

ACS Information Fluency Project

Funded by The Andrew W. Mellon Foundation

First Year Report

This report provides a narrative of the progress that has been made in the last 12 months towards achieving the goals of the Information Fluency Project that has been generously supported by The Andrew W. Mellon Foundation. The grant enables the Associated Colleges of the South consortium (ACS) to address the issues related to information fluency across the consortium and promote collaboration among faculty, librarians and information technology staff. The financial report can be found in Appendix A.

I. Organization

A coordinating committee of five library directors, three faculty members and three information technology directors was assembled to direct the implementation of the project in February. This central group consists of Lynne Brody, Southwestern University, Barbara Brown, Washington and Lee University, Donna Cohen, Rollins College, Susan Hagen, Birmingham-Southern College, Bob Johnson, Rhodes College, Kathy Koberstein, Washington and Lee University, Gary Lindquister, Rhodes College, Art Moore, Centre College, Bob Paver, Southwestern University, James Rettig, University of Richmond and Thomas Watson, University of the South. Five task force groups were formed in addition to the coordinating committee. The task forces were asked to focus on specific portions of the broad topic of information fluency. A description of the groups and their charges is contained in the next section.

Reports on the progress of the project have been shared with the ACS presidents and the deans throughout this first year.

II. Task Forces

Membership on the five task forces was drawn from participants at a symposium on information fluency held in November 1999 and from recommendations made by the chief academic officers. The groups are as follows: Guidelines; Training and Teaching Research Skills; Collaboration among library staff, IT staff, and faculty; Pedagogy and Curriculum Development; Assessment.

The groups were handed their initial charges at the November symposium and based on their discussions, chose specific tasks to work on during the first year.

The Guidelines task force was charged with drafting formal guidelines and a definition of information fluency for the rest of the groups to use as a resource for common

terms and goals. They found that the Association of College and Research Libraries (ACRL) had already commenced work on a set of guidelines that would be appropriate for ACS to use as a model for the project. It was recommended to the other task forces that the ACRL guidelines be adopted as working guidelines for their work. The coordinating committee accepted the recommendations and a copy of the task force report appears in Appendix B. The full ACRL standards are contained in Appendix C.

The Training and Teaching Skills task force started by examining the different kinds of training needed to prepare staff for dealing with information fluency issues. They elected to plan a model workshop as a way to provide concrete information for the various staff involved in the project.

The topic selected for the first workshop was online course development since almost every campus is using some product like Blackboard or Web CT. Members decided that the emphasis should be on providing the faculty and staff with the tools that would enable them to train their colleagues as well as students who will assist with the projects on the individual campuses.

Workshop proposals will be invited from campus teams consisting of a faculty member, a librarian and an IT staff person - preferably individuals not experienced with the online course software. By requesting proposals from teams, the task force is emphasizing the need for collaboration.

The Collaboration among library staff, IT staff and faculty task force examined several options for their role. They felt the most important effort for promoting collaboration would be done on individual campuses and decided to devote their work to developing individual campus teams to help with dissemination of information as well as encouraging collaboration.

One project that they chose was to develop a database of personnel involved in information fluency projects to serve as a resource for people seeking other collaborative partners. Collection of the information would be done by the individual campus teams with the task force creating the database. One of the first steps the group agreed upon was to examine the database structure to determine what types of information needed to be collected and how it would be accessed.

The Pedagogy and Curriculum Development task force focused on the importance of identifying the best practices on individual campuses and highlighting those practices as a way to provide a useful resource for the consortium. Members stressed the importance of looking at different departments and different levels of administration to obtain the broadest view of information fluency work on the individual campuses. Questions suggested by the group to use in gathering information included:

What standards of IF are being addressed by the participant?

How are those standards applied?

What resources (software, lab set up, etc.) are used?
How well are the standards addressed in the course/workshop?
Methodology – what is the time commitment, do students assist with preparation?
What is needed to improve or expand the course/workshop?

Members were charged with working with local teams to determine best practice examples and to begin to compile information on a web site to provide an efficient means of disseminating the information.

