

**GRADUATE SCHOOL OF LIBRARY AND INFORMATION
SCIENCE
“INTRODUCTION TO LIBRARY AND INFORMATION STUDIES”
RESEARCH REPORT**

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**Group
LIS 397.1
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1. Introduction

1.1 Background

The Graduate School of Library and Information Science (GSLIS) “Introduction to Library and Information Studies” Research Report (hereafter referred to as the ILIS report) originated in the summer of 1999 as a group project in Professor Ron Wyllys’ “Introduction to Research in Library and Information Science” class. The five students comprising the project team included Matthew Darby, Charlotte Fowles, Ruth Jiu, Monika Szakasits, and Sarah Ziebell Mann. Preparation, administration, analysis, and description of the ILIS report was completed between June 8, 1999, and July 6, 1999.

All GSLIS students are required to take a course entitled “Introduction to Library and Information Studies” (hereafter referred to as the Intro class) as part of their program of study. This course is aimed at orienting students to the broad-based field of library and information science and includes such components as lectures from LIS faculty members and professionals, writing assignments targeted at student self-reflection, and class lectures and reading assignments on topics related to the LIS discipline. A key objective of the class is to enable students to become familiar with the many professional options extant in LIS and to help them to choose an appropriate career track.

1.2 Outline of problem

Among their GSLIS colleagues, project team members have heard a common question arise at the end of each semester in the Intro class: **“Why are we required to take the Intro class?”** To a population of students who are required to take only 36 hours to achieve their Master’s degree, spending 3 of those 36 hours in a class they feel does not aid them in their LIS

studies represents a potential problem. Moreover, with a GSLIS Curriculum Revision Committee meeting planned for the fall in which the utility of the Intro class will be discussed, an accurate depiction of student attitudes toward the Intro class was in order. These factors considered, the ILIS report project team members determined that there was a need to undertake a study relating to students' opinions about the Intro class. All members having completed the Intro class themselves, the ILIS report project team felt qualified to complete such a study.

The ILIS report project team identified several key areas relating to the Intro class that deserved investigation, including:

- Prior course work and service experience of students who took the Intro class;
- Career track identified by students who took the Intro class;
- Students' perceptions of the degree to which the four key components of the Intro class (guest lectures, class lectures by professor, writing assignments, and reading assignments) were useful in orienting them to the LIS profession and were influential in their choice of career track;
- Students' perceptions of the degree of whether their performance had been fairly assessed in the Intro class;
- Whether students felt that the Intro class should continue to be a required class; and
- Whether the professor who taught the class or the number of teaching assistants the class had made any difference to students' perceptions of the class.

The project initially collected data on all of these areas, but (due to the time constraints inherent in a student semester project) ultimately chose two hypotheses to test. Data on the other areas is available for consultation and analysis, should, for example, the GSLIS Curriculum

Revision Committee decide that it would be useful.

Upon discussing and examining the Intro class problem carefully, the project team determined that rather than the simple question of whether the Intro class was useful or not useful to students, a more complicated question may be pertinent: **Is the Intro class more useful to students with some particular backgrounds than to students with other backgrounds?** The problem ultimately addressed in the ILIS report was that of the association between students' previous academic and service experience and the degree of perceiving the Intro class as influential. Due to the GSLIS Curriculum Revision Committee's reconsideration of the Intro class, this question seemed particularly timely.

1.3 Previous Related Work

As far as the ILIS, report project team was able to determine, there have been no other studies done on the influence of the Intro class *over time*. Rather, the administering of course evaluations following each semester of the Intro class to analyze the success of *that particular Intro class*. While this can help GSLIS to determine which Intro classes are perceived as more useful than others are, there is no way to combine students' perceptions across Intro classes. In addition, the course evaluations fail to address the key question of the suitability of the Intro class to students of differing backgrounds.

2. Purpose

Every student in the GSLIS Masters Program is required to take "Introduction to Library and Information Studies." A study of students' attitudes toward the course could help the GSLIS Curriculum Revision Committee consider the course's on-going role in orienting students to the library and information science profession and in helping students choose a particular career path.

By targeting specific aspects of the course, such as the guest lectures and reading assignments among others, we hoped to discover what students find most helpful about the course.

2.1 Hypotheses

- GSLIS's "Introduction to Library and Information Studies" is more influential to students who took the course earlier in their academic career.
- GSLIS's "Introduction to Library and Information Studies" is more influential to students with fewer years of service experience in a library or information agency.

2.2 Definitions

Influential: Indicates how instrumental the course was to understanding the profession and choosing a particular career path.

