Appendix B—Quantitative Results of the Survey

Filtered by: Eligible responses to institutional residence question (Canada or United States)

### In which country does your institution reside (main campus)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>United States</td>
<td>111</td>
<td>94%</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Which college degrees are offered in mathematics at your college or university? Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Mathematics</td>
<td>48</td>
<td>41%</td>
</tr>
<tr>
<td>Master's in Mathematics</td>
<td>54</td>
<td>46%</td>
</tr>
<tr>
<td>Bachelor's in Mathematics</td>
<td>89</td>
<td>75%</td>
</tr>
<tr>
<td>No college degrees in Mathematics</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Other**
- 2 year transfer degree
- A.S. Pre-Engineering
- Minor in Mathematics
- Associates
- Accounting, A.A.S.
- similar degrees in statistics and biostatistics
- Masters in Math, Science and Technology Education associates
- A.S. Mathematics and Natural Science

### How many total students does your institution enroll (FTEs)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1,000</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>1,001-5,000</td>
<td>32</td>
<td>27%</td>
</tr>
<tr>
<td>5,001-10,000</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>10,001-25,000</td>
<td>37</td>
<td>31%</td>
</tr>
<tr>
<td>25,001+</td>
<td>27</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>100%</td>
</tr>
</tbody>
</table>

### How many undergraduate mathematics majors?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>1-10</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>11-50</td>
<td>34</td>
<td>32%</td>
</tr>
<tr>
<td>51-100</td>
<td>25</td>
<td>24%</td>
</tr>
<tr>
<td>101-250</td>
<td>22</td>
<td>21%</td>
</tr>
<tr>
<td>251+</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Does your institution have a systematic program, curriculum plan, formal procedure, etc., in place for information literacy? Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (university-wide) must take a course, such as freshman English, that includes an information literacy component</td>
<td>52</td>
<td>46%</td>
</tr>
<tr>
<td>All students (university-wide) must take a stand-alone information literacy course as part of their degree program</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>All science majors must take a course that includes an information literacy component</td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>All mathematics majors must take a course that includes an information literacy component</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>15%</td>
</tr>
<tr>
<td>None</td>
<td>42</td>
<td>37%</td>
</tr>
</tbody>
</table>

### Other

- There are many instruction activities but they are not mandatory
- All entering first year students must take a course with an IL component
- Most, but not all, students in MATH200 Discrete Mathematics have a research paper which is supposed to serve as an IL component. I worked with this semester's class, but historically the assignment and IL has been sporadic.
- Gen.Ed requirements effective Fall 2014
- Nothing systematic, but IL instruction does occur
- Information literacy requirements are built into required writing intensive courses
- ILL has been incorporated across disciplines but in a scatter-shot manner
- Many do, nothing mandatory
  - Students can also test-out of this requirement
  - All first-year students (Freshman and transfer students) must take a First Year Seminar course which includes an information literacy component
  - I do grad library orientation annually.
  - IL is one of four learning outcomes for the university's general education program
  - Stand alone IL course is offered, but not required for any students
  - Librarians do information literacy sessions
  - Most (not all) first-year students take freshman English with a one-session IL component.
  - First-year Biology students

### At your institution, have you taught any information literacy (or library-related) sessions in any specific mathematics courses, programs, or activities for undergraduate students since Fall 2010?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>30%</td>
</tr>
<tr>
<td>No</td>
<td>81</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100%</td>
</tr>
</tbody>
</table>
How many information literacy or library-related sessions did (or will) you teach? This is only in regards to sessions as part specific mathematics courses, programs, or activities for undergraduate students at your institution. If you were not at your current institution for a specific year, please type "NA" in that box.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013-Summer 2014</th>
<th>Fall 2012-Summer 2013</th>
<th>Fall 2011-Summer 2012</th>
<th>Fall 2010-Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sessions</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>8</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>3</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
What undergraduate mathematics courses have included information literacy sessions? Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics history course</td>
<td>9</td>
<td>29%</td>
</tr>
<tr>
<td>Mathematics literature research course</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>Mathematics education course</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td>Required seminar series for mathematics majors</td>
<td>9</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>35%</td>
</tr>
</tbody>
</table>

Other

Writing intensive course
Statistics
seminar on code-breaking
Math REUs
Mathematics of Games and Gambling
junior seminar (1 credit)
Statistics (Classified as a Math class, taken by mostly non-math majors)
introductory math course
Mathematics + Democracy course
Liberal arts math
intro to statistics