The Assessment task force examined the various options for assessing the work of the student and the institution. It was determined that the assessment of individual student performance would need to be addressed directly by the individual institutions and that the consortium should concentrate on more general institution-level guidelines for assessment.

Examples of what is happening on the member campuses were shared within the group. The task force discovered that campus discussion and proposed policies focused on assessing student information fluency skills as part of requirements for their major and not as a separate component. Members also noted concerns about the impact on the workload for faculty and staff in implementing and maintaining a separate assessment process.

The group decided that there was a need for two approaches to the issue. The first approach suggested is to develop a survey that would look at what standards are being used, how the students are being taught and what resources are being used to address the topic. The second approach is to focus on program assessment and develop benchmarks and guidelines that can be shared among consortium members.

III. Working Definition

One item that emerged during the discussions held by all the task forces was the need for a common definition of information fluency. Many of the participants felt that it was difficult to coordinate work with the other task forces without some kind of common language. Concerns were also expressed about how to describe the project to others not involved. The coordinating committee agreed that it was important to have a working definition for the whole project and they developed the following:

Working Statement of Information Fluency

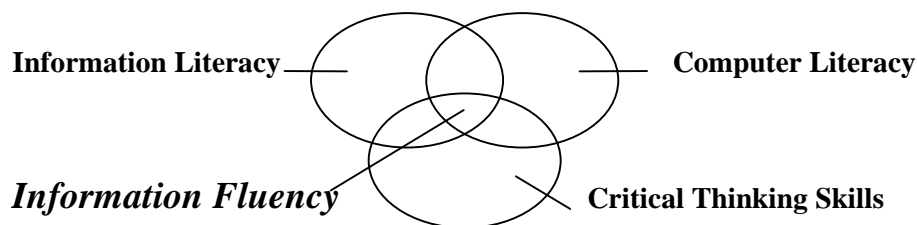
An important challenge facing liberal arts education today is to anticipate how emerging technologies will change the traditional ways we teach and learn.

We believe one of the best ways to address the challenge is by bringing the faculty, librarians, and IT staff together to develop a common understanding of the task before us. One of our goals is to find ways to guide our students in becoming adept in using the varied types and sources of information available to them in productive and responsible ways in their learning; in other words, to become information fluent.

Using critical thinking skills and appropriate technologies, information fluency integrates the abilities to:

- Collect the information necessary to consider a problem or issue
- Employ critical thinking skills in the evaluation and analysis of the information and its sources
- Formulate logical conclusions and present those conclusions in an appropriate and effective way.

Information fluency may be envisioned as the optimal outcome when critical thinking skills are combined with information literacy and relevant computing skills, as suggested in this diagram:



Plans have also been made for a symposium in February 2001 to bring together all members of the various task forces as well as the chief academic officers for a meaningful dialogue about the project.

IV. Surveys

Based in part on the task force recommendations and discussion among the coordinating committee members, it was decided that there needed to be two initial surveys. The first survey was designed to capture the formal documentation of information fluency initiatives on the individual campuses and the second survey was designed to obtain an in-depth look at individual institutional efforts.

After the academic officers aired several concerns over the language to be used with such a survey, the first survey, which incorporated the working statement on information fluency, was sent out in the late fall to the academic officers. (See Appendix D)

The second survey was drafted with the aim of collecting comprehensive information about the type and manner of information fluency initiatives from individuals involved in the process at various levels on the campuses. The survey is to be administered in January 2001 with the results to be presented at the symposium in February. (See Appendix E)

V. Dissemination and Communication

Dissemination of information about the project on ACS campuses has been accomplished informally through task force members meeting with personnel on their

campuses. The ACS office has disseminated information through ACS maintained web pages, listservs and the ACS newsletter, The Palladian. Part of the web related information has been the addition of the WebBoard software through which discussions among the various task forces via e-mail can be viewed easily by any interested party.

Conference calls have also been used as a means to provide the task forces with real time communication about their initiatives. All the task forces will meet at the February symposium to share information with other groups, to work face to face on the initiatives started in the first year and to plan activities for the second year.