Earlier in their academic career: Have completed 9 credit hours or less

Fewer years of service experience: Have worked for one year or less in a library or information agency.

2.3 Assumptions

Only those students registered for summer classes received surveys in their GSLIS student mailboxes. Administering this survey during the Summer Session rather than the long semester may skew the sample towards students taking summer classes, and specifically during the first Summer Session. To adjust for this, that is to involve a larger number of GSLIS students, included the dissemination of the survey via various GSLIS listservs (GLISSA, SAA student chapter, Distance Education students, etc.). However, students who did not check their mailboxes or e-mail during the 7 days period of the survey were not included in our data. In addition,

students who were currently taking “Introduction to Library and Information Studies” at the time the survey was administered were not included. Despite the fact that these students would have been able to answer many of the survey questions, the survey needed to represent the opinions of students who had already completed the course and therefore could judge the class in its entirety.

3. METHODS

3.1 Survey Distributions and Data Collection

3.1.1

The project team studied the population of GSLIS students who had already completed the mandatory Intro course at the time of survey distribution. Although the team did not originally plan to collect a random sample, the data received was self-randomized by virtue of the fact that a random group of people who received the survey returned it. Data from respondents who completed the class was used.

3.1.2

The students in Dr. Wyllys’ “Introduction to Research in Library and Information Science” class took the pilot test of the first draft of the survey. Additional revisions to the survey came from suggestions offered by the pilot test respondents. The most significant change was that the final survey phrased questions so that analysis of each component of the course was possible. The survey asked respondents to provide their opinions on the guest lectures, class lectures, reading assignments, and writing assignments separately.

3.1.3

Distribution of surveys took place on June 22, 1999 via GSLIS student mailboxes and student listservs and the collection of all data via surveys containing 12 questions (see Appendix B). The collection of surveys continued until noon of June 29, 1999.

3.1.4 *Percentage of Returns*

207 surveys were distributed and 65 were returned. Of these 65, one was incomplete and discarded. 13 were from those students who had not yet completed the Intro course and 51 were valid for data analysis.

3.2 *Data Used*

3.2.1

The project team extrapolated information regarding students' choice of career track and their opinions regarding the four core components of the Intro course. Other data included demographic information, such as each respondent's number of years of service experience, number of semester hours completed, and how early in their studies each student had completed the Intro class. For further information on the data, please refer to the sample survey in Appendix A.

3.3 *Data Analysis*

3.3.1

Questions #3, #4, #6, and #7 were analyzed using the Chi-Square Test of Association. Questions #3 and #4 were each paired with Questions #6 and #7. . 16 tables were constructed. The eight tables pairing Question #3 with Questions #6 and #7 had many cells with expected values of less than five. The project team was unable to collapse the categories into a table that

had the expected values necessary to perform the Chi-Square Test. (Please refer to Appendix C for the eight tables, which could not be analyzed.) However, the project team could analyze the remaining eight tables, collapsing seven into 2 x 2 tables and conducting analysis using the Yates Correction of Continuity. By collapsing the other table into a 2 x 3 table and using the normal Chi-Square equation the determination of the test statistic was possible.

4. Results

4.1 Conclusion

The Intro class has four core components: guest lectures, class lectures by the professor, writing assignments, and reading assignments. The survey ranked each of the core components by the respondents on a five-point scale (from very influential to not influential) in their choice of career track and orientation to the LIS profession.

The survey checked for any dissatisfaction with grades received in the class, as opposed to dissatisfaction with the class content, by asking if students felt the assessment of their performance in the Intro class was fair. Only about 12% of the respondents felt, the assessment of their performance was unfair.

The survey asked how many hours the students had completed in the GSLIS program and how many years of service experience the students had in a library or information agency. Our hypothesis was that a lesser number of hours or years in these categories would strongly correlate to the introductory class being influential. Therefore, the survey did not include a check question such as: “Did you have a definite career track in mind when you applied for the library and information science program?”

Most importantly, there was concern with the results because our random population sample had only about 10% of the respondents who took the Intro class after completing their first nine hours. Of the respondents, about 40% had 0-2 years, 38% had 2-4 years, 18% had 5-8 years, and 6% had 9+ years of service in a library or other information agency. Time constraints and surveying during the summer session kept the sample small. These results made the Chi-Square Association Test almost impossible as so many cells had an expected value <5. With a larger sample, a more meaningful association test is possible.

