to collaborate and are qualified to improve the information literacy of students through these collaborations. Others argue that teaching faculty are apathetic or deliberately obstructive to efforts to build partnerships (McCarthy, 1985).

Librarians' perceptions of collaboration as the "faculty problem" (McCarthy, 1985) are prevalent anecdotally among librarians and may be a perceived obstacle that deters librarians from pursuing collaborations with faculty. Research on how to address the "faculty problem" has not been conclusive.

### **Importance of Information Literacy**

Various studies aim to clarify how teaching faculty view information literacy. A clear understanding of how faculty members identify roles related to information literacy is crucial to determine librarian involvement when implementing information literacy effectively across the curriculum. Faculty views can also influence faculty roles in increasing students' information literacy skills. Definitions of information literacy shape literacy programs and program implementation and assessment. ACRL standards (ACRL, 2000) provided the definition relied upon by most library and information professionals in higher education. However, it is not clear whether the ACRL's concepts made sense to faculty. Gullikson (2006) found that faculty reported that 61 of the 87

ACRL's IL outcomes (ACRL, 2000) were "very important" and only 13 of the outcomes were only "somewhat important" or "not important."

Consistent with Gullikson (2006), Saunders (2012) used the ACRL standards to conclude that 97% of faculty agreed or strongly agreed with the statement "information literacy is important." Saunders (2012) found that while over three quarters (78%) of faculty surveyed reported that they addressed information literacy in their teaching, only a little over half (55%) said they assessed information literacy in their students. Using interviews, Saunders (2012) revealed that many faculty members had many misconceptions about what information literacy did or did not entail. In addition, Saunders (2012) found that multiple faculty members expressed that information literacy should be addressed before students enter their specific disciplines. In their opinions, high school teachers, lower level general education classes or academic librarians should address information literacy.

Saunders (2012) analyzed survey results by discipline and found that biology faculty identified their students as very strong in specific IL skills while literature and anthropology faculty rated their students as somewhat strong with little variation. In addition, there was a strong correlation between disciplines and whether faculty invited librarians to present to their classes, despite the fact there was no difference by discipline pertaining to the belief that library instruction was important. Saunders' findings suggested that disciplines did not heavily impact faculty's perception of information literacy (2012).

During interviews with Saunders (2012), the term "information literacy" emerged as a cause for concern. Language used by faculty and professionals in different fields

was not clear to professionals in other fields. As a term, information literacy originated in the library and information sciences and was later adopted in higher education. Cope and Sanabria (2014) looked deeper into potential problems caused by language disparities among the disciplines. Cope and Sanabria (2014) compared the perceptions of teaching faculty and academic librarians. Neither Saunders (2012) nor Gullikson (2006) included librarians in their studies.

In alignment with Saunders (2012), Cope and Sanabria (2014) found that disciplines did not heavily impact faculty concepts of information literacy. Respondents believed general literacies were closely related to information literacy. Institutional information literacy goals and the weaknesses of the students shaped faculty's information literacy efforts. Faculty at the community college reported being forced to address rudimentary skills that should have been established before students entered college. Likewise, upper level faculty at the comprehensive college expressed annoyance with the need to deal with information literacy concepts that, perhaps, should have been addressed in lower level courses. Interviews in the study by Cope and Sanabria (2014) revealed that there were no fundamental differences in how faculty viewed information literacy. There were also no differences in the ways that library and information science professionals conceived information literacy, even if the language surrounding information literacy was different.

Three themes emerged during faculty interviews in the Cope and Sanabria study (2014). The first theme was contextual, which was the most prevalent. The contextual theme had to do with how information fit into particular contexts. A textual theme was second most common during the interviews (Cope & Sanabria, 2014). The textual theme



dealt with the interpretation and creation of texts. The textual theme also encompassed film, photography, and other mediums for gathering information and synthesizing information. Finally, the empirical theme focused on creation, synthesis, and analyses of information obtained through observation and experimentation.

In this same study, Cope and Sanabria (2014) examined language differences between faculty and library information science professionals surrounding information literacy in general. Tyron, Frigo, and O’Kelly (2010) also examined language differences. Tyron et al. (2010) surveyed one British university using focus groups to examine both language and how faculty perceived a university policy document on IL. Tyron et al. (2010) recruited faculty from different units and disciplines across the university to discuss a policy document adopted by the university to outline information literacy competencies for undergraduate and graduate students. The faculty discussed the need for the document, whether the document was flexible enough to apply to various disciplines, and the willingness of faculty to use the document.

Tyron et al. (2010) found that three major categories emerged in their research: recommended changes to the policy document, assessment of teaching information literacy skills, and assessment of student’s information literacy skills. The researchers concluded that participants were familiar with both the language in the document and the concepts surrounding information literacy despite the focus groups’ suggestion to change some verbiage to better align with language used by teaching faculty (Tyron et al., 2010).

Undergraduate faculty also expressed a need to address information overload and ways to manage the deluge of information. Graduate faculty had suggestions about adding objectives related to understanding disciplinary processes, adhering to ethical

guidelines and achieving effective relevant searches. In terms of assessment, the groups expressed that students would not simply commit to improve their information literacy skills based on intrinsic values. To express the importance of information literacy as central to the mission and vision of the university, faculty believed formal assessment would be needed. In addition, assessing information literacy could encourage teaching faculty to work literacy components into the framework of their courses (Tyron et al., 2010). The teaching faculty involved in the focus groups discussed the document's usefulness to inform current assessment processes (Tyron et al., 2010).

Research asserts that college faculty recognize the importance of information literacy consistently (Cope & Sanabria, 2014; Gullikson, 2006; Saunders 2012; Tyron et al., 2010). Faculty has not been consistent in expressing the timeframe for addressing information literacy, who is responsible for addressing information literacy, or the assessment method. The variety of responses and findings reported in the research suggested that faculty should be involved in the discussions around information literacy (Cope & Sanabria, 2014; Gullikson, 2006; Saunders 2012; Tyron et al., 2010).

### **Student Information Literacy Skills**

Distinct themes and concepts emerged from the literature about faculty's responses related to information literacy, what composes information literacy, and why it is important. The discussion in the literature identified specific needs of students, and areas of weaknesses among students (Cope & Sanabria, 2014; Gullikson, 2006; Saunders, 2012; Tyron et al., 2010). Research identified the weaknesses that teaching faculty observed in their students. Cope and Sanabria (2014) found that institutional information literacy goals and the weaknesses of the students shaped faculty's information literacy

efforts. Therefore, faculty's perceptions of student information literacy skills directly affected where faculty exerted their efforts. Cope and Sanabria (2014) also implied that teaching methodology, syllabi and assignments developed by teaching faculty are all influenced directly by their students' information literacy characteristics.

Kaplowitz (2005) examined faculty perspectives of undergraduate students' abilities to assess and use information effectively and ethically. Kaplowitz (2005) revealed a consensus among faculty that students' skill levels were unsatisfactory regarding finding information to support their assignments. Students relied on the quickest, easiest information they could find; and they had limited to no understanding of plagiarism, intellectual property and the surrounding concepts. Furthermore, teachers were concerned with the lack of assignments students were receiving that required them to engage in scholarly research and writing (Kaplowitz, 2005). Kaplowitz's (2005) subjects revealed concern that limited resources would make it difficult to assess the type of assignments that encouraged students' scholarly development. Focus groups expressed that students lacked skills in critically evaluating materials, identifying the appropriate database or resources for assignments, and differentiating between scholarly and popular articles (Kaplowitz, 2005).

Similar to Kaplowitz's (2005) study, a strong faculty concern for students' information literacy was evident in Bury's (2011) study. Bury (2011) used definitions and concepts expressed in the ACRL (2000) standards to assess faculty impressions of information literacy competencies, the value of information literacy instruction, and the impact of information literacy instruction. Bury (2011) found that faculty perceived students' information literacy skills to be poor. Faculty responses indicated that the

perception of first and second year students' information literacy was poor to very poor. Third and fourth year students were perceived to have IL skills that were mediocre and graduate students' skills were only rated slightly above average (Bury, 2011). Faculty consensus was that information literacy could be improved at every level. When asked whether faculty believed that students made sufficient use of the library for course assignments, faculty expressed a great concern for weak information literacy skills among students. A variety of themes emerged from the analysis of Bury's (2011) data: students have an overall lack of familiarity with the library and library sources; students have an overinflated sense of confidence in free web resources and an overreliance on Google; and students lack the skills to determine what constitutes quality resources. As found in DaCosta (2010), Gullikson (2006), and Saunders (2012) faculty overwhelmingly considered all information competencies as being extremely important.

In contrast to Kaplowitz (2005) and Bury (2011) whose research included faculty from various disciplines, Wu (2006) studied the view of information literacy among faculty in one specific discipline, and how librarians can help address information literacy needs of students. Wu (2006) focused on business faculty and the skills they reported as important to their students. Wu (2006) reported faculty beliefs that students need to learn writing skills, critical and analytical thinking, data analysis, speech and oral presentation and research skills. Wu (2006) revealed that business faculty assigned their students work that required library resources that reinforced the skills faculty reported their students need to know.

Kim and Shumaker (2015) examined perceptions of teaching faculty, librarians, and students from a First Year Experience (FYE) program at a Catholic university in

Washington, DC on the ACRL standards. Like Wu (2006), specific disciplines were the focus of Kim and Shumaker's study. Unlike Wu (2006), the all of the research subjects were affiliated with, or were first year students. Faculty and librarian participants were split between English and religious studies, as were the students. Kim and Shumaker (2015) compared course affiliation and perceptions of information literacy skills competency areas; comparing students, faculty, and librarian views. For example, the views of English faculty were compared to the views of religious studies faculty.

Kim and Shumaker (2015) found no statistical differences between librarian and faculty ratings; both rated access to information as the most addressed standard and understood that ethical and legal issues were addressed the least. Likewise, they found no statistical difference between librarians who taught English or theological and religious studies regarding which standards were addressed most often (Kim & Shumaker, 2015). However, faculty who taught English believed that accessing information, evaluating information, and understanding legal and ethical issues were significantly more important than faculty who taught theological and religious studies (Kim & Shumaker, 2015). All three populations were asked to rate students in the five ACRL (2000) skill areas. The students rated their skills higher than librarians in all five areas with significantly higher ratings in evaluating information and understanding legal and ethical issues. Students also rated themselves higher than faculty in how they evaluated information. No significant differences were detected between the student and librarian populations when compared by class, English compared to theological studies. In contrast, English faculty rated their students' skills significantly higher in all five areas compared to theological and religious studies. Students were asked to rate their

confidence in their library research skills both before and after the class (Kim & Shumaker, 2015). Regardless of class, all students revealed a significant increase in their confidence after completing their First Year Experience course.

Research showed that information literacy in college students was not at the level that teaching faculty expected (Cope & Sanabria, 2014; Gullikson, 2006; Kaplowitz, 2005; Kim & Shumaker, 2015; Saunders, 2012). Students' overconfidence in their own abilities, overreliance on the Internet, and inability to discern quality information were causes for concern among teachers. While faculty acknowledged the deficiency in their students, not all of them addressed the lack of skills in their students.

### **Teaching Information Literacy**

Similar to Wu (2006), Dewald (2005) concentrated on information literacy as it applied to business disciplines in higher education. Dewald (2005) examined how business faculty used databases and web resources for their own and their students' research. Dewald (2005) assessed business faculty's attitudes and perceptions towards information literacy by evaluating their use of free web sources in their own research and if that affected what they expected their students to use for research. The study asked the respondents which resources they shared with their students and which combination of resources the respondents required students to use in their assignments.

As Dewald (2005) hypothesized, business faculty accepted use of the free web for their personal and students' research, and they did not strongly encourage the use of the university's subscription databases. While both the full and part-time faculty reported using the free web for their own professional research most of the time or almost always, that was not the case for databases. More than half (59%) of the full-time faculty

reported using databases most of the time or almost always, compared to a small percentage (10.9%) of part-time faculty who reported the same level of free web and database use (Dewald, 2005). With regard to what faculty taught and required of their students for research for assignments, a much higher proportion of faculty told their students about websites and either required or encouraged the use of those websites (87.7%) than the portion of faculty who told their students about databases and either required or encouraged the use of those databases (53.6%) (Dewald, 2005). Furthermore, less than a fifth (17.2%) of total faculty reported not providing information to their students about websites for research. In contrast, almost half (46.4 %) of total faculty did not provide information about databases at all. A total of 72.2% of part-time faculty and 34.2% of full-time faculty failed to tell their students about subscription based databases for research (Dewald, 2005).

Morrison (2007) looked to examine what factors motivated faculty to address library research skills of students in faculty members who repeatedly used librarian-led information literacy instruction and faculty members who never used information literacy instruction. Morrison (2007) found that faculty in both groups saw themselves in two overlapping but different roles: educators and academics. These roles gave way to different motivational categories and subcategories. As educators, faculty expressed pedagogical goals and increasing student abilities as motivating factors. As academics, faculty members were motivated by seeing their students engaged in their specific subject areas, growing as self-directed learners and as potential academics (Morrison, 2007). Participants in both groups saw research skills as integrated with the overall educational outcomes of their courses. Faculty saw increasing students' research skills as an asset in

making students more employable. Employability was expressed as a motivator across disciplines but especially in applied programs like business and engineering.

Another source of motivation for teaching research skills was the perception that secondary schools did not teach the skills, and the schools that did delivered methods that were inconsistent and limited (Morrison, 2007). Faculty members that used librarian-led instruction expressed a sense of sympathy and concern for the students and viewed the librarian-led instruction as a way to narrow the gap between what they learned in high school and what they needed to know for college level research. The librarian-led sessions were seen as a means to introduce students to an effective ally that would be useful throughout their academic careers. Multiple participants reported that they perceived decreased numbers of teaching assistants, increased class loads and class sizes as making essays and large research based assignments less common, to the detriment of developing research skills (Morrison, 2007).

Participants in both groups indicated that research skills were highly valued. The difference was in the practices of the faculty members (Morrison, 2007). In general, both groups rated their students' research skills as inadequate but three of the fifteen faculty members, who did not use librarian-led instruction, responded positively about their students' research skills (Morrison, 2007). The first faculty member reported directly teaching research skills to students. The second faculty member stated that in the field of philosophy the students concentrated on primary sources and did not need research skills. The third faculty member provided all needed resources for the students because the faculty member perceived students as too busy to find their own sources: the development of research skills was sacrificed for convenience and the end product.



Morrison (2007) concluded that while faculty who used librarian led instruction were more accustomed to pedagogical methods of teaching research methods, the majority of the faculty who did not use librarian-led instruction made specific attempts at teaching research skills to their students on their own.

