Table 1: Disciplinary focus of respondent libraries

Disciplinary Focus	% (n)*
Social sciences/Humanities	46.1 (35)
Other	32.9 (25)
Health/Medicine	21.0 (16)
Sciences	19.7 (15)
Education	18.4 (14)
Business	10.5 (8)
Engineering	5.3 (4)
Law	2.6 (2)

*Percentage was calculated based on number of respondents to this question. A number of respondent libraries focused on multiple disciplines or subject areas, hence the percentages add up to more than 100%.

Table 2: Client groups receiving instructional focus (in order of percentage)

Client Group	1995 %	2000 %	2005 %	2011 % (n)
First-year students	56.0	84.6	78.4	71.5 (88)
Undergraduates in certain disciplines		59.1	71.9	64.2 (79)
Postgraduate students	40.0		41.2	
Graduate students				46.3 (57)
Teaching staff (faculty)	34.0	46.6	46.7	40.7 (50)
Adult re-entry students	37.0	40.4	35.7	28.5 (35)
Other			21.2	19.5 (24)

Table 3. Proportion of undergraduate students reached by instructional program

Proportion of undergraduate students	2005 %	2011 % (n)
76-100%	26.8	27.7 (33)
50-75%	28.3	28.6 (34)
Fewer than 50%	33.8	26.9 (32)
Not able to determine	10.1	11.8 (14)
Other[a]	2.0	5.0 (6)

Table 4. Types of staff doing instruction

Type of Staff	2005 %	2011 %[a] (n)
Other librarians on staff	21.6	53 (41.5)
Reference/public service librarians	74.4	41.5 (51)
Other staff [b]	35.7	36.6 (45)
Full-time instruction librarian(s)	18.6	29.3 (36)

[a] Percentage does not total 100% as respondents could select more than one category
[b] Primarily technicians

Table 5. Staff time spent on instruction

Proportion of Staff Time	Start of Academic Year %(n)	Remainder of Academic Year %(n)
0-25%	23.8 (29)	79.5 (97)
26-50%	49.2 (60)	16.4 (20)
51-75%	20.5 (25)	3.3 (4)
More than 75%	6.6 (8)	0.8 (1)

Table 6. Evaluation of Instruction

Type of Evaluation	1995 %	2000 %	2005 %	2011 % (n)
Informally from feedback received from faculty	70.6	76.0	79.9	61.8 (76)
Informally from feedback received from students	71.9	70.2	70.4	55.3 (68)
Self-evaluation by individual instructors/librarians	40.6	41.3	41.7	39.0 (48)
With feedback questionnaires to students	39.4	34.6	41.7	33.3 (41)
By testing students on what they have learned	26.4	25.5	28.1	
By reviewing student learning assessment results				13.8 (17)
With feedback questionnaires to faculty	10.6	16.3	15.1	11.4 (14)
Other			8.5	6.5 (8)
We do no evaluations	40.6	41.3	13.6	29.3 (36)

Table 7. Assessment of instruction

Type of Assessment	2011 % (n)
Through information literacy assignments	31.7 (39)
Through formative assessment during in-class sessions	29.3 (36)
Through student self-assessment	27.6 (34)
Through questions and activities integrated into course assignments	26.0 (32)
Through quizzes/tests	24.4 (30)
By comparing pre- and post-instruction test results	13.8 (17)
Other	13.0 (16)
We do no assessments	35.8 (44)

Table 8. Publicity for instruction

Type of Publicity	1995 %	2000 %	2005 %	2011 % (n)
Personal faculty contact	83	76.0	89.4	91.1 (112)
Notices or letters to faculty	70	71.2	73.2	68.3 (84)
Notices on Web		42.3	57.1	49.6 (61)
Posters		44.7	39.9	23.6 (29)
Notices in campus newspaper	42.0	34.6	25.3	22.8 (28)
Other[a]			22.2	17.9 (22)

[a] Included primarily electronic media (e.g., social media tools, email, student listservs), and integration within course schedules/calendar/registration materials

Table 9. Mean importance rank for instructional objectives

Objective	Mean Rank (1 = highest)	
	2005	2011
Teach students how to find information in various sources	2.04	1.71 (SD = 1.051)
Teach students general research strategies	2.33	1.85 (SD = 1.113)
Teach students how to critically evaluate the quality and usefulness of information	3.27	2.02 (SD = 1.263)
Other[a]		2.23 (SD = 1.787)
Teach students how to locate materials in the library	2.84	2.26 (SD = 1.332)
Teach students how databases in general are structured	4.07	3.32 (SD = 1.664)
Teach awareness of technological innovations	5.51	4.19 (SD = 1.599)

[a]The majority of responses in this category related to the ethical use of information (i.e., citation practices, respecting copyright, and avoiding plagiarism)

Table 10. Mean importance rank for preferred instructional objectives

Objective	Mean Rank (1 = highest)	
	2005	**2011**
Teach students how to critically evaluate the quality and usefulness of information	2.82	1.45 (SD = 0.936)
Teach students general research strategies	2.27	1.94 (SD = 1.231)
Teach students how to find information in various sources	2.29	1.98 (SD = 1.188)
Other[a]		2.43 (SD = 2.440)
Teach students how to locate materials in the library	3.44	3.04 (SD = 1.612)
Teach students how databases in general are structured	4.24	3.60 (SD = 1.669)
Teach awareness of technological innovations	5.50	4.09 (SD = 1.749)

[a] The majority of respondents in this category indicated that there was no need for objectives to change