4.1.1

First, the results of the test statistics show, **on average, no association between the number of graduate (GSLIS) hours taken by students before the Intro class and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.**

Generally, the results found the most influential component to be the guest lectures. The least influential was the reading assignments.

For the entire population of respondents, about 65% responded positively to the question “Do you think the “Intro” class should continue to be a required class?”

However, for the respondents who had completed 0-9 hours prior to taking the Intro class, about 12% of the respondents found the reading assignments, 14% found the writing assignments and 20% found the professor’s lectures influential or somewhat influential in determining a career track. About 40% found the guest lecturers influential or somewhat influential in determining a career track. For the respondents who had completed 9+ hours before

taking the Intro class, about 2% of the respondents found the writing assignments, reading assignments and guest lecturers influential or somewhat influential in determining a career track. About 4% found the professors lectures influential or somewhat influential in determining a career track.

For the respondents who had completed 0-9 hours prior to taking the Intro class, about 24% of the respondents found the reading assignments, 36% found the writing assignments, and 48% found the professor's lectures influential or somewhat influential in orienting them to the LIS profession. About 68 % found the guest lecturers influential or somewhat influential in determining a career track. For the respondents who had completed 9+ hours before taking the Intro class, about 4% of the respondents found the writing assignments, reading assignments, guest lecturers, and professor's lectures influential or somewhat influential in orienting them to the LIS profession.

4.1.2

Second, the results of the test statistics show, **on average, no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.**

The following results are for the tables using the Chi-Square Test. Using a .05 level of significance the ILIS project team calculated the degrees of freedom for each table and found:

*** SERVICE EXPERIENCE & GUEST LECTURERS**

$$\chi^2 \text{ (Chi-Square)} = 2.93$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & CLASS LECTURES**

$$\chi^2 = 0.2745$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & WRITING ASSIGNMENTS**

$$\chi^2 = 5.31$$

(Reject the H_0 : There is an association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & READING ASSIGNMENTS**

$$\chi^2 = 0.151$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & GUEST LECTURERS**

$$\chi^2 = 0.030$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & CLASS LECTURES**

$$\chi^2 = 0.149$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & WRITING ASSIGNMENTS**

$$\chi^2 = 0.947$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

*** SERVICE EXPERIENCE & READING ASSIGNMENTS**

$$\chi^2 = 0.1125$$

(Accept the H_0 : There is no association between students' years of service experience in a library or information agency and the influence the Intro class had on their choice of career track or on their orientation to the LIS profession.)

4.2 Recommendations

The results of this survey show a need to review the current Intro class and evaluate its components and value as a required course in the GSLIS. The results seem to show the respondents believe this class should be part of the degree requirement. However, the scores also show most of the current components of the class are not assisting students in a meaningful way. The current research has only lead to another string of questions and the need to gather more information to answer these questions.

For example, the need for more information about the why the classes were so dissatisfying would provide valuable insight. It is known what was presented to the students and their reactions, but we do not know *why* they reacted the way they did. This survey contained a large number of close-ended questions. The need for more open-ended questions to allow the students to explain either what was missing from the current classes or what would make the current classes more meaningful in choosing a career track or orienting them to the LIS profession would be beneficial. With the findings of this and other studies, the GSLIS Curriculum Revision Committee could review and revise the Intro class.

4.3 Summary

In summary, the results were unable to prove a correlation between class hours completed by students or their work history and how influential the Intro class was in their choice of career track or orientation to the LIS profession. However, some insight into the library students' response to the Intro class was gained. This study is simply the first step in providing a more influential student guide to the career opportunities and subject areas in the field of LIS.

4.4 Appendices

- A Final Survey
- B Raw Scores Excel Table
- C Chi Squared Test Tables

Appendix A
Final Survey

Graduate School of Library and Information Science
“Introduction to Library and Information Studies” Survey
Summer, 1999

THIS SURVEY IS BEING ADMINISTERED BY STUDENTS IN DR. WYLLYS’ “RESEARCH” CLASS. ITS RESULTS WILL BE SHARED WITH THE GSLIS CURRICULUM REVISION COMMITTEE, SO PLEASE TAKE A MOMENT TO COMPLETE IT. AFTER YOU HAVE COMPLETED THE SURVEY, RETURN IT TO ONE OF THE MAILBOXES OF MATT DARBY, CHARLOTTE FOWLES, RUTH JIU, MONIKA SZAKASITS, OR SARAH ZIEBELL BY **NO LATER THAN NOON ON TUESDAY, JUNE 29, 1999.**

1. Have you completed the mandatory GSLIS class, “Introduction to Library and Information Studies?”
- a. Yes
 - b. No

(If “Yes,” please continue with the survey. If “No,” please return the survey to one of the students listed above.)