Like Morrison (2007), DaCosta (2010) compared the information literacy perspectives of two different populations. DaCosta (2010) surveyed American and British faculty to gauge the faculty's perception and possible willingness to implement pedagogical practices to evaluate research skills of their students at the institutional level. Faculty in both populations agreed that assessment would improve the implementation of research skills. Both British and American faculty found the ability to recognize the need for information as the most important. British faculty found the ability to organize, apply and communicate information least important; while American faculty reported the ability to synthesize and build upon information least important.

When looking at all seven skills, an average of 88% of American faculty found them important but only 54% reported actively trying to instill the skills, and 48% reported believing students actually acquired the skills by time they completed their programs of study. Likewise, an average of 95% of British faculty wanted their students to know the seven skills but only 54% of that same faculty were actively trying to instill the skills and 56% of faculty believed students had acquired the skills by time they completed their academic program. DaCosta (2010) confirmed that in both populations she studied, there was a gap between what faculty believed their students should know and what they actively tried to develop in these students. Furthermore, faculty did not

believe that these skills were being taught in other places. In fact, they believed students were graduating without these skills (DaCosta, 2010).

The in-depth statistical comparative analysis between different populations that was included in the Kim and Shumaker (2015) study was omitted from the DaCosta (2010) study. DaCosta provided narratives to compare the results by discipline and by location but statistical analyses of the differences were not included in the study. The narratives proved to be compelling and interesting but it was not clear if the differences reported were statistically significant.

DaCosta (2010) used ALA and other definitions of information literacy in her quantitative survey. Weiner's (2014) research used the ACRL's standards as did Bury (2011), Gullikson (2006), and Saunders (2012). The Weiner (2014) study examined: to what extent faculty taught information literacy, what they expected students to know, and who was perceived as responsible for teaching information literacy.

Weiner (2014) found that engineering faculty were most likely to provide instruction themselves in all five information literacy competencies. Consistent with other studies, Weiner (2014) concluded that faculty did not assign teaching assistants, collaborate with librarians, or work with others to teach information literacy (Bury, 2011; McGuinness, 2006). Faculty with more experience collaborated less often than newer faculty. Differences across schools and levels of experience needed further investigation according to Weiner (2014).

### **Role of Academic Librarians**

Fravel Vander Meer, Perez-Stable, and Sachs (2012) conducted a quantitative study using parts of a survey from Cannon (1994) to evaluate the role of technology and

library instruction in information literacy instruction at a large research university.

Fravel Vander Meer et al. (2012) divided the results into three sections for the purpose of statistical comparison: social sciences, natural sciences, and math. Nearly 41% of respondents reported never using any modes of collaborating with librarians. However, instructors who had collaborated with librarians did so in various manners: a majority took their classes to the library for librarian-led instruction (42.37%); some had a librarian come to class to lead instruction (22.88%); others had an online class guide created by librarians for specific classes (12.71%); few had students attend optional library instruction sessions (9.32%); and even fewer used a tutorial or online instruction created by librarians (8.47%) (Fravel Vander Meer et al., 2012). The least used methods reported were: librarian met with classes via videoconferencing (1.69%); and librarian presence in online courses (.85%).

When faculty were asked what type of collaboration would be of interest to them in the future, Fravel Vander Meer et al. (2012) found modes of collaboration that took little to no time from faculty teaching time to be the highest rated. Fravel Vander Meer et al. (2012) found that faculty with 10 or fewer years of teaching experience were more likely to teach online classes and of faculty that taught online classes, nearly half reported they were either very interested or somewhat interested in having a librarian present in their online classes. This finding implied the role of librarians in these courses should grow as the popularity of online instruction continues to grow.

A quantitative survey at York University based on Cannon's (1994) survey was the tool used by Gonzales (2001) to also measure needs for, and opinions about student information literacy and library instruction. Like Fravel Vander Meer et al. (2012),

Gonzales (2001) took advantage of trends toward email and Internet access. The Fravel Vander Meer et al. (2012) study was based only on six questions from the Cannon (1994) survey. In contrast, Gonzales (2001) aligned the survey with overall themes from the survey instrument in Cannon (1994). The first section concentrated on demographics, personal information literacy characteristics, and attitudes of the participants. The second section gauged participants' impressions of student information literacy characteristics and needs. The final section asked about forms of library instruction currently used and forms they would support in the future.

Gonzales' (2001) results successfully illustrated specific trends in faculty attitudes and behaviors. Gonzales especially illustrated trends regarding faculty's current instructional methods promoting information literacy and future library literacy instruction. Respondents were asked to identify types of librarian research instruction currently used in their classes. Just under half of faculty reported using assignments to introduce students to Internet resources. The percentage of respondents that reported having a librarian provide some kind of instruction was only slightly less than the 44% reported by Cannon (1994). Respondents that did not use formal library instruction were asked what factors contributed to their decision not to request instruction and their responses were similar to the respondents who had not requested formal instruction in Cannon's (1994) study. Respondents could check all factors that applied. A large number of participants in both Cannon's (1994) study and Gonzales' (2001) study reported that they were not aware that librarian instruction was available. In fact, there was only a 4% drop between Gonzales' (2001) and Cannon's (1994) studies. The four-percentage point drop inferred that 7 years after Cannon's (1994) study faculty were still

not aware of the services librarians provide. Faculty reported difficulty scheduling library research instruction into their courses, and the library itself as reasons they did not use formal library instruction (Cannon, 1994; Gonzales, 2001).

More than half of the respondents that had not requested formal instruction reported wanting to have a librarian give library research in future classes in both studies, 56% in Gonzales' (2001) and 54.5% in Cannon's (1994). Of the respondents who did have librarian instruction, 89.5% indicated that librarian instruction was useful. Similarly, 90% of Cannon's (1994) respondents who had librarian instruction in their classes found librarian instruction useful. Surprisingly, 48% of those who did not use librarian instruction reported that they believed both faculty and librarians were responsible for collaboratively teaching library instruction, indicating that further exploration needed to be done to evaluate and bridge this gap. Over 77% of respondents indicated they would support incorporating subject specific librarian-led instruction into their syllabi, yet only 11% indicated they were using that service.

A factor that neither Cannon (1994) nor Gonzales (2001) explored was faculty's confidence in librarians' ability to teach information literacy effectively. Yousef (2010) examined the attitudes of faculty members at a university in Jordan toward librarians using a quantitative attitudinal survey. The goal of the study was to assess the overall attitude of faculty towards collaboration with college librarians, which areas of collaboration were of interest to the faculty and were differences in faculty attitudes correlated to gender, academic rank, qualifications, field or experience. Yousef's study identified possible future roles of librarians and ways to enhance collaboration between faculty and librarians (2010).

While Yousef was not the first to address these research questions, he did uncover a unique perspective. Yousef (2010) asked faculty to give their opinion on various statements about collaborating with librarians. The questions were sorted into collection development, user services, and information literacy. The overall attitude toward all three identified categories was positive (Yousef, 2010). Collection development received the highest level of agreement, while information literacy and library services were very close behind, respectively. Participant gender and their discipline area were found statistically insignificant. Yet, academic qualification made a significant difference, 18.4% of respondents with master's degrees and 81.6% with doctoral degrees. Faculty with a master's degree perceived collaboration more favorably than those with a doctorate degree. Academic rank also indicated a significant difference. Instructors rated the statements significantly higher than assistant professors did, but no difference between assistant professor, associate professor or professor was reported. A significant difference was determined between faculty with more than 10 years' experience and with faculty with less than 5 years' experience. The more experienced group was more likely to have a more positive attitude towards collaboration than the less experienced group (Yousef, 2010). The implication was that the more educated and more experienced faculty were less likely to report positive attitudes toward collaboration.

Trends in the quantitative results prompted Yousef to conduct ten unstructured interviews with participants who earned master's degrees (2010). Most of the interviewees were pursuing their doctoral degrees and had frequent contact with librarians for their own academic work (Yousef, 2010). Instructors who used librarians for their own research were more willing to collaborate with librarians in their

instructional practices. Yousef noted that librarians at this institution were only required to have an undergraduate degree or a community college certificate for employment (Yousef, 2010).

### **Gaps in the Literature and Recommendations**

The literature clearly indicated that information literacy is important to faculty. Faculty also understood the definition of information literacy and was aware that students lacked proficiency in information literacy skills. However, the reason for faculty reluctance to teach or collaborate on information literacy is still not clear. Further, new studies should assess whether faculty are actually including information literacy into their curricula since they have access to new methods like video tutorials, online modules, and condensed librarian led sessions.

ACRL is transitioning from the 2000 standards that have shaped information literacy in higher education. In this literature review, seven studies applied ACRL standards to directly examine their research questions about perceptions about information literacy: Kaplowitz (2005), Gullikson (2006), Morrison (2007), Bury (2011), Saunders (2012), Weiner (2014), and Kim and Shumaker (2015). The ACRL unveiled an information literacy framework (ACRL, 2015) that they believe is more practical and less rigid than the previous restrictive standards. ACRL reports that the new framework will allow faculty to better relate to staff, and will encompass concepts that are common in several fields in higher education. The framework is said to promote collaboration (ACRL, 2015). Implementing new concepts in the framework should increase collaboration between librarians and faculty. Many studies have aimed to assess faculty

perceptions of the standards or concepts that the standards convey. As the standards are eliminated, it will be important for administrators to evaluate the new framework.

Community colleges, unique institutions of higher education, lacked considerable examination in the literature. One study assessed perceptions of faculty at community colleges but the results were coupled with those from an undergraduate institution. No study addressed perceptions of faculty at community colleges in isolation from other types of institutions of higher education. Furthermore, studies point out that students at community colleges enroll in programs that range from 6-months to 2-years, yet student information literacy skills are subpar during the first 2 years of school. Community colleges have a maximum of 2 years to implement information literacy and have limited knowledge of the most appropriate skills to teach in the short time period. Perceptions of community college faculty about the most relevant information literacy skills for students should be assessed. It would also be beneficial to evaluate the timeline used to deliver information literacy programs and determine what process is most effective for student learners.

### **Chapter Summary**

Collaboration between faculty and librarians enhances student learning and their development of information literacy skills (Yousef, 2010). Attitudes and perceptions of both groups should be understood to facilitate faculty/librarian collaboration. When exploring faculty perceptions of students' information literacy, areas of focus were the importance of information literacy, students' information literacy skills, teaching information literacy, and the role of academic librarians.



Research concluded that faculty recognized the importance of information literacy with little variance (Cope & Sanabria, 2014; Gullikson, 2006; Saunders, 2012; Tyron et al., 2010). Faculty expressed that students lacked adequate information literacy skills consistently (Bury, 2011; Kaplowitz, 2005; Kim & Shumaker, 2015). Research did not clearly articulate who faculty perceived as responsible for teaching information literacy skills to students. Some faculty refrained from collaborating and taught IL skills independently (Bury, 2011; McGuinness, 2006; Weiner, 2014). Other faculty expressed the importance of information literacy but admittedly failed to address information literacy in their classes (DaCosta, 2010; Morrison, 2007; Weiner, 2014). Research implied that the role of librarians was unclear to some faculty. Cannon (1994) and Gonzales (2001) reported that faculty was unaware that librarians would provide research instruction to their classes. Fravel Vander Meer et al. (2012) found that faculty supported library collaborations that took little to no time from faculty teaching time.

The review of the literature reveals gaps in the research. One such gap is that current research was heavily influenced by the ACRL Standards (Bury, 2011; Gullikson, 2006; Kaplowitz, 2005; Kim & Shumaker, 2015; Morrison, 2007; Saunders, 2012; Weiner, 2014). The emergence of the new ACRL Framework created the need to examine how the new framework influences faculty perceptions of information literacy. The unique nature of community colleges has not been addressed by the research, which is another gap in the research. Community colleges were rarely included in the subject populations and when they were, they were combined with other institutions of higher education.

## **Chapter 3: Research Design Methodology**

### **Research Context and Questions**

This study examined the levels of importance of information literacy dispositions as identified in the ACRL Framework (ACRL, 2015), and as perceived by community college faculty. The researcher surveyed the faculty of County Community College (CCC), a pseudonym, and collected and analyzed their responses to identify trends and assess the importance of the dispositions.

County Community College is a three-campus community college in a major state university system that offers over 100 certificate and degree programs. CCC reported enrollment of over 12,000 students for fall 2014. CCC employed approximately 1,300 faculty members. The department of Institutional Research, Assessment, Accreditation and Planning reported 665 faculty members teaching for the fall 2016 semester.

The populations of the three campuses vary and each campus offers a unique variety of programs and courses. While some programs are offered at all three campuses, others are only available at one or two of the three campuses. The different offerings held on the campuses directly affect the resources in the campus libraries and the expectations regarding information literacy. Community college programs were designed to be completed in 6-months to 2-years with each having its own completion expectations. Students that are completing a certificate to continue in a job they already hold will have different information literacy goals than one completing an associate's degree and plans to transfer to a 4-year institution. The faculty at CCC are experts and

professionals in their fields. They can clearly identify what information literacy dispositions are important to their students in their respective fields.

As a member of the state system that is accredited by MSCHE, CCC has identified information literacy as a learning outcome for all of its students. Establishing information literacy as a learning outcome for an academically diverse body of students leaves the role of setting the parameters of information literacy on the institution. The institution has the resource of a professional faculty to determine those parameters and if and how they should vary.

The purpose of this study was to examine faculty's responses related to the importance of each disposition or information literacy behavior identified in the ACRL Framework (ACRL, 2015). The researcher designed the following research questions to explore which dispositions are important, how the importance of the dispositions vary among faculty and who faculty identify as responsible for implementing IL concepts:

1. To what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of the teaching faculty or the librarian to implement?
2. Which information literacy dispositions, as identified in the *Framework for Information Literacy for Higher Education* (ACRL, 2015), do faculty identify as important?

### **Research Design**

The cross sectional design used quantitative survey methods modeled after Gullikson's (2006) significant research on faculty perceptions of the ACRL's information literacy competency standards. The researcher sought to identify which information

literacy dispositions, based on five of the six frames of the ACRL's Framework (2015), faculty identify as important for their students to exhibit. Based on the Gullikson's (2006) design, the respondents were asked to evaluate the importance of specific information literacy related behaviors. Like Gullikson's (2006) quantitative survey tool, the researcher developed a quantitative survey tool that asked about each behavior separately using a Likert scale called the Information Literacy Disposition and Concept Rating Survey. As Creswell (2014) stated, surveys aim to identify patterns through quantitative descriptions. The researcher has identified if the dispositions are important and the degree of importance based on the demographic characteristics of the faculty members, specifically, their academic department. Further, the researcher identified who faculty consider responsible for implementing information literacy concepts.