VI. The February Symposium

Planning began in the fall for a symposium to bring together all members of the committees working on information fluency as well as the chief academic officers for discussion and work sessions. The ACS Technology Center at Southwestern University was chosen as the site. To emphasize the need for collaboration as well as to introduce members to projects at other institutions, a number of ACS institutions will report on their activities and a panel from Mount Holyoke College and Bryn Mawr College will present a report on their work. Susan Perry from Mount Holyoke College was asked to be the keynote speaker focussing on the theme of collaboration. Work sessions for the task forces will be scheduled as well to pursue project ideas.

VII. Challenges

One of the biggest challenges to the project has been identifying a definition that could be shared across the institutions. Each campus has a different view of what constitutes information fluency and how it is to be measured. Some campuses have created committees to review the issue and have started to develop policies that emphasize the need to address the issue. Other campuses have informal groups that are just starting to work on the issue. The working statement drafted by the coordinating committee is seen as a way to provide both groups with a common language.

A second challenge to the project has been finding common themes that the consortium as a whole can address. Collecting information through the two surveys is expected to provide the task forces with details about individual campus initiatives that will help them identify the areas where the consortium can be particularly effective.

VIII. Conclusion

Overall, the project is making significant progress. The discussions that have been generated by the various task forces have identified key areas for project initiatives. Essential building blocks like the working statement on information fluency as well as the guidelines have been put into place. The symposium and survey planned for the beginning of the second year will build upon this earlier work.

We are extremely indebted to The Andrew W. Mellon Foundation for making the grant to the consortium. Thanks to the Foundation, the ACS is bringing librarians, faculty, and information technology staff together to focus on an issue of extraordinary importance to ACS campuses and to American higher education.

Appendix A

ACS Information Fluency Project Expenditures for Year One

Category	Three Year Budget	Budget Year One	Expenses Year One	Remainder
Teaching Research Skills				
Release Time/Stipends	120,000.00	40,000.00		120,000.00
Workshops/Meetings	150,000.00	50,000.00	1,547.90	148,452.10
Consultants	9,000.00	3,000.00		9,000.00
Travel	22,500.00	7,500.00	121.84	22,378.16
Training Programs				
Training Workshops	150,000.00	50,000.00		150,000.00
Consultants	6,000.00	2,000.00		6,000.00
Travel	22,500.00	7,500.00		22,500.00
Office				
Supplies and Equipment	37,500.00	12,500.00	10,207.60	27,292.40
Staff Assistance	82,500.00	27,500.00	26,092.91	56,407.09
TOTALS	600,000.00	200,000.00	37,970.25	562,029.75

Income	
Beginning Grant Balance	600,000.00
Earned Interest from 1/1/00 to 11/30/00	30,698.03
Total Income	630,698.03
Total Expenses	37,970.25
Balance Available after 1st year expenses	\$592,727.78

Appendix B

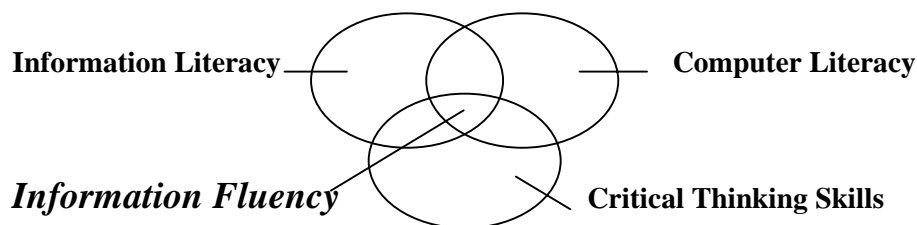
ACS Information Fluency Project Guidelines Task Force Report

1. Introduction

An enduring value of a liberal arts institution is its ability to graduate individuals who are informed, knowledgeable and self-sufficient, able to collect and evaluate the information needed to make decisions, and able to present those decisions in a clear and convincing way. Students must internalize the ability to work creatively in an increasingly information driven society. The ACS Colleges must provide the framework to make *information fluency* an outcome of the liberal arts experience.