For information literacy done specifically for mathematics courses, programs or activities (as opposed to university-wide curricula), what is the delivery method? Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour of library</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td>Course management system (Blackboard, Moodle, etc)</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>Online tutorial</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>In-person demonstration of specific resources</td>
<td>30</td>
<td>97%</td>
</tr>
<tr>
<td>Online course guide for that particular course</td>
<td>13</td>
<td>42%</td>
</tr>
<tr>
<td>Online subject-based guide</td>
<td>18</td>
<td>58%</td>
</tr>
<tr>
<td>Paper handout</td>
<td>11</td>
<td>35%</td>
</tr>
<tr>
<td>Hands-on time or interactive session</td>
<td>17</td>
<td>55%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
In your experience, what mathematics-related resources are undergraduate students expected to use during their time in college? Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>23</td>
<td>74%</td>
</tr>
<tr>
<td>Monographs</td>
<td>23</td>
<td>74%</td>
</tr>
<tr>
<td>MathSciNet (Mathematical Reviews)</td>
<td>17</td>
<td>55%</td>
</tr>
<tr>
<td>Web of Science, Compendex, and/or other databases</td>
<td>14</td>
<td>45%</td>
</tr>
<tr>
<td>Handbooks, encyclopedias, or dictionaries</td>
<td>12</td>
<td>39%</td>
</tr>
<tr>
<td>Popular literature</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Preprints (arXiv.org)</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>LaTeX or TeX</td>
<td>9</td>
<td>29%</td>
</tr>
<tr>
<td>BibTeX</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Web searching</td>
<td>11</td>
<td>35%</td>
</tr>
<tr>
<td>Wolfram Alpha</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>OPAC, library catalog</td>
<td>18</td>
<td>58%</td>
</tr>
<tr>
<td>Discovery system</td>
<td>11</td>
<td>35%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>None of the above</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>I do not know</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

Other

Wikipedia

In your experience, what kinds of assignments have you encountered as being given to mathematics students that require them to use skills and/or knowledge learned in information literacy sessions? Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior project/thesis, or culminating experience</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td>Research/honors project</td>
<td>15</td>
<td>52%</td>
</tr>
<tr>
<td>Poster</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Presentation</td>
<td>11</td>
<td>38%</td>
</tr>
<tr>
<td>Paper</td>
<td>18</td>
<td>62%</td>
</tr>
<tr>
<td>Group/team work</td>
<td>11</td>
<td>38%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Other

I don't know
Which of the following competencies have you included in your information literacy sessions?
Check all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standard structure of a mathematics journal article</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>How to write and/or submit a journal article</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>How to search/use mathematics-related resources (such as MathSciNet)</td>
<td>25</td>
<td>83%</td>
</tr>
<tr>
<td>The basics of open access</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>Which journals are particularly important</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>What are the major societies</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>Who are the major publishers</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>None of the above</td>
<td>4</td>
<td>13%</td>
</tr>
</tbody>
</table>

Other

Using LaTeX and BibTeX
Difference between popular and scholarly articles
This box doesn't give me enough space to write additional info.
Searching other non-math databases (i.e., social sciences) to locate statistics-rich studies

Select the most accurate option: The information literacy needs of mathematics undergraduate students are being adequately met at my institution.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>46</td>
<td>42%</td>
</tr>
<tr>
<td>Disagree</td>
<td>42</td>
<td>39%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100%</td>
</tr>
</tbody>
</table>

Identify your highest personal degree attainment in library or information science:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Library and/or Information Science</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Master's degree in Library and/or Information Science</td>
<td>99</td>
<td>96%</td>
</tr>
<tr>
<td>Bachelor's degree in Library and/or Information Science</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>No degree in Library and/or Information Science</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

Identify your highest personal degree attainment in mathematics:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics PhD</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Mathematics Masters degree</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Mathematics Bachelor's degree</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Other mathematics degree</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>No mathematics degree</td>
<td>78</td>
<td>76%</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>
Other mathematics degree
Physics Bachelors degree (lots of mathematics courses)
Engineering
math minor
minor in mathematics
one course away from a math major
other science MS degree
Math minor on my physics BS

<table>
<thead>
<tr>
<th>How long have you been a librarian who liaisons with mathematics/mathematicians?</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td>2-5 years</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>16-25 years</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>25+ years</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100%</td>
</tr>
</tbody>
</table>