### **Research Setting and Participants**

The total teaching faculty population at CCC were invited to participate in the study. The faculty represented various academic and professional backgrounds and different CCC campuses. Areas surrounding the campuses varied: one urban campus was located in one of the poorest cities in the United States, while the other two were located in suburban areas that are economically prosperous. Some faculty members taught at multiple campuses or in multiple departments. In addition, the academic rank of the participants varied from instructor, to assistant professor, associate professor, and professor.

Participant demographic characteristics were collected to aid in identifying trends and patterns. The demographic information included academic department, number of years at CCC, ethnicity, gender, campus location, and professional title. The

demographics of the entire faculty were reviewed to determine what would produce a representative sample and allow the data to be disaggregated by characteristics. This information was collected from the acting Vice President of Institutional Research, Assessment, Accreditation and Planning at the college.

To engage a significant number of faculty members in the study, departmental chairs received information about the survey before it was distributed to the rest of the faculty (see Appendix A). Introductory information advised the chairs of the importance of each department's participation to successfully develop future IL initiatives. Each chair was encouraged to participate and to encourage their faculty to participate in the survey.

With broadly advertised surveys like this, 10-30% response rates are typical in the library and information discipline (Gandhi, 2012; Gullikson, 2006; McGuinness, 2006; Yousef, 2010). Given the large number of faculty at CCC, a response rate of 20% yields a sufficient sample size for data analysis.

### **Research Instrument**

Participant responses on The Information Literacy Disposition and Concept Rating Survey (see Appendix B) were anonymous, and optional self-reported demographic data were collected and analyzed. The instrument consisted of demographic information and information literacy questions. In order to assess nontraditional academic education or expertise, faculty were asked: "What professional or academic licenses, degrees or certifications do you possess?"

The information literacy portion of the Information Literacy Disposition and Concept Rating Survey consisted of two major sections. The first, level of importance of

dispositions, listed the dispositions from the five featured concepts of the ACRL Framework (ACRL, 2015). For each dispositions related to the five featured concepts, participants were asked to rate how important it is for students to have that skill. The Information Literacy Disposition and Concept Rating Survey included a five point Likert scale indicating the level of importance of each disposition from not important to extremely important.

The second portion of the survey, responsibility of teaching concepts, listed the five featured concepts and a semantic differential scale where respondents indicated to what degree it is the faculty's role or the librarian's role to teach each of the literacy concepts that comprise the ACRL Framework (ACRL, 2000). The semantic differential scale had five points as well. The consistent use of five points facilitated the comparison, contrasting and synthesis of the results in the two sections. The survey questions were organized by concepts. The questions regarding dispositions of each concept were followed by the semantic differential question about the related concept.

The Information Literacy Disposition and Concept Rating Survey was administered online through an email including a link to a Baseline generated survey. The college's office of Institutional Research, Assessment, Accreditation and Planning distributed the survey, designed by the researcher, to all 665 teaching faculty. The online method of surveying was chosen to handle the responses from a large sample in various locations. The ease of gathering responses, minimal cost, automation of data input and handling, and the availability of email to teaching faculty made online surveys the most attractive option (Fowler, 2014).

The Information Literacy Disposition and Concept Rating Survey relied on the language used in the Information Literacy Framework for Higher Education (ACRL, 2015) to maintain consistency and meaning from the original text. Since the survey is original to this study, it was pilot tested on library information professionals and teaching faculty outside of the sample population for clarity, reliability and validity.

### **Data Collection**

Various methods of encouraging increased response rates were employed before the actual distribution of the Information Literacy Disposition and Concept Rating Survey. Two weeks prior to the scheduled distribution of the survey, all department chairs were sent an email from the researcher. The communication informed the chairs of survey dates, survey importance, and how it would benefit the department (see Appendix A). In addition, department chairs were asked to encourage their faculty to participate in the survey. A week prior to survey distribution, the researcher sent an email (see Appendix C) to all teaching faculty informing them of the survey, its purpose, and when to expect it.

The Information Literacy Disposition and Concept Rating Survey was distributed on a Wednesday in attempt minimize the probability of the message getting lost in the possible large volume of email that can accumulate over the weekend. The survey was distributed in late August, which was after the faculty returned to campus but before classes started. Participants received an invitation to participate through their college email with a link to a Baseline survey and a chance to win a gift card. Respondents were given four weeks to complete the survey. In an attempt to avoid the survey error that can occur when a large portion of the surveyed population fails to respond (Fowler, 2014), a

reminder email was sent to the faculty after the second week of data collection. In addition, at the end of the month long period an email was sent to all teaching faculty thanking those who participated and encouraging those who had not responded to do so in the upcoming week.

### **Procedures**

The following procedures were followed to introduce and distribute the Information Literacy Disposition and Concept Rating Survey.

1. Received approval from Saint John Fisher's IRB to conduct the study.
2. Pilot tested the instrument with community college faculty and librarians outside of the targeted population.
3. Addressed issues that arose from the pilot tests.
4. Contacted department chairs explaining the purpose and importance of the study two weeks before the survey was distributed (see Appendix A).
5. Sent email to all teaching faculty to inform them of the survey and its purpose and telling them when to expect it a week prior to the distribution of the survey, (see Appendix C).
6. Distributed The Information Literacy Disposition and Concept Rating Survey (Appendix B) via email through the Institutional Research Department.
7. Sent a reminder email to the faculty after the second week of data collection.
8. Sent email to all teaching faculty to thank those who participated and encouraging those who had not responded to do so in the next two days.

The researcher worked with the Institutional Research Department of CCC to distribute emails to teaching faculty. Department chairs were contacted by the researcher directly.



## **Data Analysis Procedures**

The sample and responses were described using percentages, minimums, maximums, means and standard deviations calculated using SPSS software. The academic departments of the faculty were grouped into four categories or academic divisions: Language Arts and Sciences (LAS), Business and Public Services (BPS), Health Sciences (HS) and Engineering and Technology (ET). The category *Other* is comprised of respondents who did not indicate the department or indicated a department that was not classified in the four divisions. To test if there was a difference between the disciplines in terms of importance of dispositions and the role they think faculty and librarians should play, Kruskal-Wallis tests were used. Mann Whitney U testing was used to determine a difference between full-time and part-time faculty's perception of the importance of each disposition and the role they think faculty and librarians should play in teaching the information literacy concepts. For each test, the department or full-time/part-time status served as the dependent variable and the rating the respondent gave was the independent variable. Finally, a Spearman Rho test was used to test a correlation between how long faculty have taught and the role they think faculty and librarians should play in teaching the information literacy concepts. The Spearman Rho test determined if bivariate correlation exists and the nature of that correlation.

## **Researcher**

The researcher has a Master of Science in Library and Information Sciences awarded 2001. For the past 15 years, the researcher has been a librarian in public, special and academic libraries and taught at the master's level in the Department of Library and Information Studies at an upstate university. The researcher has a proven commitment to

information literacy at various levels and has taught, developed and implemented information literacy programs.

### **Confidentiality**

The data collected from the Information Literacy Disposition and Concept Rating Survey was submitted anonymously. In addition, the data collected from the survey was printed and secured in a password protected file. The files will be destroyed by the researcher 3 years after the study completion date. The study was performed with the consent from the community college where the research was conducted and complies with the Institutional Review Board for Human Subjects at Saint John Fisher College.

### **Chapter Summary**

The research study identified levels of importance for the dispositions of the ACRL Framework (ACRL, 2015) among community college faculty. The survey was constructed using the ACRL Framework (ACRL, 2015) and was loosely based on Gullikson's (2006) study, yet did not rely on the ACRL Standards. The researcher engaged community college faculty using a quantitative survey to explore which information literacy dispositions are considered important and which information literacy concepts are the responsibility of faculty and/or librarians to teach to students. The survey was distributed to all faculty at a multi-campus community college through email. Faculty and departmental chairpersons were contacted to encourage participation before and during the survey period.

The academic faculty results were arranged into four major disciplines for comparison and were analyzed with various tests including Kruskal Wallis tests and Mann Whitney U tests. In addition, full time and part-time faculty responses were

compared for differences. Finally, the number of years teaching was examined as a factor.

## Chapter 4: Results

### Introduction

The purpose of this study was to identify the information literacy dispositions that faculty find important to their disciplines and therefore, to their students. The study also examined who faculty members believe is responsible for teaching various information literacy concepts. The following research questions were designed to explore which dispositions are important, and who is responsible for implementing IL concepts:

1. To what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of the teaching faculty or the librarian to implement?
2. Which information literacy dispositions, as identified in the *Framework for Information Literacy for Higher Education* (ACRL, 2015), do faculty identify as important?

All faculty members who taught during the CCC 2016 fall semester were sent a survey to obtain answers to the study questions. The college employed a total of 1,251 faculty members during the same semester but only 665 (53%) were teaching classes. The Information Literacy Disposition and Concept Rating Survey was designed by the researcher to address the research questions using the ACRL's *Framework for Information Literacy for Higher Education* (ACRL, 2015). The Framework has six overarching concepts, five of which were addressed in the Information Literacy Disposition and Concept Rating Survey. The five frames addressed in the survey were

(1) authority is constructed and contextual, (2) information creation is a process, (3) information has value, (4) scholarship as a conversation, and (5) searching as strategic exploration. The five concepts examined in the study aligned with dispositions and knowledge practices that are measurable and assessable by traditional and innovative pedagogical practices, such as written assignments, tests or presentations.

### **Description of Sample**

Of the faculty members who received the survey, 149 or 22.4% responded. Four of those respondents declined the electronic consent form leaving 145 or 21.7% as the official response rate. With broadly advertised surveys like this, 10-30% response rates are typical in the library and information discipline (Gandhi, 2012; Gullikson, 2006; McGuinness, 2006; Yousef, 2010). Given the large number of faculty at CCC, a response rate of 20% or above would yield a sufficient sample size for data analysis. Respondents were not required to answer any questions beyond question one, which provided consent to participate in the survey; as a result, the total number of responses for each question varied.

The departmental breakdown of CCC's academic divisions is shown in Table 4.1. The sample and responses are described using percentages, minimums, maximums, means and standard deviations. The academic departments of the faculty were grouped into categories or disciplines according to their groupings within the institution: Liberal Arts and Sciences (LAS), Engineering and Technology (ET), Business and Public Services (BPS) and Health Sciences (HS). Any responses that did not fit in the CCC's list of the divisions and nonresponses were coded as *Other*.

Table 4.1

*CCC Divisions by Department*

Health Sciences (HS)	Engineering and Technology (ET)	Liberal Arts and Sciences (LAS)	Business and Public Services (BPS)
Biomanufacturing	Architecture Technology	Biology	Business Administration
Dietetic Technology	Automotive Technology	Chemistry	Criminal Justice
Emergency Medical Tech.	Automotive Trades	Engineering Science	Early Childhood
Clinical Lab Tech	Building Management & Maintenance	Environmental Science/ Tech	Emergency Management
Dental Hygiene	Electrical Engineering Tech.	Physics	Hospitality
Dental Assisting	Civil Engineering Technology	Humanities	Health, Wellness /Physical Education
Dental Laboratory Tech	Computer Aided Drafting & Design	Social Science	Information Technology
Health Information Tech	Computer/Electronics Tech	General Studies	Law Enforcement
Medical Assisting	Green Building Tech.	Teacher Prep Program	Paralegal
Mental Health	HVAC& Refrigeration	Communication Arts	Homeland Security
Nursing	Industrial Tech.	English	
Occupational Therapy Assistant	Mechanical Engineering Tech.	Mathematics	
Radiation Therapy Tech.	Nanotechnology	Computer Science	
Respiratory Care	Networking & Telecommunications Tech.		
Vision Care Tech.	Graphic Arts & Printing		

The data used to calculate the descriptive statistics of CCC were provided by the department of Computing and Information Technology Services and were based on a report processed during the first full pay period of the fall semester of 2016. The descriptive statistics for the respondents are based on self-reported data provided in the surveys.

Table 4.2

*Demographics of CCC Survey Respondents*

	All Faculty	Respondents	BPS	ET	HS	LAS
Campus		<i>n</i> = 119	<i>n</i> = 26	<i>n</i> = 8	<i>n</i> = 17	<i>n</i> = 53
Distance		2%	0%	25%	0%	4%
Off Site		4%	23%	0%	6%	21%
Central	24%	29%	50%	25%	6%	28%
South	34%	20%	8%	38%	0%	2%
North	42%	45%	19%	12%	88%	45%
Status		<i>n</i> = 116	<i>n</i> = 25	<i>n</i> = 8	<i>n</i> = 15	<i>n</i> = 53
Full-Time	24%	56%	56%	75%	67%	49%
Part-Time	76%	44%	44%	25%	33%	51%
Gender		<i>n</i> = 116	<i>n</i> = 26	<i>n</i> = 8	<i>n</i> = 16	<i>n</i> = 54
Female	47%	63%	58%	13%	88%	65%
Male	53%	33%	38%	87%	12%	30%
Undisclosed		4%	4%	0%	0%	5%

*Note.* Not all respondents provided demographic information

Table 4.2 lists descriptive data for the faculty of CCC as a whole and the respondents of the Information Literacy Disposition and Concept Rating Survey. The

descriptive data are presented in percentages and include the number of respondents ( $n=$ ). The divisions, as recognized by the college, are represented in Table 4.2, also. CCC's faculty is close to evenly divided by gender. Faculty is 47% female and 53% male. When survey respondents were asked to report their gender, 4% of 116 respondents who answered this question chose not to disclose their gender, 63% identified as female and 33% identified as male. When gender is broken down by the divisions of the college, HS respondents were overwhelmingly female, with 88% female and 12% male. LAS and BPS respondents were 65% and 58% female respectively and 30% and 38% male. Four percent of BPS respondents and 5% of LAS respondents selected not to disclose their gender.

The three campuses, north campus, south campus, and central campus employ 42%, 34%, and 24% of the faculty respectively. Survey respondents were given the choice of two additional locations, off-site and distance learning. North campus housed 45% of the respondents, south campus housed 20% and central housed 29%. Off-site faculty accounted for 4% of the respondents and distance learning faculty accounted for 2%. There are no HS classes offered at south and none of the distance learning faculty taught HS or BPS classes. In addition, no off-site faculty taught ET classes.

The samples from each division were small, LAS being the largest with 53 participants. LAS has the broadest range of departments and the largest population due to comprehensive departments like General Studies. BPS faculty comprised 26 of the 145 respondents, followed by HS with 17 participants and finally ET with eight participants. Thirty-one respondents were categorized as *Other*. The *Other* division was not treated as a true division because the population included respondents that did not



indicate any department, or indicated a department that was not recognized under the four recognized divisions.