2. Defining Information Fluency

The liberal arts curriculum recognizes the importance of fostering critical thinking skills. Quality of learning in such an environment is clearly related both to the quality of available information and to its proper application. Recent initiatives, such as that of The Association of College and Research Libraries (ACRL), suggest that information literacy involves abilities to collect the information necessary to consider a problem or issue, to employ critical thinking skills in the evaluation and analysis of the information and its sources, to formulate logical conclusions, and to present conclusions in an appropriate and effective way. Undoubtedly, facility with the capabilities of computing technology is central to this entire process in today's world. Thus, as the diagram below illustrates, *information fluency* may be envisioned as the optimal outcome when relevant computing skills are combined with information literacy and critical thinking skills.



3. Achieving Information Fluency

The undergraduate experience should provide the foundation for the lifelong process of grappling with an ever-expanding body of knowledge and resources. Information fluency will be an outcome for students only through making information issues a factor throughout the curriculum. ACS recognizes that faculty commitment to the concept of information fluency is essential. The goals of the ACS initiative in Information Fluency are to assist faculty and library and IT staff with their own information fluency, support and highlight individual initiatives in information fluency and encourage interdisciplinary and intercollegiate institutionalization of information fluency programs. To this end, the ACS Information Fluency Task Forces provide these guidelines for information fluency standards and assessment for consideration by ACS member institutions.

4. Information Fluency Guidelines

As defined above, information fluency encompasses critical thinking skills, information literacy, and computer skills. ACS institutions are experienced in fostering critical thinking skills. ACRL has recently established the Information Literacy Competency Standards for Higher Education (Appendix C). In general, these standards fall into the categories of preparation, access, evaluation, assimilation, presentation and ethical use of information. The ACS Information Fluency Standards Task Force recommends the use of the ACRL framework as a starting point for defining and assessing information fluency initiatives on ACS campuses. The Task Force also recognizes that each institution will deem different sets of computer skills as essential to the meeting the goals of information fluency. Furthermore, many discipline-specific issues for advanced students are beyond the scope of these general guidelines and will require consideration by appropriate institutional and consortium groups.

Appendix C

ACS Information Fluency Project Guidelines Statement

In recent years the issue of Information Fluency in higher education has been discussed in depth by many groups, most notable the Association of College and Research Libraries' Task Force on Information Literacy. The ACRL *Information Literacy Standards for Higher Education* closely match the ACS vision of Information Fluency as encompassing abilities in information retrieval, evaluation, and analysis, critical thinking skills, and an implied facility with a wide range of appropriate information technologies. These guidelines (reproduced below) were passed by the ACRL board in January 2000 and recommended for endorsement by the American Association of Higher Education. The guidelines task force has proposed that ACS institutions consider the ACRL competency standards and accompanying outcome measures as a starting point in developing a framework for teaching and assessing Information Fluency.

Information Literacy Competency Standards for Higher Education
ACRL, Task Force on Information Literacy
Passed by ACRL Board, January 18, 2000
<http://www.ala.org/acrl/ilcomstan.html>

Standards, Performance Indicators, and Outcomes

Reproduced with permission of the ACRL, Task Force on Information Literacy

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes Include:

- a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- b. Develops a thesis statement and formulates questions based on the information need
- c. Explores general information sources to increase familiarity with the topic
- d. Defines or modifies the information need to achieve a manageable focus
- e. Identifies key concepts and terms that describe the information need
- f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes Include:

- a. Knows how information is formally and informally produced, organized, and disseminated
- b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

- d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
 - e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
 - f. Realizes that information may need to be constructed with raw data from primary sources
3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes Include:

- a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
 - b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
 - c. Defines a realistic overall plan and timeline to acquire the needed information
4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

- a. Reviews the initial information need to clarify, revise, or refine the question
- b. Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

- a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
- b. Investigates benefits and applicability of various investigative methods
- c. Investigates the scope, content, and organization of information retrieval systems
- d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes Include:

- a. Develops a research plan appropriate to the investigative method
- b. Identifies keywords, synonyms and related terms for the information needed
- c. Selects controlled vocabulary specific to the discipline or information retrieval source
- d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
- e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
- f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

- a. Uses various search systems to retrieve information in a variety of formats

- b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
- c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
- d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

- a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
- c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