Table 11. Topics of instruction

Topic	1995 %	2000 %	2005 %	2011 % (n)
Online databases			97.5	95.9 (118)
Catalogue/OPAC	90.7	89.9	96.0	89.4 (110)
Search strategies (e.g., Boolean)				87.0 (107)
Library use in general	92.0	85.1	89.4	86.2 (106)
The internet/world wide web	52.5	84.1	83.9	81.3 (100)
Electronic documents				66.7 (82)
Library classification system	50.0	40.9	46.2	41.5 (51)
Other print reference materials	73.5	59.1	51.8	39.0 (48)
Other [a]			25.1	27.6 (34)
Government documents	35.8	31.7	28.1	22.0 (27)
Audio-visual materials	21.6	16.8	19.6	21.1 (26)
Print indexes or abstracts	76.5	45.7	34.7	13.0 (16)
CD ROM resources	86.4	79.3	26.1	7.3 (9)

[a] The largest proportion of respondents indicated bibliographic citation management (process and tools) in this category

Table 12. Methods used in instruction

Topic	1995 %	2000 %	2005 %	2011 % (n)
Individualized instruction (one-on-one)	86.4	82.2	91.5	85.4 (n = 105)
Hands-on instruction in computer lab	43.2	63.9	77.9	87 (n = 70.7)
Group library tours	84.0	80.3	83.4	68.3 (n = 84)
Group instruction focused on particular courses or subjects (in the library)		88.0	74.9	60.2 (n = 74)
Lectures/demonstrations in subject classes	72.2	66.3	79.4	58.5 (n = 72)
Web tutorials (formerly "computer-assisted instruction")	29.6	35.6	45.7	54.5 (n = 67)
Pathfinders or subject guides, web-based			64.2	52. 0 (n = 64)
Library guides or handbooks, web-based			56.3	48.8 (n = 60)
Library guides or handbooks, paper-based			53.8	34.1 (n = 42)
Pathfinders or subject guides, paper-based			47.4	33.3 (n = 41)
Learning management system modules				30.9 (n = 38)
Self-paced library tours (web)	22.8	13.9	6.5	25.2 (n = 31)
Credit course	9.9	8.7	15.1	22.8 (n = 28)
Videotape/CD-Rom/DVD presentations (formerly "videotape presentations")	17.3	4.3	3.0	17.1 (n = 21)
Additions to course notes for distance students		12.5	11.1	15.4 (n = 19)
Essay assistance (workshops)	21.6	11.1	18.1	13.8 (n = 17)
Non-credit course	15.4	13.0	16.1	11.4 (n = 14)
Workbook program	8.0	11.1	5.5	8.1 (n= 10)
Other (formerly "other methods")			5.0	8.1 (n = 10)
Posters	21.6	9.6	9.5	6.5 (n = 8)

Table 13. Degree to which information technology has changed instruction delivery

Degree of Change	2005 %	2011 % (n)
Not at all	4.1	4.1 (5)
Only slightly	11.3	18.7 (23)
Quite a bit	36.4	45.5 (56)
A great deal	48.2	31.7 (39)

Table 14. Degree to which information technology has changed instructional content

Degree of Change	2000 %	2005 %	2011 % (n)
Not at all	2.4	4.7	1.6 (2)
Only slightly	13.5	14.1	25.4 (31)
Quite a bit	44.7	37.7	43.4 (53)
A great deal	37.0	43.5	29.5 (36)

Table 15. Respondent beliefs about the definition of information literacy (IL) and teaching responsibility

Element of IL	This is an element of IL			Libraries should take full responsibility			Libraries should take partial responsibility			Libraries should take no responsibility		
	2000	2005	2011	2000	2005	2011	2000	2005	2011	2000	2005	2011
Recognizing when information is needed	68.8	78.6	80.5 (n = 99)	12.9	11.4	19.3 (n = 23)	77.2	80.3	73.1 (n = 87)	9.9	8.3	7.6 (n = 9)
Understanding how information is generated, organized, stored, and transmitted	70.7	72.1	70.7 (n = 87)	52.2	50.0	43.0 (n = 52)	39.4	42.3	52.1 (n = 63)	8.4	7.7	5.0 (n = 6)
Understanding some ethical, legal, economic and socio-political information issues	53.4	64.8	67.5 (n = 83)	8.8	9.8	15.7 (n = 19)	76.5	74.7	78.5 (n = 95)	14.7	14.9	5.8 (n = 7)
Understanding that there exists a wide variety of information sources beyond the obvious	88.9	86.8	79.7 (n = 98)	47.6	48.5	55.7 (n = 68)	52.4	51.5	43.4 (n = 53)	0.0	0.0	0.8 (n = 1)
Understanding how to locate efficiently and effectively information from many sources	95.7	92.4	93.5 (n = 115)	74.8	77.0	77.0 (n = 94)	25.2	22.4	22.1 (n = 27)	0.0	0.5	0.8 (n = 1)
Understanding how to use efficiently and effectively information from many sources	89.9	87.8	92.7 (n = 114)	45.4	41.0	54.9 (n = 67)	51.7	57.4	42.6 (n = 52)	2.9	1.5	2.5 (n = 3)
Understanding how to critically analyze and evaluate information	94.2	94.4	78.9 (n = 97)	17.5	14.8	32.2 (n = 39)	80.1	83.2	66.9 (n = 81)	2.4	2.0	0.8 (n = 1)
Knowing how to think critically in general	56.3	64.0	72.4 (n = 89)	5.4	3.6	9.1 (n = 11)	70.0	76.0	76.9 (n = 93)	24.6	20.4	14.0 (n =17)