Among all CCC faculty, 76% were reported as part-time and 24% were reported as full-time. Among the survey respondents, the distribution between part and full-time was more equitable, with 56% full-time faculty respondents and 44% part-time faculty respondents. This equitable distribution of full-time and part-time faculty members was evident in BPS, 56% full-time and 44% part-time faculty members, and LAS, 51% full-time and 49% part-time faculty members. The faculty of HS and ET was more reflective of the entire college's faculty. HS respondents were 67% full-time and 33% part-time faculty members and ET respondents were 75% full-time and 25% part-time faculty members.

### **Descriptive Scales**

For the purpose of statistical analysis, scales were created to measure five overarching concepts of the Framework (ALA, 2015) that were included in the survey. Information literacy dispositions defined by the Framework are aligned with the concepts. Participants were asked to rate each disposition on a five point Likert scale of importance.

The Likert scale choices were assigned a numerical value as reported in Table 4.3. Each disposition question was analyzed for mathematical means, and the dispositions were ranked numerically based on the mean. The scales were created by calculating the mean of the answers of the questions that rated the dispositions related to the concept.

Table 4.3

*Numerical Values for Survey Responses*

Value	Disposition Importance Responses	Concept Responsibility Responses
1	Not Important	Only Faculty
2	Slightly Important	Mostly Faculty
3	Important	Equally Faculty & Librarians
4	Moderately Important	Mostly Librarians
5	Extremely Important	Only Librarians

The five scales used for analysis were Authority, which aligned with the Framework (ACRL, 2015) concept authority is constructed and contextual; Creation, which aligned with the Framework concept information creation is a process; Value, which aligned with the Framework concept information has value; Conversation, which aligned with the Framework concept scholarship is developed through conversation; and Strategy, which is aligned with the Framework concept strategic exploration is necessary for information searching. The Authority scale included questions 2 through 9 from the Information Literacy Disposition and Concept Rating Survey (see Appendix B), the Creation scale included questions 11 through 16, the Value scale included questions 18 through 21, the Conversation scale included questions 23-31, and the Strategic scale included questions 33-40.

In addition to the disposition rating questions, participants were asked to indicate who was responsible for teaching the five concepts of the Framework (ACRL, 2015) to students. The questions used a five-point semantic differential scale that corresponded with a numerical value. The numerical values of the response choices for responsibility

questions and importance questions are reported in Table 4.3. Responses were analyzed for each responsibility question and compared.

**Research Question One: Concept Responsibility**

Question numbers 10, 17, 22, 32 and 41 were designed to address the first research question: To what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of community college teaching faculty or the community college librarian to implement?

The other survey questions were relevant to the second research question or collecting descriptive data.

Table 4.4

*Responsibility Questions Statistics*

IL Concept	Responsibility Rating		
	<i>n</i> =	Mean	SD
Who is responsible for teaching students that:			
Q10. authority is constructed and contextual	130	2.7846	.46563
Q17. information creation is a process	125	2.9360	.51968
Q22. information has value	123	2.8943	.38010
Q32. scholarship is developed through conversation	122	2.7131	.47202
Q41. strategic exploration is necessary for information searching	120	3.0917	.57971

*Note.* Based on a semantic differential scale in which 1 means the responsibility is completely the faculty’s and 5 means the responsibility is completely the librarians’.

The responsibility questions were quantified and analyzed individually and compared (see Table 4.4). The mean responsibility rating for “strategic exploration is necessary for information searching,” Question 41, the highest rated responsibility, ranked 3.09 or just above (3) Equally Faculty and Librarians and almost a point below (4)

Mostly Librarians. The second highest mean responsibility rating was 2.94 for “information creation is a process,” question 17. The rating is very close to (3) Equally Faculty and Librarians. The next mean responsibility rating was 2.89 and was for the concept “information has value.” This rating is between (3) Equally Faculty and Librarians and (2) Mostly Faculty but is much closer to (3) Equally Faculty and Librarians. The next concept in order of responsibility rating was “authority is constructed and contextual” with a rating of 2.78 followed closely by “scholarship is developed through conversation” with a rating of 2.71. Again, these ratings are between (3) Equally Faculty and Librarians and (2) Mostly Faculty but are much closer to (3) Equally Faculty and Librarians. The two response choices that ascribed no collaboration between faculty and librarians were not popular among respondents. Of the total 620 responses to the five responsibility questions, there were only five responses where faculty reported that there would not be a need for some collaboration: one instance of choice (5) Librarians Only and four instances of choice (1) Faculty only.

When the individual responses to the responsibility questions were tallied, it is clear that faculty overwhelmingly view that teaching IL concepts are the responsibility of both librarians and faculty equally (see Table 4.5). No faculty members indicated that the Creation or Value concepts were solely the responsibility of faculty. Only one respondent for each of the Authority, Conversation, and Strategy concepts indicated that the concept was totally the responsibility of faculty to teach. In addition, only one respondent from the entire respondent population reported that any of the concepts, specifically the Strategy concept, was solely the responsibility of librarians to teach to students.

Table 4.5

*Number of Responsibility Ratings Responses*

	(1) Only Faculty	(2) Mostly Faculty	(3) Equally Faculty and Librarians	(4) Mostly Librarians	(5) Only Librarians	TOTAL
Authority	1	28	99	2	0	130
Creation	0	22	91	13	0	126
Value	0	17	104	3	0	124
Conversation	1	1	88	0	0	90
Strategy	1	12	85	22	1	121
Total Responses	3	80	467	40	1	591

Twice as many faculty members reported IL concepts were (2) Mostly Faculty responsibility to teach than (4) Mostly Librarians. The largest discrepancy between answers 2 and 4 was reported for the Authority concept. Twenty-eight faculty members reported that teaching students that authority is constructed and contextual was mostly the responsibility of faculty, while only two reported it was mostly the job of librarians. While four of the five concepts featured in the survey received more (2) Mostly Faculty responses than (4) Mostly Librarian responses, the Strategic concept was an anomaly. Faculty responded 22 times that teaching students that successful information searching requires strategic exploration was mostly librarians' responsibility and only 12 times was it reported that the concept was mostly the responsibility of faculty to teach to students.

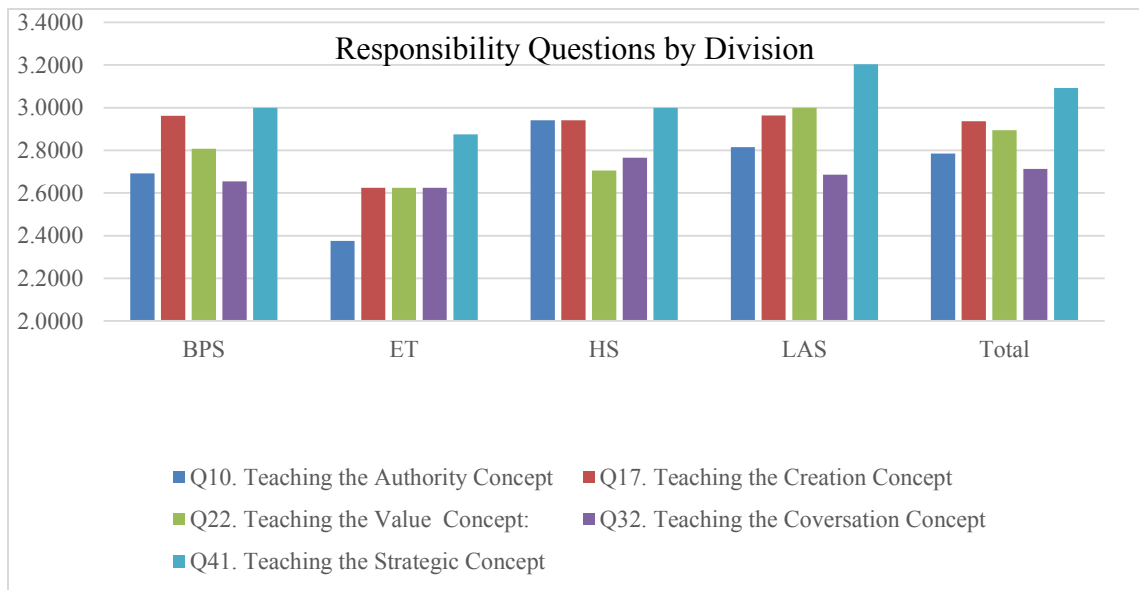
Consistent across all five of the concepts featured in the survey, (3) Equally Faculty and Librarians had the largest number of responses. In fact, the combined number of responses of (1) Only Faculty, (2) Mostly Faculty, (4) Mostly Faculty and (5)

Only Librarians were less than half the number of (3) Equally Faculty and Librarians responses. The overall number of Responsibility responses received from the survey was 591. Of those responses, only 124 were not (3) Equally Faculty and Librarians.

Further statistical testing was done using SPSS to assess any differences between demographic groups. Responses were examined by academic division, full or part-time status and the years that faculty has been teaching at CCC. The results of statistical testing will be used to make suggestions on further research and information literacy initiatives.

**Statistical analysis by academic divisions.** The research questions were examined based on the academic division of the college to determine if there were any significant differences related to divisions. The first question, to what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of the teaching faculty or the librarian to implement, is summarized in the Figure 4.1. When comparing the mean responsibility ratings of each division on the responsibility questions there were some similarities and some differences. The highest rated response by all four divisions was question 41, regarding teaching students that strategic exploration is necessary for information searching, indicating that all divisions view this as more of the librarians' responsibility than the other concepts. The other responsibility questions ratings varied by division. The overall highest mean responsibility rating was reported in the Liberal Arts and Sciences (LAS) for question 41, regarding the responsibility of teaching students that strategic exploration, with a rating of 3.20. The overall lowest mean responsibility rating was reported in Engineering and Technology (ET) for question 10, which pertains to the

responsibility of teaching students that authority is constructed and contextual. All of the mean responsibility ratings were close to (3) Equally Faculty and Librarians. In fact, all but one mean responsibility was less than one standard deviation from the rating. The only rating that was more than one standard deviation from three was the mean response rating reported by ET for question 10, regarding the responsibility of teaching authority is constructed and contextual. The mean responsibility rating of question 10 for the ET division was less than two standard deviations from (3) Equally Faculty and Librarians.



*Figure 4.1.* Responsibility Questions by Divisions Graph. The mean responsibility ratings for the responsibility questions sorted by academic divisions.

Ultimately, using Kruskal-Wallis tests, it was determined that there were no statistical differences between any of the academic divisions. No correlations were found between divisions and the responsibility ratings using Spearman Rho.

**Statistical analysis by employment status.** The data were analyzed for differences between full-time and part-time employees. The mean responsibility ratings for the five 620 responsibility questions ranged from 3.08 and 2.72 for full-time faculty

and 3.12 and 2.69 for part-time faculty. All of the means were within one standard deviation of (3) equally the responsibility of faculty and librarians. When reviewing the numerical order of the means of the five questions for part-time and full-time faculty the orders were the same. Question 41, regarding strategic exploration, received the highest rating, indicating that both full-time and part-time staff identified the responsibility of implementing this concept as slightly more the responsibility of librarians than faculty. The second highest mean belonged to question 17, information creation, followed by question 22, information has value, then question 10, authority is constructed and contextual and question 32, scholarship is developed through conversation. The details of the mean responsibility ratings based on part-time and full-time status are in Table 4.6.

Table 4.6

*Mean Responsibility Rating by Employment Status*

	Full Time		Part Time		Total	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Who is responsible for teaching students that:						
Q10. authority is constructed and contextual	2.8594	0.39308	2.7255	.49309	2.8000	.44327
Q17. information creation is a process	2.9219	0.48155	2.9608	.56430	2.9391	.51787
Q22. information has value	2.8750	0.33333	2.902	.45847	2.8870	.39214
Q32. scholarship is developed through conversation	2.7188	0.48693	2.6863	.46862	2.7043	.47709
Q41. strategic exploration is necessary for information searching	3.0781	.57196	3.1200	.62727	3.0965	.59451

*Note.* Based on a semantic differential scale in which 1 means the responsibility is completely the faculty's and 5 means the responsibility is completely the librarians'.



**Statistical analysis by years at CCC.** Respondents indicated that their experience ranged from less than 1 year to over 35 years. The mean number of years that respondents worked at CCC was 13.10 years. The years of teaching at CCC was examined to determine if experience was a factor in faculty's views of who is responsible for teaching IL concepts. In order to effectively analyze the data, the years at CCC data were sorted into the following categories: Less than five, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years and More than 30 years. These categories were assigned based on the respondents' answers and the data were analyzed using Kruskal-Wallis tests. With regard to the first research question, it was determined that there was no statistical difference between the mean responsibility rating for four of the five responsibility questions.

Question 32, regarding who is responsible for teaching students that scholarship is developed through conversation, was found to be significantly different across the number of years that the respondents have been at CCC. Faculty with 21 to 30 years at CCC found that teaching students this concept was substantially more the responsibility of faculty than librarians. The details regarding the responsibility question by years are shown in Figure 4.2.

No other significant differences were found based on the number of years of experience at CCC using the Kruskal-Wallis test. A Spearman Rho test identified a positive correlation between Question 10, teaching students that authority is constructed and contextual is the responsibility of, and the number of years a faculty member has been at the college. The longer the faculty member has been at the college, the more likely the faculty member was to respond that teaching students that authority is

constructed and contextual is the responsibility of (5) only librarians. No other correlations were identified.

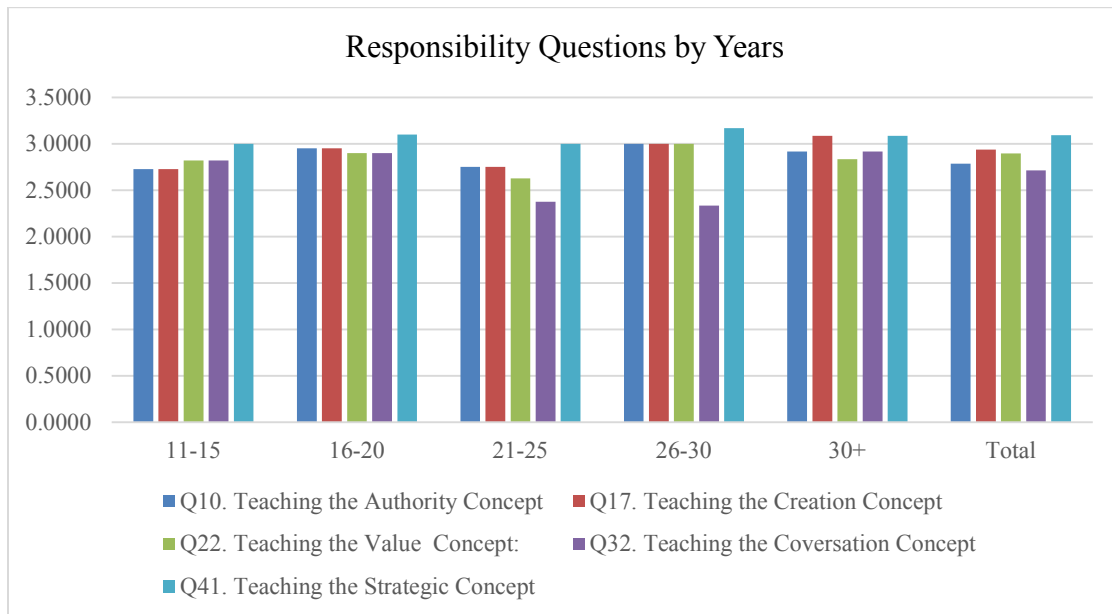


Figure 4.2. Responsibility Questions by Years at CCC Graph. The mean responsibility ratings for the responsibility questions sorted by years of experience in 5 year increments.