- a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- b. Creates a system for organizing the information
- c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- d. Records all pertinent citation information for future reference
- e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

- a. Reads the text and selects main ideas
- b. Restates textual concepts in his/her own words and selects data accurately
- c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

- a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- b. Analyzes the structure and logic of supporting arguments or methods
- c. Recognizes prejudice, deception, or manipulation
- d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes Include:

- a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

- a. Determines whether information satisfies the research or other information need
- b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- c. Draws conclusions based upon information gathered
- d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
- f. Integrates new information with previous information or knowledge
- g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes Include:

- a. Investigates differing viewpoints encountered in the literature
- b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes Include:

- a. Participates in classroom and other discussions
- b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
- c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

7. The information literate student determines whether the initial query should be revised.

Outcomes Include:

- a. Determines if original information need has been satisfied or if additional information is needed
- b. Reviews search strategy and incorporates additional concepts as necessary
- c. Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include:

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
- b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
- c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

Outcomes Include:

- a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
- b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

Outcomes Include:

- a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- b. Uses a range of information technology applications in creating the product or performance
- c. Incorporates principles of design and communication
- d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:

- a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
- b. Identifies and discusses issues related to free vs. fee-based access to information
- c. Identifies and discusses issues related to censorship and freedom of speech
- d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:

- a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
- b. Uses approved passwords and other forms of ID for access to information resources
- c. Complies with institutional policies on access to information resources
- d. Preserves the integrity of information resources, equipment, systems and facilities
- e. Legally obtains, stores, and disseminates text, data, images, or sounds
- f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- g. Demonstrates an understanding of institutional policies related to human subjects research

3.The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

- a.Selects an appropriate documentation style and uses it consistently to cite sources
- b.Posts permission granted notices, as needed, for copyrighted material

Approved by: ACRL Board, January 18, 2000.

Appendix D

To ACS Chief Academic Officers:

The Information Fluency Project Coordinating Committee met recently and developed a working statement on information fluency for the project. They used the discussion at the Council of Deans in October as a starting point and basis for their discussion. They agreed to change the curriculum development task force to a task force on curriculum and pedagogy. They also volunteered to help identify faculty who could be added to the various task forces and the curriculum and pedagogy group in particular.

Statement:

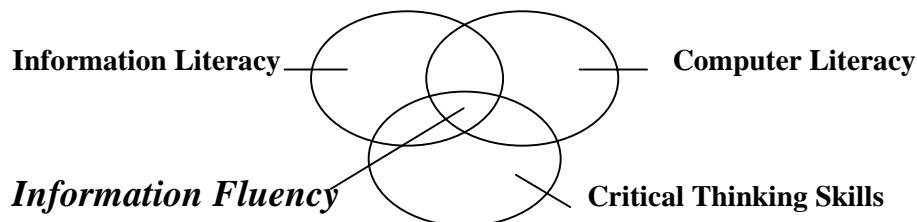
An important challenge facing liberal arts education today is to anticipate how emerging technologies will change the traditional ways we teach and learn.

We believe one of the best ways to address the challenge is by bringing the faculty, librarians, and IT staff together to develop a common understanding of the task before us. One of our goals is to find ways to guide our students in becoming adept in using the varied types and sources of information available to them in productive and responsible ways in their learning; in other words, to become information fluent.

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Employ critical thinking skills in the evaluation and analysis of the information and its sources
Formulate logical conclusions and present those conclusions in an appropriate and effective way.

Information fluency may be envisioned as the optimal outcome when critical thinking skills are combined with information literacy and relevant computing skills, as suggested in this diagram:



We would appreciate your feedback on the statement as well as your assistance in collecting materials and formal statements regarding plans or initiatives your institution is undertaking with regard to this topic. The attachment suggests topics in which the group is interested. Please send responses to Wayne Anderson.

Thank you very much.

Barbara Halbert for the Coordinating Committee

11/30/00

Information Fluency (IF)/Technology Use Documents Request Chart

Listed below are various topics of special interest to the project’s coordinating committee and task forces. If you could supply any documents or statements you have describing current or planned activity related to these topics, it would be very much appreciated.