2. How many hours have you completed in GSLIS?
- a. 0-9 hours
 - b. 10-18 hours
 - c. 19-27 hours
 - d. 28-36 hours
 - e. 37+ hours

3. How many hours had you completed prior to taking the “Intro” class?
- a. 0-9 hours
 - b. 10-18 hours
 - c. 19-27 hours
 - d. 28-36 hours
 - e. 37+ hours

4. How many years of service experience do you have in a library or information agency?
- a. 0-1 years
 - b. 2-4 years
 - c. 5-8 years
 - d. 9+ years

5. What is your career track?
- a. Archival and Records Enterprise
 - b. General Librarianship (Academic, Public, and Special Libraries)
 - c. Information Science
 - d. Preservation and Conservation
 - e. School Librarianship
 - f. Undecided

6. Using the following scale, please rate the degree to which each of the core components of the “Intro” curriculum **were used in orienting you to the LIS profession**:

Very Useful		Neutral		Not Useful
1	2	3	4	5

- a. Guest lectures
- b. Class lectures by professor
- c. Writing assignments
- d. Reading assignments

7. Using the following scale, please rate the degree to which each of the core components of the “Intro” curriculum **influenced your choice of career track**:

Very Influential		Neutral		Not Influential
1	2	3	4	5

- a. Guest lectures
- b. Class lectures by professor
- c. Writing assignments
- d. Reading assignments

8. Do you feel your performance in the “Intro” class was fairly assessed?

- a. Yes
- b. No

9. If “no,” please explain why:

10. Do you think that the “Intro” class should continue to be a required class?

- a. Yes
- b. No

11. Which faculty member did you have for the “Intro” class?

12. How many teaching assistants did your “Intro” class have?

- a. 0
- b. 1
- c. 2
- d. unknown

AFTER YOU HAVE COMPLETED THE SURVEY, RETURN IT TO ONE OF THE MAILBOXES OF MATT DARBY, CHARLOTTE FOWLES, RUTH JIU, MONIKA SZAKASITS, OR SARAH ZIEBELL.

Thank you!

Appendix B

Raw Scores (Excel Tables) – Observations from Questions 3,4,6and 7

Hours completed before taking “Intro” class to core component “Guest Lecturers” influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0- 9 Hours	16	18	6	4	2	46
10-18 Hours	1	1	1	0	0	3
19-27 Hours	1	0	0	0	0	1
28-36 Hours	0	0	0	0	1	1
37+ Hours	0	0	0	0	0	0
TOTAL	16	19	7	4	3	51

Hours completed before taking “Intro” class to core component “Class Lectures by Professor” influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0- 9 Hours	8	16	10	8	4	46
10-18 Hours	1	1	1	0	0	3
19-27 Hours	1	0	0	0	0	1
28-36 Hours	0	0	0	0	1	1
37+ Hours	0	0	0	0	0	0
TOTAL	10	17	11	8	5	51

Hours completed before taking “Intro” class to core component “Writing Assignments” influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0- 9 Hours	4	14	8	8	12	46
10-18 Hours	1	1	1	0	0	3
19-27 Hours	0	0	1	0	0	1
28-36 Hours	0	0	0	0	1	1
37+ Hours	0	0	0	0	0	0
TOTAL	5	15	10	8	13	51

Hours completed before taking "Intro" class to core component "Reading Assignments" influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0-9 Hours	4	8	18	8	8	46
10-18 Hours	1	1	1	0	0	3
19-27 Hours	0	0	1	0	0	1
28-36 Hours	0	0	0	0	1	1
36 + Hours	0	0	0	0	0	0
TOTAL	5	9	20	8	9	51

Usefulness of service experience in Library or Information Agency to "Intro", core component "Guest Lecturers"						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	10	7	0	3	0	20
2-4 Years	5	8	4	1	1	19
5-8 Years	2	2	3	0	2	9
9+ Years	1	2	0	0	0	3
TOTAL	18	19	7	4	3	51

Usefulness of service experience in Library or Information Agency to "Intro", core component "Class Lecturers by Professor"						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	6	6	4	4	0	20
2-4 Years	2	6	6	4	1	19
5-8 Years	1	3	1	0	4	9
9+ Years	1	2	0	0	0	3
TOTAL	10	17	11	8	5	51