**Statistical analysis by gender.** The respondents reported their gender as male, female or chose not to disclose. Responses were sorted by gender and the mean responsibility ratings for each group were compared to determine if gender was a factor in how faculty view responsibility of implementing IL concepts. Question 41, regarding strategic exploration, was the highest rated across all groups, indicating that all groups felt the concept was slightly more the responsibility of librarians than faculty. Those who chose not to report their gender reported question 17, regarding information creation, equally the responsibility of librarians as question 41. The same group gave a mean rating of 3.00 to question 22, information has value, indicating that the responsibility of implementing that concept was equally the responsibility of librarians and faculty. All other concepts for all other groups were perceived as slightly more the responsibility of

faculty to implement as described in Table 4.7. All concepts across all groups had a mean responsibility rating within one standard deviation of 3.00.

Table 4.7

*Mean Responsibility Rating by Gender*

	Male		Female		Undisclosed	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Who is responsible for teaching students that:						
Q10. authority is constructed and contextual	2.7105	.45961	2.8472	.43313	2.8000	.44721
Q17. information creation is a process	2.9211	.48666	2.9306	.51256	3.2000	.83666
Q22. information has value	2.8158	.4565	2.9167	.36579	3.0000	0.0000
Q32. scholarship is developed through conversation	2.7895	.41315	2.6667	.50351	2.8000	.44721
Q41. strategic exploration is necessary for information searching	3.0263	.49248	3.1250	.62658	3.2000	.83666

*Note.* Based on a semantic differential scale in which 1 means the responsibility is completely the faculty's and 5 means the responsibility is completely the librarians'.

The data were analyzed for a significant statistical difference between faculty that reported they were male, female or preferred not to indicate their gender. The perception of the responsibility of teaching the concepts of the Framework (ALA, 2016) was analyzed using Kruskal-Wallis tests. The tests determined there was no statistical difference between the mean responsibility ratings of faculty regardless of their reported gender across the five responsibility questions.

**Statistical analysis by campus.** Respondents were asked to indicate their teaching location from central campus, north campus, south campus, off-site location or

distance learning. Responses were compared to examine if location was a factor in the way faculty view the responsibility of implementing IL concepts. As with many of the mean responsibility ratings calculated, all of the responses from all of the categories of teaching locations were within one standard deviation of 3.00. The mean responsibility ratings of respondents from central and north campus were ranked in the same order, the highest mean rated question was 41, followed by 17, 22, 10 and finally 32. Question 41 was the highest across all of the groups. The details of the mean responsibility ratings are detailed in Table 4.8.

Table 4.8  
*Mean Responsibility Rating by Location*

Teaching Location		Q10.	Q17.	Q22.	Q32.	Q41.
Central	Mean	2.7353	3.0000	2.8824	2.7059	3.1176
	SD	.44781	.55048	.40934	.46250	.68599
Distance	Mean	3.0000	2.5000	3.0000	3.0000	3.0000
	SD	0.0000	.70711	0.0000	0.0000	0.0000
North	Mean	2.8302	2.9434	2.9057	2.7358	3.0577
	SD	.42679	.45637	.35432	.44510	.46075
South	Mean	2.8333	2.8750	2.9167	2.6250	3.1250
	SD	.48154	.53670	.40825	.57578	.67967
Off-Site	Mean	2.8000	3.0000	2.6000	2.8000	3.0000
	SD	.44721	.70711	.54772	.44721	.70711

*Note.* Based on a semantic differential scale in which 1 means the responsibility is completely the faculty's and 5 means the responsibility is completely the librarians'.

The data were analyzed for a significant statistical difference between faculty from central, north, south, distance learning and off-site faculty. The mean

responsibilities of teaching the concepts of the Framework (ALA, 2016) were analyzed using Kruskal-Wallis tests. The tests determined there was no statistical difference between the mean responsibility ratings of faculty regardless of where they taught across the five responsibility questions.

**Research question one summary.** Faculty identified implementing information literacy concepts as a shared responsibility between librarians and teaching faculty. The mean responses were analyzed by academic division, part-time and full-time status, years at CCC, gender and campus of the faculty with very little variance. All means of the analyzed groups were between 2.5 and 3.5 except for three. The three outliers were faculty with 21-25 years at CCC with regard to the responsibility of teaching scholarship is developed through conversation (mean = 2.38), faculty with 26-30 years at CCC with regard to the same concept (mean = 2.33) and ET faculty with regard to the responsibility of teaching authority is constructed and contextual (mean = 2.38).

### **Research Question Two: Disposition Importance**

The second research question, which information literacy dispositions, as identified in the *Framework for Information Literacy for Higher Education* (ACRL, 2015), do faculty identify as important was evaluated in two ways. Scales were created based on the IL concepts to which the dispositions were related. The mean importance of each disposition was used to calculate the mean importance of each scale. Secondly, individual question responses were examined for variations that may have been normalized by the scales.

Table 4.9

*Descriptive Statistics by Academic Division*

Scale	<i>n</i> =	Minimum	Maximum	Mean	Std. Deviation
Authority	130	2.25	5.00	4.467	.65065
Creation	125	2.00	5.00	4.005	.77387
Value	123	2.75	5.00	4.291	.70375
Conversation	122	1.89	5.00	4.030	.75617
Strategic	121	2.88	5.00	4.389	.58544
Valid <i>n</i>	121				

Information about the data collected on each scale is shown in Table 4.9. The first concept, Authority is constructed and contextual, was measured by the Authority scale. The first eight rating questions in the Information Literacy Disposition and Concept Rating focus on the dispositions related to authority being constructed and contextual. The mean importance rating was 4.47. The next scale was based on dispositions regarding information creation being a process, the Creation scale. The mean importance rating was 4.00, indicating that the responding faculty report that their students understanding that information creation is a process was moderately important. The next scale, Value, included questions 18 through 21 which were based on dispositions surrounding the concept that information has value. The fourth scale, Conversation, was the focus of questions 23 through 31. The questions addressed the dispositions surrounding the concept that scholarship is developed through conversation. The mean importance rating was 4.03. The Strategic scale, which focuses on dispositions that highlight that strategic exploration is necessary for information searching, is the final scale addressing the Information Literacy Disposition and Concept Rating Survey. All

mean importance ratings for the scales were between (4) Moderately Important and (5) Very Important.

The disposition questions in this study had an overall mean importance rating of 4.24. Out of the 4,345 importance ratings submitted for disposition questions of the Information Literacy Disposition and Concept Rating Survey, only 39 responses indicated that a disposition was (1) Not Important. Question 3, which asked how important is it that the respondents' students "take the initiative to find credible sources," had the highest overall mean importance rating at 4.66 of the disposition questions and was included in the Authority scale. The disposition with the lowest overall mean importance rating, 3.89, was question 25, which asked how important is it that the respondents' students saw "themselves as contributors to scholarship and not just consumers" and was included in the Conversation scale.

Examining the individual responses given by faculty to the responsibility questions illustrates clearly how faculty views IL dispositions. While scales and averages minimize the impact of individual responses, the count of individual responses demonstrates how many more faculty responded that the dispositions were important and very important than not important, slightly important and important (see Table 4.10).

The number of (1) Not Important, (2) Slightly Important, (3) Important, and (4) Moderately Important responses reported for the questions that comprise the Authority Scale (364 responses) was significantly less than the number of (5) Extremely Important responses reported. The combined number of 1, 2, 3 and, 4 responses are also less than the number of 5 responses for the questions that comprise the Value and Strategy scales.

Table 4.10

*Number of Importance Ratings Responses*

	(1) Not Important	(2) Slightly Important	(3) Important	(4) Moderately Important	(5) Extremely Important	TOTAL
Authority	1	33	116	214	670	1034
Creation	11	37	182	225	297	752
Value	5	18	75	124	268	490
Conversation	16	61	243	328	451	1099
Strategy	3	13	156	225	573	970
Total Responses	36	162	772	1116	2259	4345

The Creation and the Conversation scales, which were consistently the lowest ranked scales across the academic divisions, had a larger percentage of (4) Moderately Important response reported. The combined number of (1) Not Important, (2) Slightly Important, and (3) Important responses reported for the questions included in the Creation scale was 230 responses. The combined number of responses is only slightly higher than the 225 (4) Moderately Important response and significantly less than the 297 (5) Extremely Important Responses. The combined number of (1) Not Important, (2) Slightly Important, and (3) Important responses reported for the questions included in the Conversation scale was 320 responses, which is less than the 328 (4) Moderately Important responses and the 451 (5) Extremely Important responses reported.

**Statistical analysis of scales by division.** Academic divisions were factored into the analysis of research question two to determine if faculty's division impacted the reported importance of dispositions. The mean importance ratings for the conversation and creation scales were consistently the lowest ranked across academic divisions. The



BPS respondents ranked the scales in the following order: Authority (4.55), Strategic (4.52), Value (4.48), Conversation (4.16) and Creation (4.07). The ET respondents ranked the scales in the following order: Authority (4.50), Value (4.34), Strategic (4.18), and Conversation and Creation tied for fourth and fifth ranking at 4.00. The HS respondents ranked the scales in the following order: Strategic (4.44), Authority (4.42), Value (4.33), Creation (4.30) and Conversation (4.16). The LAS respondents ranked the scales in the following order: Authority (4.62), Strategic (4.38), Value (4.22), Conversation (3.94) and Creation (3.88). The mean importance ratings are all around the (4) Moderately Important mark. The lowest two rankings, LAS respondents' mean importance ratings for Creation and Conversation, were the only mean importance ratings slightly less than four. The highest mean importance rating was also from the LAS division. The rating was for the Authority scale. While the rank orders varied by division, Kruskal-Wallis Tests revealed there were no significant differences across divisions when it came to the importance ratings of the five scales.

**Analysis of importance rating questions by division.** Upon further examination of the individual dispositions by division, specific trends and contrasts were observed. Minimums, maximums, means and rankings of each disposition, which comprise each of the scales, were compared. The mean importance ratings for 35 dispositions were examined for each of the four divisions and the means of all of the responses.

**Authority dispositions.** The Authority scale was comprised of questions two through nine. Table 4.11 displays the means of these questions by division. The mean responses of all respondents ranked question three, the importance of taking the initiative

to find credible sources, the highest with a mean importance rating of 4.66 per Table 4.11.

Table 4.11

*Authority Scale Means by Academic Division*

	BPS	ET	HS	LAS	TOTAL
Q2. Open Mind	4.6538	4.2500	4.5294	4.8333	4.5846
Q3. Initiative	4.7308	4.8750	4.6250	4.7593	4.6563
Q4. Varied Sources	4.6154	4.6250	4.5294	4.5185	4.4846
Q5. Skepticism	4.1154	4.5000	4.2941	4.5000	4.3077
Q6. Aware of Biases	4.5769	4.3750	4.2941	4.6981	4.4496
Q7. Value Other's Ideas	4.6154	4.5000	4.3529	4.4151	4.3876
Q8. Evaluate Biases	4.5000	4.3750	4.3529	4.6226	4.4341
Q9. Evaluate Themselves	4.5769	4.5000	4.3529	4.5926	4.4231

Question 3, how important is it that your students recognize that credible sources may be different for different topics, also had the highest importance rating among BPS, ET and HS. The LAS faculty rated the importance of students developing and maintaining an open mind as the highest, which was ranked the lowest among ET faculty. BPS faculty reported question 5, approaching content with skepticism, as the least important with a mean rating of 4.12. HS faculty reported questions 5 and 6, the importance of students being aware of their own biases, as least important with the mean rating of 4.29. The LAS faculty reported question 7, the importance of recognizing the value of the ideas of other, as the least important with a mean ranking of 4.42. The lowest ranking dispositions were reported as above “moderately important.” Further, none of the faculty of the four divisions rated any of the dispositions as “not important.”

**Creation dispositions.** The Creation scale was comprised of questions 11 to 16. The mean responses of all faculty ranked question 12, the importance of the value of the process of finding information, as the most important disposition in the creation scale with a rating of 4.20.

Table 4.12

*Creation Scale Means by Academic Division*

	BPS	ET	HS	LAS	TOTAL
Q11. Transparency	4.1154	4.2500	4.1765	3.9815	4.0480
Q12. Value the Process	4.3077	4.0000	4.375	4.1296	4.2016
Q13. Creation/Communication	4.1923	4.0000	4.2353	3.8491	4.0081
Q14. Non-Traditional Info.	3.9615	4.1250	4.2353	3.8148	3.9280
Q15. Format is Not Process	3.5385	3.7500	4.4375	3.4630	3.6694
Q16. Dissemination Methods	4.3600	3.8750	4.3529	4.0556	4.1774

Table 4.12 displays the means of the Creation scale questions by academic division. The faculty of the LAS division, also, ranked question 12 as the most important disposition of this scale with a rating of 4.13. In addition, the least important disposition of the Creation scale was question 15, which referred to the importance of not equating the format of information with the creation process, according to the entire survey population (3.67), LAS faculty (3.46), ET (3.75) faculty and BPS Faculty (3.54). In contrast, HS faculty ranked question 15 the most important disposition with a rating of 4.44. HS faculty gave the lowest mean importance rating, 4.18 to question 11, the importance of seeking out information that is transparent in its creation, while ET faculty gave this question its highest mean importance rating, 4.25. Finally, BPS faculty ranked the importance of the understanding different methods of information dissemination are

available, question 16, as the most important disposition of this scale with a rating of 4.36. The dispositions of the Creation scale range from 4.44 to 3.46. All but one of the disposition questions, question 12, received rankings of 1 from at least one faculty member.