Topic	Documents Provided and Comments on Current or Planned Actions
The identification of the IF or technology-related skills students are asked to develop while they are enrolled at your institution	
The descriptions of any formal plans, initiatives, or specific courses that your institution has developed	
The names and titles of those responsible for these plans or initiatives	
The standards of proficiency that students are required to demonstrate	
The assessment strategies that your institution uses to assess student development of these information fluency/technology skills	

Appendix E

Instructions for Completing the Research Skills Instruction Survey

Thank you for helping the Associated Colleges of the South to assess research skills instruction at its constituent institutions. This instrument is a key part of the association's research for a Mellon grant designed to assist member colleges with regard to students' information fluency by identifying best practices. Your institution has already invested a great deal of time and thought in the activities of the grant and in designing this research. Your assistance in filling out this survey will help the ACS to make use of that investment for your college. Please forward the survey as necessary.

The results of the survey will be reported back to the deans and presidents of the ACS schools. In order to present the results of this research at the Deans meeting in February, we will need your response by January 15. Please fax all responses to the number below. Thank you for your assistance.

This survey should not take more than ten minutes to complete.

The ACS is interested in the range of activities that your institution supports in the instruction of research skills. Your institution may deliver instruction for research skills in a number of formats, For example, you may offer:

1. Courses dedicated only to research skills held in the regular academic program,
2. Classes held in the library for beginning students as a part of an introductory composition class, and
3. Tutorials for faculty and advanced students outside the library.

The combinations of variables are numerous, and the ACS is interested in which of these combinations your institution offers.

The variables under consideration are:

1. The party responsible for the instructional activity
2. The locations for the instruction
3. The level at which the instructional activity is offered
4. The source for instructional materials
5. Whether the classes or course is offered for credit
6. Whether the classes or course is required
7. The delivery of the instruction
8. The elements of research included in the program
9. The expressed purposes or goals of the instruction

As noted above, these variables will combine differently for different parts of your institution's instructional program so we ask that you fill out the items for each combination until you have covered all the combinations that your institution offers.

To send responses or to ask questions about the survey, please contact,

Bob Johnson
Dean of Information Services and CIO, Rhodes College

Instructional Formats for Research Skills

Institution _____

Respondent's Name _____

Instructional Activity No. _____

What are the purposes or goals of the classes in this activity? (Choose all that apply)

To demonstrate newly available resources	To cover project-oriented resources
To provide a general orientation to the library	To introduce advanced resources and techniques
To cover topic-specific resources	

How are the classes in this activity delivered? (Choose one)

As a stand-alone course (e.g. Research Skills 101)	As a class integrated into a departmental course (e.g. English Composition 101) As a tutorial	As self-paced instruction with prepared class materials Other (Please explain on the reverse side of this sheet)
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At what level are the classes in this instructional activity? (Choose all that apply)

Introductory-level Students	Advanced-level Students	Faculty
Intermediate-level Students	Senior Capstone Students	

Which of the following elements are covered in the classes in this activity? (Choose all that apply)

Copyright restrictions	Internet Use
Footnote and bibliography preparation	Other (Please explain on the reverse side of this sheet)
Source selection and evaluation	

Who is responsible for this instructional activity type? (Choose one)

Academic Departments	Both Academic Departments and Library Staff	Other (Please explain on the reverse side of this sheet)
Library Staff		

If faculty members are involved, what is the estimated number of faculty members involved in this research skills activity type?

1 to 5

6 to 10

11 to 15

16 to 20

over 20

In what kinds of locations does the research skills instruction for this activity type take place? (Choose one, primary location type)

Electronic classroom in the library

Reference area of the library

Electronic classroom elsewhere on campus

Other (Please explain on the reverse side of this sheet)

Conventional classroom

What is your institution's source for instructional materials? (Choose all that apply)

Materials developed by academic departments

Other (Please explain on the reverse side of this sheet)

Materials developed by library staff

Materials purchased from vendor?

Are the classes in this activity offered for credit? Yes No

Are the classes in this activity required? Yes No

Do you have more research skills instruction activity types? If so, please fill out a sheet for each activity type.