**Value dispositions.** The Value scale consists of questions 18 to questions 21. The highest mean importance rating for all respondents (4.61), BPS (4.81), ET (4.63), HS (4.47), and LAS (4.64) was given to question 18, the importance of respecting the original ideas of others, as shown in Table 4.13. The second highest ranked for three of the four academic divisions, BPS (4.62) HS (4.44), LAS (4.35) and the overall survey population (mean importance rating 4.40) was question 19, the importance of valuing the skills, time and effort needed to produce knowledge. ET faculty ranked question 21, the importance of students examining their own information privilege, as second highest (4.50) and question 19 third with a rating of 4.25.

Table 4.13

*Value Scale Means by Academic Division*

	BPS	ET	HS	LAS	TOTAL
Q18. Respect Original Ideas	4.8077	4.6250	4.4706	4.6415	4.6148
Q19. Value Producing Knowledge	4.6154	4.2500	4.4375	4.3519	4.4016
Q20. Contributor of Information	4.3077	4.0000	4.3519	3.9815	4.0826
Q21. Information Privilege	4.1923	4.5000	4.4016	3.8679	4.0331

Question 20, the importance of students seeing themselves as contributors of information, and question 21 were ranked third and fourth by BPS and LAS faculty, in addition to the total survey respondent population. The faculty of ET ranked questions 19 and 20 third and fourth respectively. Finally, HS faculty ranked question 21 third and

question 20 fourth. The lowest mean importance rating for the Value scale was 3.87, very close to the “moderately important” rating. Only question 20 and 21 received “not important” ratings from faculty.

**Conversation dispositions.** The Conversation scale consisted of questions 23 to 31. The total survey population ranked question 31, recognizing that not mastering the language of a discipline reduces their ability to participate, as the most important disposition question (4.33).

Table 4.14 displays the means of the Conversation Scale questions by academic division. The faculty BPS (4.69) and ET (4.25) also ranked question 31 as the most important in this scale. LAS faculty reported recognizing information from authorities are given more weight, question 30, as the most important in the Conversation scale with a 4.28.

Table 4.14

*Conversation Scale Means by Academic Division*

	BPS	ET	HS	LAS	TOTAL
Q23. Recognize Scholarly Conversation	4.3462	4.1250	4.2941	4.0926	4.1475
Q24. Seek Out Research Conversation	4.1538	4.0000	4.2941	3.8491	4.0165
Q25. Contributors to Scholarship	4.0769	4.1250	3.9412	3.6415	3.8678
Q26. Various Sources of Conversation	3.9615	3.8750	4.1176	3.8889	3.9339
Q27. Suspend Judgement	4.2308	4.1250	4.1765	3.9815	4.0410
Q28. Responsibility of Participation	3.9600	3.7500	4.0588	3.8148	3.8678
Q29. Value User-Generated Content	3.9231	3.8750	4.1875	3.7407	3.9083
Q30. Weight of Authority	4.0769	3.8750	4.2353	4.2778	4.1557
Q31. Language of a Discipline	4.6923	4.2500	4.2353	4.1852	4.3330

Question 23, recognizing they are entering ongoing scholarly conversation, and question 24, seeking out conversations in their research area, both received a rating of 4.29, the highest ranking among the HS faculty. The lowest ranked mean importance for the total survey population was 3.64 and belonged to question 25, see themselves as contributors to scholarship and was given by LAS faculty. Question 25 was also the lowest ranking disposition among HS (3.94) and LAS (3.64) faculty. ET faculty ranked question 28 the lowest at 3.75 and BPS ranked 29, valuing user-generated content, as the lowest at 3.92. The highest mean ranking for this scale is 4.69 and the lowest was 3.64, making the highest ranking close to “extremely important” and the lowest closest to “moderately important.”

**Strategic dispositions.** Questions 33 through 40 comprised the Strategic scale. The total survey population reported the most important disposition in this scale as question 34, realizing that adequate information is not always produced on the first search attempt, with a rating of 4.56. Similarly, HS faculty and LAS faculty reported question 34 as the most important with ratings of 4.71 and 4.61, respectively. Both, LAS and the total survey population reported question 40, students recognizing when they had enough information, as the least important.

Table 4.15 displays the means of the Creation scale questions by academic division. The mean rating of question 40 among the LAS division was 3.91 and 4.07 among the total survey population. HS reported the same most important disposition as LAS and the total survey population. HS reported question 38, recognizing the value of informal information gathering, as the least important with a ranking of 4.00. BPS, also rated question 38 as the least important, 4.28, but unlike HS, BPS indicated that question

33 (4.65), exhibiting mental flexibility and creativity, as the most important strategic disposition. Similar to LAS and the total population of survey respondents, ET faculty found question 40 to be the least important disposition with a mean importance rating of 3.65. Faculty of ET rated question 35, realizing information sources vary greatly, as the most important with a rating of 3.625. The ET rating of question 35 is the lowest disposition of the Strategic scale at 3.65. This rating is closest to the “moderately important” rating. The highest rating for this scale was 4.71, closest to very important.

Table 4.15

*Strategic Scale Means by Academic Division*

	BPS	ET	HS	LAS	TOTAL
Q33. Flexibility & Creativity	4.6538	4.3750	4.4118	4.4259	4.4380
Q34. Multiple Search Attempts	4.5000	4.3750	4.7059	4.6111	4.5620
Q35. Information Sources Vary	4.5000	4.6250	4.4706	4.4444	4.4463
Q36. Relevance & Value Vary	4.6538	4.3750	4.4375	4.4815	4.4833
Q37. Seek Expert Guidance	4.6538	4.4286	4.5882	4.5556	4.5583
Q38. Value Non-Formal Methods	4.2800	3.7500	4.0000	4.0741	4.0750
Q39. Search Persistence	4.6400	4.0000	4.5882	4.5283	4.5043
Q40. Enough Information	4.3077	3.6250	4.3529	3.9074	4.0667

**Research question two summary.** In general, faculty members reported that all the dispositions are important. When the responses were examined closely, it became clear that certain dispositions were considered less important in certain divisions. The LAS division reported the lowest mean ratings for the Creation and Conversation scales, the only mean scale ratings under four. Some of the scales had fewer variations between divisions while others varied widely. Some dispositions were found to be the most

important across all four academic divisions and the total population. One such disposition was respecting the original ideas of others, which was part of the Value scale. It was ranked as the most important disposition in every subsection. Conversely, some dispositions were ranked differently in each division. Seeking out information that is transparent in its creation was an example of a disposition that was ranked differently in each division. ET faculty ranked this disposition as the most important disposition of the Creation scale, LAS, BPS ranked the disposition as third and fourth respectively, and HS faculty ranked this disposition as the least important of this scale.

**LAS division and not important ratings.** LAS faculty were a large portion of the respondents in this study. LAS faculty supplied 43% of the importance rating responses reported. Likewise, the faculty from the LAS division were responsible for around 40% of the (2) Slightly Important responses, (3) Important responses, (4) Moderately Important responses, and (5) Extremely Important responses.

The LAS faculty were responsible for a much higher percentage of (1) Not Important responses. Unlike the other responses, LAS faculty submitted 64% of the (1) Not Important responses in the study. The most (1) Not Important responses from the LAS division were reported in the questions that comprise the Conversation scale. The Authority scale questions were the only questions that did not have any (1) Not Important responses.

Examining the LAS respondents who indicated that one or more of the dispositions were not important revealed some interesting findings (see Table 4.16). LAS respondents were responsible for 23 of the 36 (1) Not Important responses. As



previously discussed, the LAS division includes 13 departments and had 53 survey respondents.

Table 4.16

*LAS (1) Not Important Respondents*

	Department	Campus	Status	Years @ CCC	Responded (1) Not Important to:	# of (1) Responses
#1	English	North	Full	30-35	Q15, Q26	2
#2	Mathematics	Off-site	Full	21-25	Q13, Q15, Q16, Q20, Q21, Q24, Q25, Q26, Q27, Q28, Q29, Q35, Q40	13
#3	English	Central	Part	6-10	Q15	1
#4	Mathematics	Distance	Distance	16-20	Q15	1
#5	Social Sciences	Off-site	Part	>5	Q28	1
#6	Mathematics	Central	Full	26-30	Q14	1
#7	Social Sciences	North	Part	>5	Q20, Q27, Q29	3
#8	Chemistry	Off-site	Part	>5	Q15	1

The 23 (1) Not Important responses from the LAS division were supplied by eight individuals from four departments, one from chemistry, two from social science, two from English, three from mathematics. Question 15, relating to the importance of resist the tendency to equate the format with the underlying creation process, was reported as not important by five of the eight LAS respondents who indicated that a disposition was not important.

Three of the eight respondents responded that more than one disposition was not important. One faculty member, an off-site full-time mathematics instructor was

responsible for more than one-third (36%) of the total (1) Not Important responses in the study, and over half (57%) of the (1) Not Important responses for the LAS department. This mathematics instructor viewed three of the six dispositions related to information creation being a process as not important. In addition, the instructor reported that half of the dispositions that comprise the Value scale, two-thirds of the Conversation scale dispositions and a fourth of the dispositions included in the Strategic scale were not important.

The other faculty members who reported more than one disposition as being not important were a north campus part-time Social Science instructor, who reported three not important dispositions, and a north campus full-time English instructor, who reported two not important dispositions. The questions that received not important ratings from the Social Science instructor and the English instructor with multiple not important responses were included in the questions that were viewed as not important by the mathematic instructor with 13 not important responses. Overall, LAS respondents reported 14 questions with at least one not important rating from four of the five concepts of the ACRL's Framework (ACRL, 2015) that were the focus of this study. The dispositions related to the Authority concept received no (1) Not Important ratings.

### **Chapter Summary**

The Information Literacy Disposition and Concept Rating Survey was designed to address: (1) which of the information literacy dispositions, as identified in the ALA's Framework (ACRL, 2015), faculty of CCC identified as important; and (2) who faculty view as responsible for teaching information literacy concepts. All of the faculty teaching in the fall 2016 semester at CCC were sent the survey through their email account.

The survey had a response rate of 21.7%, which is typical of broadly advertised surveys in the library and information discipline (Gandhi, 2012; Gullikson, 2006; McGuinness, 2006; Yousef, 2010). Survey participants were not required to answer any questions beyond giving consent. Each question being optional allowed the number for responses of each question to vary. The respondents were divided into demographic groups for analysis based on self-reported characteristics. Respondents were assigned to academic divisions, as recognized by CCC, based on the department indicated by the respondent. Departments that were omitted or not recognized by the colleges divisions were categorized as *Other*.

The demographics of CCC's total faculty population were compared with the demographics of the survey population, and the survey population by academic division. To facilitate analysis, descriptive scales were created by calculating the mean of importance response rates of disposition questions that correspond to one of the five concepts included in the survey: Authority, Creation, Value, Conversation, and Strategy.

The mean importance of the 35 IL dispositions that were assessed in the Information Literacy Disposition and Concept rating survey indicated that none of the dispositions were less than "important." The aggregated results of the total survey population reported only six or 17% of the dispositions were rated below "moderately important," and those six dispositions ranked between "important" and "moderately important." The other 30 dispositions received mean importance ratings between (4) Moderately Important and (5) very important. The disposition questions in this study had an overall mean importance rating of 4.24.

Individual responses were examined and the number of (5) Extremely Important responses were more than the other four choices combined. Out of the 4,345 importance ratings submitted for disposition questions of the Information Literacy Disposition and Concept Rating Survey only 36 responses indicated that a disposition was (1) Not Important. The number of (5) Extremely Important responses was 2,259, over half of the total number of responses.

The survey included five responsibility questions and the mean responses for each of these questions were calculated. The mean importance ratings were compared for each scale and the mean responsibility ratings for the responsibility questions were compared. The mean responsibility responses were all within one standard deviation of (3) Equally Faculty and Librarians, indicating that faculty perceived that the responsibility of teaching information literacy concepts is the responsibility of both faculty and librarians. The overall mean reported of all five responsibility rating questions was 2.88, with 3 indicating that the responsibility is evenly distributed between faculty and librarians. Based on overall mean rankings, the responsibility of teaching strategic exploration is necessary for information searching is slightly more the responsibility of librarians at 3.09. The other four concepts: authority is constructed and contextual, information creation is a process, information has value, scholarship is developed through conversation, are slightly more the responsibility of faculty. The conversational nature of scholarship was more the responsibility of faculty than the rest, with the lowest mean responsibility rating of 2.71. The lowest mean was substantially higher than 2 which was equivalent to the concept being the responsibility of “mostly faculty.”

Examination of the individual responses related to responsibility questions revealed that an overwhelming majority of faculty responses were (3) Equally Faculty and Librarians. Of the 591 responsibility responses, 467 responses were (3) Equally Faculty and Librarians. Only four responses did not call for shared responsibility, one response indicated that a concept was completely the responsibility of librarians only and three responses indicated that concepts were completely the responsibility of faculty only.

Further statistical analysis and testing was completed based on demographics. When responses were examined by academic division no statistical differences were found between mean importance rating of the scales or the mean responsibility ratings of the responsibility questions. Further, no statistical differences were found between mean importance rating of the scales or the mean responsibility ratings of the responsibility when responses were examined by part-time versus full-time status. When responses were divided by years the faculty members taught at CCC, there was no statistical difference between the mean responsibility rating for four of the five responsibility questions. However, there were no statistical differences found between mean importance rating of the scales based on the years the faculty has been teaching at CCC.

## Chapter 5: Discussion

### Introduction

The Information Literacy Disposition and Concept Rating Survey was distributed to CCC faculty members who were actively teaching at CCC. The survey was distributed in order to address the following research questions:

1. To what degree is each of the concepts of the *Framework for Information Literacy for Higher Education* (ACRL, 2015) the responsibility of community college teaching faculty or the community college librarian to implement?
2. Which information literacy dispositions, as identified in the *Framework for Information Literacy for Higher Education* (ACRL, 2015), do community college faculty identify as important?

The survey findings have implications regarding future practices, decision-making and scholarly understanding of information literacy at the community college level.

### Implications of Findings

This study was loosely based on Gullikson's (2006) study which assessed teaching faculty's perceptions of the ACRL Standards (2000). The study assessed teaching faculty's perceptions of the ACRL's Framework (2015). While Gullikson's (2006) work was based on 87 IL outcomes, the Information Literacy Disposition and Concept Rating Survey was based on 35 IL dispositions and five concepts. Three key findings from the study are as follows:

1. Mean ratings of faculty responses identified all dispositions as important.

2. Division responses varied regarding which dispositions were most important.
3. Faculty responses indicated that implementing IL concepts is a shared responsibility of faculty and librarians.

These findings were consistent among all mean responsibility ratings regardless of how the results were sorted.

**Mean ratings of faculty responses identified all dispositions as important.**

Mean ratings of this study regarding the importance of IL dispositions identified all dispositions as important. The aggregate mean of survey responses identified as important all of the dispositions identified in the five frames of the ACRL Framework (2015) that were represented in this study.

Thirty of the 35 dispositions were rated between moderately important and extremely important. The remaining six dispositions received mean importance ratings between important and moderately important. Gullikson's study was somewhat different. Gullikson (2006) found that faculty reported that 61 of the 87 ACRL's IL outcomes which were based on the IL Standards (ACRL, 2000) were "very important" and only 13 of the outcomes as only "somewhat important" or "not important." The improved rating of the Frameworks' (ACRL, 2015) dispositions over the Standards' (ACRL, 2000) outcomes may imply that the outcomes were not as congruent with faculty perceptions as the dispositions. Concept dispositions are descriptive statements which state that the students will understand, recognize or perceive. The dispositions address how students think about information literacy where the outcomes are definitive statements about how a student acts. An example of a disposition would be "students recognize that an information search may need to be repeatedly revised." An example of an outcome

would be “students will repeatedly revise an information search.” The verbiage of the dispositions may be more agreeable to faculty. Another possible implication is that faculty members see a greater need for information literacy today compared to 2006 when Gullikson’s study was published. To further support these implications, Saunders (2012) reported that 97% of the population in his study agreed with the statement “information literacy is important.” The aggregate population of the current study revealed 36 ratings as not important of the total 4345 importance ratings. In other words, 99.2% of the current study population views information literacy as important.

Bury (2011), like Gullikson (2006) and this study, asked faculty to rank the importance of information literacy concepts. Bury’s (2011) subjects rated 12 broad sets of competencies related to the ACRL Standards (ACRL, 2000) using a seven point Likert scale. Seven on the scale indicated that the competencies were very important and one indicated the competency was not at all important. As none of the 12 sets of competencies had a mean rating below six, all of the competencies were extremely important according to Bury (2011). In agreement with the findings in this study, both Gullikson (2006) and Bury (2011) reported that the faculty subjects in their studies overwhelmingly found that IL was important.

**Division responses varied regarding which dispositions were most important.**

No statistically significant differences were found between various subsets of respondents. As in Saunders’ (2012) study, the current study found no statistically significant difference between divisions of the institutions with regard to the importance of IL. However, small differences were found when each disposition’s importance ratings were examined separately and grouped in various ways. The disposition featured



in question 2, the importance of maintaining an open mind, had a mean importance rating among LAS faculty that was roughly 0.6 higher than the mean importance of the same question among the ET division. Both ratings were over four, an indication that both the LAS faculty and the ET faculty view the disposition as between (4) Moderately Important and (5) Extremely Important. The difference between the two mean importance ratings seems rather small, initially. Further examination revealed the LAS division rated question 2 the first of the eight questions in the Authority scale while the ET division rated question 3 last of the eight. One could speculate that the exact nature of engineering would not stress open-mindedness as much as liberal arts. Or perhaps, the small number of ET faculty had other attributes that influenced their responses, for example they all worked at the north campus. When responses were grouped by academic divisions, some distinct ordinal differences were found that should be acknowledged by academic librarians. By failing to acknowledge the views and ideas of teaching faculty on information literacy, librarians create an issue of trying to impose library standards of IL into the teaching faculty's curriculum (Gullikson, 2006).

**Faculty responses indicated that implementing IL concepts is a shared responsibility of faculty and librarians.** The results of the Information Literacy Disposition and Concept Rating Survey indicated that faculty recognized the shared responsibility of faculty and librarians to implement IL concepts. Research at Princeton found similar results (Bury, 2011). Bury asked faculty subjects whose role it is to teach IL competencies. The majority of respondents (79%) of faculty answered both faculty and librarians. The findings of this study and of Bury's research seem to contradict the "faculty problem" that was found in McCarthy's research (1985). The "faculty problem"

refers to the notion that teaching faculty are apathetic or deliberately obstructive in efforts to build collaborations with librarians. The results of the survey overwhelmingly reported that faculty consider implementing IL concepts as a shared responsibility of librarians and teaching faculty.

While the findings indicate that implementing the concepts are a shared responsibility, this does not mean that faculty members act on this belief and collaborate with librarians. Gonzales (2001) found that 48% of his study population who did not use librarian instruction reported that they believed both faculty and librarians were responsible for teaching library instruction in collaboration. In addition, research reported that faculty refrained from collaborating and taught IL skills independently (McGuinness, 2006; Weiner, 2014). Weiner concluded that faculty did not assign teaching assistants, collaborate with librarians, or work with others to teach information literacy. Conversely, Bury (2011) reported faculty taught IL independently only slightly more than they co-taught with a librarian or let a librarian teach independently in their class.

The assumption that faculty members are addressing their perceived responsibility to implement IL concepts may be erroneous, also. Research shows that faculty who acknowledged the importance of information literacy still failed to address information literacy in their classes (Weiner; 2014). Recognizing the importance of a concept does not automatically indicate that faculty exhibit efforts in regard to those concepts.

The findings of this study are promising but they are not enough. While recognizing the importance of IL dispositions, the survey does not reveal if faculty are implementing IL concepts. If faculty members were attempting to implement IL

concepts, one cannot assume that they are implementing effectively. Successful IL initiatives are dependent on knowing what community college students know and what faculty members need in order to be effective partners in implementing information literacy.

### **Limitations**

There were three limitations to this study, the first being the number of respondents. The limited number of respondents resulted in some academic divisions with fewer than ten respondents (ET). Academic divisions were used to generate subpopulations of survey respondents that could be examined. More faculty participation may have afforded the opportunity to examine departmental variances more distinctly. As a result, some departments were not represented at all in the survey population.

The second limitation was the preselected responses to the majority of survey questions. While the survey responses provided quantifiable data, the responses did not present an opportunity for individuals to provide experiential or anecdotal replies. A combination of open and closed ended questions might have been helpful additions to the Information Literacy Disposition and Concept Rating Survey.

The third limitation was that the survey was distributed through the CCC email system. Relying on one method of distribution might have limited access to willing respondents. While every faculty member is assigned a CCC email address, some faculty use alternate email accounts as a means to communicate.

### **Recommendations for Future Research**

As a result of the findings in this study, there are five recommendations for future research. Additional research is needed:

1. in the context of community colleges;
2. to assess current information literacy implementations;
3. to establish if a discord between the importance of IL and the effort to address IL among faculty exists;
4. to identify reasons faculty members collaborate or refrain from collaborating with librarians to implement IL;
5. to determine departmental differences regarding how faculty view; and implement information literacy.

The suggested research would broaden the information literacy knowledge base and identify factors that can maximize the effectiveness of IL programs. The findings could be used to shape Information Literacy at every level.

**Community College Context.** Research concentrating specifically on community colleges needs to occur. Few studies addressed perceptions of faculty at community colleges in isolation from other types of institutions of higher education. Furthermore, students at community colleges enroll in programs that range from 6-months to 2-years, yet student information literacy skills are subpar during the first 2 years of school. Community colleges have a maximum of 2 years to implement information literacy and have limited knowledge of the most appropriate skills to teach in the short period of time. Perceptions of community college faculty about the most relevant information literacy skills for students should be assessed. It would also be beneficial to evaluate the timeline used to deliver information literacy programs and determine what process is most effective for student learners.

**Assess current information literacy implementations.** Further research also needs to be conducted to assess if faculty members are implementing the information literacy concepts in their classrooms and, if so, how. Librarians should consider the subtle differences reported in the findings to optimize the information literacy initiatives with community college divisions and faculty. If the research at CCC concurs with the findings of Bury (2011) and McGuinness (2006), Weiner (2014) and faculty are teaching IL skills themselves, the aims of the initiatives would need to change to address this issue. It becomes imperative that our faculty know the latest and best IL practices. In addition, faculty would need to be current on all of the resources the libraries provide. Weiner (2014) states that faculty who taught IL to their students taught “the same way they were taught.” In other words, students may be taught how to deal with an immensely different informational landscape the same way their instructors were taught years ago.

**Establish if a discord between the importance of IL and the effort to address IL among faculty exists.** Gullikson (2006) and DaCosta (2010) assessed perceptions of IL, similar to this study. Their studies concurred that faculty members perceived information literacy as important. Further research indicated that students’ IL skills were not at the level that teaching faculty expected (Saunders, 2012). In addition, students reported their IL skills higher than teaching faculty and librarians (Kim & Shumaker, 2015). Unfortunately, further research expressed that faculty failed to address information literacy in their classes (Morrison, 2007; Weiner, 2014) despite knowing their students’ lack of IL skills and the importance of information literacy. The discord

of perception and actions implies that further research is needed within community colleges to assess how information literacy is being addressed by faculty.

Research needs to be done to assess if faculty are collaborating with librarians to implement IL initiatives. Collaboration between faculty and librarians enhances student learning and their development of information literacy skills (Yousef, 2010). Yousef's work identified collection development, information literacy and library services as responsibilities which faculty felt they should address with librarians. While this study confirms that faculty view the responsibility of implementing IL concepts as shared, further research could identify how faculty would like to be involved, and in what activities librarians would like faculty assistance.

**Identify reasons faculty members collaborate or refrain from collaborating with librarians to implement IL.** Raspa and Ward's (2000) research revealed that a cross-curricular approach with a focused collaboration between librarians and teaching faculty is an effective way of implementing successful information literacy programs. If collaboration is not occurring between faculty and librarians to promote IL, an examination of the reasons may be warranted. Further, if certain faculty members collaborate while others refrain, the reasons behind their actions need to be explored. The benefits perceived by the faculty who collaborate need to be assessed and shared to encourage those who do not collaborate.

Research to assess if the "faculty problem" (McCarthy, 1985) exists would be beneficial. An intentional obstruction to collaboration seems unlikely among faculty who perceive the responsibility of implementing IL as shared. If no evidence of intentional obstruction is found, other reasons for the lack of collaboration need to be explored.

Previous research indicated various impediments to library and faculty collaboration. One such impediment was that the role of librarians was unclear to some faculty. Cannon (1994) and Gonzales (2001) reported that faculty were unaware that librarians would provide research instruction to their classes. Another impediment was the time required to implement IL concepts. Fravel Vander Meer et al. (2012) found that faculty supported library collaborations that took little to no time from faculty teaching time.

**Determine departmental differences regarding how faculty view; and implement information literacy.** Further research should be done within college divisions to establish trends by departments. Variances between divisions were revealed in this study. For example, LAS faculty rated question 2, the importance of students developing and maintaining an open mind as the highest, but the same disposition was ranked the lowest among ET faculty. Examining departmental differences within the divisions may reveal that not all department within LAS concur with the overall division. The LAS division consists of liberal science departments and pure science departments which tend to differentiate in thought. Further, the largest department in the LAS division is the General Studies Department. The faculty of the general studies department outnumber the faculty of the other departments giving the general studies department the most potential responses when looking at the division as a whole and not departmentally.

The findings of this study were interesting but did not allow for any qualitative data. The distribution of a survey with open ended questions or the opportunity for follow up with focus groups or interviews would add more depth and possibly valuable information on this topic. A qualitative component would be suggested for future research.

## **Recommendations for College Administration, Faculty and Librarians**

Recommendations for community college administration, faculty and librarians include:

1. Institutional information literacy assessment
2. Librarians and faculty partnership
3. Current IL initiatives assessment
4. Institutional information literacy goals
5. Acknowledge students' and faculty's IL needs

**Institutional Information Literacy Assessment.** Institutions need to establish parameters and qualifiers to gauge students' information literacy. If an institution purports that its graduates are information literate, the institution should be able to assess information literacy. Nationally normed assessments are available or an institutional specific assessment should be designed based on the needs of the institution. Assessment of IL should be an institutional goal that is cross curricula and implemented throughout the students' entire program. Claiming students will have a skill without assessing the skill may compromise the integrity of the institution. The assessment could occur outside the curriculum, similar to placement tests that are administered to students to assess math and reading skills, but must be intertwined into the curriculum at all levels in every department. Assessing students' IL would be a necessary step in increasing college wide information literacy but alone it will not be enough.

**Librarians and Faculty Partnerships.** College administrators need to foster partnerships between faculty and librarians across all departments. Since the study confirms that faculty regards IL as important to students and that implementing IL



concepts is the responsibility of faculty and librarians, there should be ample support for this endeavor. In cases where faculty are willing to collaborate with librarians (Sanabria, 2013), institutions have failed to assess, consider input, or promote active participation of faculty and librarians during information literacy program adoption processes. Research shows that a cross-curricula approach with focused collaboration between librarians and teaching faculty is an effective way of implementing successful information literacy programs (Ianuzzi, 1998; Raspa & Ward, 2000; Winner, 1998). Interactions between students and librarians that have been facilitated by teaching faculty have proven to positively affect students (McGuinness, 2006). Institutional support would include formal information literacy training for faculty, release time or continuing education credits or certification for faculty training, funding for assessment and recognition for collaborative efforts.

**Current IL Initiatives Assessment.** Evaluations of courses that claim information literacy as a learning outcome would be useful. A formal review of how information literacy is being implemented and assessed by faculty may be beneficial to the institution's credibility by serving as verifiable efforts of increasing information literacy in students. Information literacy initiatives should aim to increase understanding and knowledge of the six interconnected core frames in students through faculty and librarian contact. If this is happening, it should be identified. Courses that implement information literacy and possible opportunities to infuse information literacy across the curriculum should be identified. Further, a repository of pedagogical practices and assignments focused on information literacy should be evaluated for effectiveness and

shared among faculty. These cross curricula efforts would need to be implemented at an administrative level and supported across all departments and locations

**Institutional Information Literacy Goals.** Community colleges should establish and actively pursue information literacy as an institutional goal in order to help promote IL among faculty. Cope and Sanabria (2014) found that institutional information literacy goals and the weaknesses of the students shaped faculty's information literacy efforts. In addition to establishing IL as an institutional goal, reliable assessment of student IL skills may shape IL efforts among faculty because they would have an accurate perception of their students' IL weaknesses. Further, the assessments would provide librarians with a baseline to work from with reference to students' IL skills.

To effectively impact information literacy, institutional support must be evident in policy and funding. College wide recognition for successful collaboration would provide incentives to be involved in partnership. Basic IL training should be required of all teaching faculty members. Advanced Training and continuing education credits should be offered to faculty interested in increasing their own and their students IL skills. Financial support and work time should be allowed for librarians to do additional research. These actions would demonstrate an institutional commitment to increasing IL.

**Acknowledge Students' and Faculty's IL Needs.** Librarians need to acknowledge the perceptions of faculty when creating IL initiatives. Cannon (1994) and Gonzales (2001) both conducted similar surveys to assess what type of librarian- led instruction faculty used and what forms of librarian- led instruction they would support in the future. Both Cannon and Gonzales found that faculty reported ignorance of the services librarians provided, difficulty scheduling librarians for classes, and difficulty

finding time for librarian instruction as reasons for not participating in librarian- led instruction. Faculty did not participate in spite of the fact that they acknowledged implementing information literacy concepts was a shared responsibility between faculty and librarians.

Fravel Vander Meer et al. (2012) used Cannon's (1994) survey as the basis of a survey in 2012, also. In addition to revealing some of the same impediments to librarian- led instruction, Fravel Vander Meer et al. identified various modes of librarian- led instruction that faculty used with their students. Faculty members took their classes to the library for librarian-led instruction, had a librarian come to their classroom to lead instruction, had an online class guide created by librarians for specific classes, had students attend optional library instruction sessions, used a tutorial or online instruction created by librarians or had librarians have an online presence in their distance learning classes (Fravel Vander Meer et al., 2012). Assessing what faculty want or need from librarians would be useful in designing effective and useful library initiatives. Faculty recognition of the importance of IL presents the opportunity to include faculty developmental conversations about IL and to convey any apprehension or obstacles to using certain modes of IL programs. Requesting faculty input and being responsive to faculty needs would promote personal investment from faculty and potentially avoid apprehension and impediments that could render information literacy programs less effective.

## **Conclusions**

The skills individuals need to effectively use information have been recognized as important since the coining of the term information literacy (Zurkowski, 1974). In 1989,

the ALA further established the importance of information literacy, as it applies to individuals, community and business. This step led the ACRL to establish measurable outcomes and standards to assess information literacy in higher education students in 2000. Research since the 2000 standards has led to a more fluid and interconnected framework to examine information literacy in higher education (ACRL, 2015).

This study examined what information literacy skills community college faculty identify as important, and determined if the findings are in alignment with the ACRL Framework, which is divided into six frames consisting of knowledge practices and dispositions. The information gathered from the study serves as a plan to improve, evaluate and implement information literacy at the community college level. The implications of the level of alignment may be used by institutions of higher education to determine what and how information dispositions should be taught and to which students. Administrations can use the results of this study to facilitate conversations and collaboration across curriculum as it pertains to information literacy.

Collaboration between faculty and librarians enhances student learning and their development of information literacy skills (Yousef, 2010). Attitudes and perceptions of both groups should be understood to facilitate faculty/librarian collaboration. When exploring faculty perceptions of student information literacy, areas of focus were the importance of information literacy, student information literacy skills, teaching information literacy, and the role of academic librarians.

The review of the literature revealed gaps in the research. One such gap is research was heavily influenced by the ACRL Standards (Bury, 2011; Gullikson, 2006; Kaplowitz, 2005; Kim & Shumaker, 2015; Morrison, 2007; Saunders, 2012; Weiner,

2014). The emergence of the new ACRL Framework created the need to examine how the new framework influences faculty perceptions of information literacy. The unique nature of community colleges has not been addressed by the research, another gap in the research. Community colleges were rarely included in the subject populations and when they were, they were combined with other institutions of higher education limiting the research usability of the research for community college populations.

The research study identified perceived levels of importance for the dispositions of the ACRL Framework (ACRL, 2015) among community college faculty. A quantitative survey of community college faculty was used to explore which information literacy dispositions were perceived as important and which information literacy concepts are the responsibility of faculty and/or librarians to teach to students. The survey was loosely based on Gullikson's (2006) study but instead of relying on the ACRL Standards it was constructed using the ACRL Framework. The survey was distributed to all faculty at a multi-campus community college through email. Contact with faculty and departmental chairs was used to encourage participation before and during the survey period.

The findings of the study indicated that CCC is similar to the other institutions that were the subject of research. All faculty respondents across all divisions found all aspects of IL described in the Information Literacy Disposition and Concept Rating Survey very important. Some slight variances were observed and limited correlations were detected that can be used to design and optimize future IL initiatives. Faculty recognizing the importance of information literacy should encourage leadership to expand the efforts to promote, implement and assess information literacy.

While the need for further research is apparent, an institutional focus at the administrative level is needed at the community college level to improve the implementation and assessment of information literacy. This study's findings imply that community colleges should support IL collaboration, and devote resources to further research and assessment of IL, particularly if the college reports IL as a learning outcome for all of its students. The accrediting body and the university system highlight the importance of IL and community colleges need to support IL by using research based practices. The institutional support must be cross-curricular, collaborative and a priority if the support is to be successful.

This study has established the perceived importance of information literacy among faculty, the shared responsibility of implementing information literacy between librarians and faculty, and the slight variations that are present in perceptions between academic divisions. Administration should pursue further action and research regarding information literacy. Information literacy skills are imperative to 2-year college students. Whether students plan on entering the workforce or continue on in education, these skills impact students for the rest of their personal and professional lives.

Information literacy is imperative to an individual's success. The evolving informational landscape has created an overwhelming amount of information that needs to be navigated effectively. Community colleges offer a variety of different programs with differing lengths of studies and various end goals. Whether a community college student plans to enter the work force or further their education, their ability to access, evaluate and use information effectively will affect their lives. From making health, financial and political decisions to writing reports, interacting with legal authorities or

completing research, interacting with information is a part of everyone lives. Community colleges have a responsibility to educate communities. An institution that fails to empower its students to navigate the overwhelming amount of information available, essentially fails to educate.

The results of this study make it clear that community college faculty recognize the importance of information literacy, as do accreditation bodies and university systems. Institutions purport that they are implementing information literacy but it is the responsibility of leadership to ensure that these claims can be supported. Making claims that are not being substantiated impacts the credibility of an institution. Protecting the credibility of the institution is another responsibility of institutional leaders.

Institutional leaders can utilize faculty and librarians, who recognize the importance of IL and acknowledge the responsibility of implementing IL concepts as a shared responsibility, as able advocates to champion information literacy initiatives. Institutional support is imperative to facilitate information literacy collaborations that are cross-curricula and effective. Institutional focus and funding will determine the success of information literacy endeavors throughout and institution. Information literacy cannot be effective within an institution if it is expected in only academic silos, or in singular classes or departments.

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## **Appendix A**

### Preliminary Email to Department Chairs

Dear Department Chairs:

Jamie Smith from the library will be conducting a short survey on information literacy. The study is part of her dissertation research and will be used to help design information literacy initiatives for our students. As you may know, information literacy is one of our institution's learning outcomes and is important to a quality education.

While participation is completely voluntary, your participation will help us effectively address the way we integrate information literacy in our programs. Departmental and professional expertise in informational literacy cannot be considered without the input of industry professionals, like you.

We hope that you appreciate the importance of departmental input and we encourage you to participate in the Information Literacy Disposition and Rating Survey when you receive it later in the semester.

Thank you for your time and consideration,

CCC Libraries

## **Appendix B**

### **Information Literacy Disposition & Concept Rating Survey**

The purpose of this survey is to gather faculty attitudes and beliefs about information literacy concepts and dispositions as described in the Framework for information Literacy for Higher Education (ACRL, 2015). This is a research project being conducted by Jamie D. Smith, MLS, librarian at County Community College (CCC) and doctoral candidate at Saint John Fisher College. As a faculty member at County Community College, you are being invited to participate because your response is integral to the study.

Your participation in this research study is voluntary. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. However, your participation is much appreciated and very valuable. The results will help CCC libraries develop curriculum appropriate for information literacy initiatives.

The online survey will take approximately 10 minutes. Your responses are confidential and no identifying information such as your name, email address or IP address will be collected. The survey poses minimal risk. Minimal risk exists when the probability of and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. There are no additional anticipated emotional and physical risks to participants in this study. By participating in this study, participants will contribute to study results, which will add to the current body of research on information literacy in community colleges.

All data is stored in a password protected electronic format. To help protect your confidentiality, the surveys will not contain information that will personally identify you. The aggregate results of this study will be used for scholarly purposes only and results may be shared with County Community College representatives.

If you have any questions about the research study, please contact Jamie D. Smith, 716-851-1278. If you have any further questions regarding this study, please contact the researcher listed above. If you experience emotional or physical discomfort due to participation in this study, please contact the Health and Wellness Center at (585) 385-8280 for appropriate referrals.

The Institutional Review Board (IRB) of St. John Fisher College has reviewed this project. For any concerns regarding this study and/or if you experience any physical or

emotional discomfort, you can contact Jill Rathbun by phone at 585.385.8012 or by email at: [irb@sjfc.edu](mailto:irb@sjfc.edu).

\*Association of College and Research Libraries. (2015). Information literacy framework for higher education. Retrieved April 13, 2015, from <http://www.ala.org/acrl/standards/ilframework>

ELECTRONIC CONSENT: Please select your choice below.  
Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are a faculty member at County Community College

1) If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- Agree
- Disagree

If Disagree Is Selected, Then Skip to End of Survey

When considering information literacy, how important is it that your STUDENTS:

	Not Important (1)	Slightly Important (2)	Important (3)	Moderately Important (4)	Extremely Important (5)
2) develop and maintain an open mind about differing ideas, even when the ideas seem to conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) take the initiative to find credible sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) recognize that credible sources may be different for different topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) approach content with skepticism, looking to detect biases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) are aware of their own biases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) recognize the value of the ideas of others even when they are outside the ideas of established authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) evaluate information for biases and prejudices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) evaluate themselves for biases and prejudices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Teaching students that authority is constructed and contextual is the responsibility of:

- Only Faculty
- Mostly Faculty
- Equally Faculty & Librarians
- Mostly Librarians
- Only Librarians

When considering information literacy, how important is it that your STUDENTS:

	Not Important (1)	Slightly Important (2)	Important (3)	Moderately Important (4)	Extremely Important (5)
11) seek out information that is transparent in how it was created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) value the process of finding information that matches information need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) recognize that information may be created as a result of communication through a range of different modes and formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) accept the value of information expressed in new or non-traditional formats or modes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) resist the tendency to equate the format with the underlying creation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) understand different methods of information dissemination that are available for their use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17) Teaching students that information creation is a process is the responsibility of:

- Only Faculty
- Mostly Faculty
- Equally Faculty & Librarians
- Mostly Librarians
- Only Librarians

When considering information literacy, how important is it that your STUDENTS:

	Not Important (1)	Slightly Important (2)	Important (3)	Moderately Important (4)	Extremely Important (5)
18) respect the original ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) value the skills, time, and effort needed to produce knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) see themselves as contributors to the information marketplace and not just consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) examine their own information privilege and access to information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22) Teaching students that information has value is the responsibility of:

- Only Faculty
- Mostly Faculty
- Equally Faculty & Librarians
- Mostly Librarians
- Only Librarians

When considering information literacy, how important is it that your STUDENTS:

	Not Important (1)	Slightly Important (2)	Important (3)	Moderately Important (4)	Extremely Important (5)
23) recognize they are often entering into an ongoing scholarly conversation and not a finished conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) seek out conversations taking place in their research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25) see themselves as contributors to scholarship rather than just consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26) recognize that scholarly conversations occur in various places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27) suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28) understand the responsibility that comes with entering the conversation through participatory channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29) value user-generated content and evaluate contributions made by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) recognize that information from authorities are given more weight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) recognize that not mastering the language of a discipline reduces their ability to participate in academic discourse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32) Teaching students that scholarship is developed through conversation is the responsibility of:

- Only Faculty
- Mostly Faculty
- Equally Faculty & Librarians
- Mostly Librarians
- Only Librarians

When considering information literacy, how important is it that your STUDENTS:

	Not Important (1)	Slightly Important (2)	Important (3)	Moderately Important (4)	Extremely Important (5)
33) exhibit mental flexibility and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) understand that first attempts at searching do not always produce adequate results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) realize that information sources vary greatly in content and format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) realize that information sources vary in relevance and value, depending on the needs and nature of the research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) seek guidance from experts, such as librarians, researchers, and professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) recognize the value of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

browsing and other less formal methods of information gathering					
39) persist in the face of search challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) know when they have enough information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40) Teaching students that strategic exploration is necessary for information searching is the responsibility of:

- Only Faculty
- Mostly Faculty
- Equally Faculty & Librarians
- Mostly Librarians
- Only Librarians

DEMOGRAPHIC QUESTIONS:

Where do you teach: (Check all that apply)?

- South Campus
- North Campus
- Central Campus

Which departments do you teach in (if you teach for more than one department please list your "home" department first)?

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Are you currently full or part-time?

- Full-Time
- Part-Time

How many years have you been teaching at CCC?

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What is highest traditional academic degree you have earned?

- High School or Equivalent
- Associates Degree
- Bachelor's Degree
- Master's Degree
- Doctoral Degree

What other degrees, training or certifications do you possess?

---

What is your professional title?

- Associate Professor
- Assistant Professor
- Professor
- Instructor
- Other

What is your gender?

- Male
- Female

What is your race?

- White/Caucasian
- Black/African American
- Hispanic
- Asian
- Native American
- Pacific Islander
- Multiracial
- Other

We thank you for your time spent taking this survey.

Your response has been recorded.

## **Appendix C**

### Preliminary Email for Faculty

Dear Faculty Members:

Jamie Smith from the library will be conducting a short survey on information literacy. The study is part of her dissertation research and will be used to help design information literacy initiatives for our students. As you may know, information literacy is one of our institution's learning outcomes and is important to a quality education.

While participation is completely voluntary, your participation will help us effectively address the way we integrate information literacy in our programs. Departmental and professional expertise in informational literacy cannot be considered without the input of industry professionals, like you.

We hope that you appreciate the importance of departmental input and we encourage you to participate in the Information Literacy Disposition and Rating Survey when you receive it later in the semester.

Thank you for your time and consideration;

CCC Libraries



## **Appendix D**

### Reminder Email for Faculty Members

Dear Faculty Member;

The Information Literacy Disposition and Concept Rating Survey was distributed last week. By taking the time to answer the survey you will shape how CCC will approach information literacy as a learning outcome, a requirement of SUNY and a factor of accreditation with Middle States. Your input is invaluable and appreciated.

If you have not completed the survey, please do so immediately. The survey is scheduled to close next Friday.

Thank you for your time and consideration;

CCC Libraries

## **Appendix E**

### **Thank you and Final Reminder for Faculty Members**

Dear Faculty Member;

A sincere thank you to the faculty who have submitted their Information Literacy Concept and Rating Survey. Your responses will be useful in developing information literacy programs that are interactive and responsive to your need and will benefit your students.

By taking the time to answer the survey you have shape how CCC will approach information literacy as a learning outcome, a requirement of SUNY and a factor of accreditation with Middle States. Your input is invaluable and appreciated.

**THIS IS YOUR LAST OPPORTUNITY** to speak on behalf of your students' information literacy needs. If you have not completed the survey, please do so immediately. The survey will close Friday at midnight.

Thank you for your time and consideration;

CCC Libraries