Usefulness of Service experience in Library or Information Agency to “Intro”, core component “Writing Assignments”						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	3	8	4	3	2	20
2-4 Years	1	5	4	4	5	19
5-8 Years	0	1	2	1	5	9
9+ Years	1	1	0	0	1	3
TOTAL	5	15	10	8	13	51

Usefulness of Service experience in Library or Information Agency to “Intro”, core component “Reading Assignments”						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	3	4	7	4	2	20
2-4 Years	1	2	10	2	4	19
5-8 Years	1	2	2	1	3	9
9+ Years	1	1	0	1	0	3
TOTAL	6	9	19	8	9	51

Hours completed before taking “Intro” class to core component “Guest Lectures” influencing career choice						
	Very Useful	Influential	Neutral	Somewhat Useful	Not Useful	TOTAL
0-9 Hours	7	12	5	4	18	46
10-18 Hours	0	1	2	0	0	3
19-27 Hours	0	0	0	0	1	1
28-36 Hours	0	0	0	0	1	1
36 + Hours	0	0	0	0	0	0
TOTAL	7	13	7	4	20	51

Hours completed before taking "Intro" class to core component "Class Lectures by Professor" influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0-9 Hours	5	5	7	7	22	46
10-18 Hours	0	2	1	0	0	3
19-27 Hours	0	0	0	0	1	1
28-36 Hours	0	0	0	0	1	1
36 + Hours	0	0	0	0	0	0
TOTAL	5	7	8	7	24	51

Hours completed before taking "Intro" class to core component "Writing Assignments" influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0-9 Hours	3	4	10	1	28	46
10-18 Hours	0	1	2	0	0	3
19-27 Hours	0	0	0	0	1	1
28-36 Hours	0	0	0	0	1	1
36 + Hours	0	0	0	0	0	0
TOTAL	3	5	12	1	30	51

Hours completed before taking "Intro" class to core component "Reading Assignments" influencing career choice						
	Very Useful		Neutral		Not Useful	TOTAL
0-9 Hours	4	2	9	4	27	46
10-18 Hours	0	1	2	0	0	3
19-27 Hours	0	0	0	0	1	1
28-36 Hours	0	0	0	0	1	1
36 + Hours	0	0	0	0	0	0
TOTAL	4	3	11	4	29	51

Usefulness of service experience in Library of Information Agency to “Intro” core component “Guest Lecturers”						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	4	4	3	3	7	21
2-4 Years	1	6	2	0	9	18
5-8 Years	1	3	2	1	2	9
9+ Years	1	0	0	0	2	3
TOTAL	7	13	7	4	20	51

Usefulness of service experience in Library or Information Agency to “Intro” core component “Class Lectures by Professor”						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	4	1	4	3	8	20
2-4 Years	0	3	2	3	11	19
5-8 Years	0	3	2	1	3	9
9+ Years	1	0	0	0	2	3
TOTAL	5	7	8	7	24	51

Usefulness of service experience in Library or Information Agency to “Intro” core component “ Writing Assignments”						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	2	3	5	0	10	20
2-4 Years	0	2	5	0	12	19
5-8 Years	0	0	2	1	6	9
9+ Years	1	0	0	0	2	3
TOTAL	3	5	12	1	30	51

Usefulness of service experience in Library or Information Agency to To “Intro”, core component “ Reading Assignments”						
	Very Influential	Influential	Neutral	Somewhat Influential	Not Influential	TOTAL
0-1 Years	2	0	4	3	11	20
2-4 Years	1	2	5	0	11	19
5-8 Years	0	1	2	1	5	9
9+ Years	1	0	0	0	2	3
TOTAL	4	3	11	4	29	51

Appendix C

Chi-Square Test Tables

Usefulness of service experience in Library or Information Agency to “Intro”, core component “Guest Lecturers”			
	1-2 (Very Useful)	3-5 (Neutral to Not Useful)	TOTAL
0-1 Years	17/14.51	3/5.50	20
2-4 Years	13/13.79	6/5.22	19
5 + Years	7/8.71	5/3.32	12
TOTAL	37	14	51

Usefulness of service experience in Library or Information Agency to “Intro”, core component “Class Lectures by Professor”			
	1-2 (Very Useful)	3-5 (Neutral to Not Useful)	TOTAL
0-1 Years	12	8	20
2 + Years	15	16	31
TOTAL	27	24	51

Usefulness of service experience in Library or Information Agency to “Intro”, core component “Writing Assignments”			
	1-2 (Very Useful)	3-5 (Neutral to Not Useful)	TOTAL
0-1 Years	11	9	20
2 + Years	9	22	31
TOTAL	20	31	51

Usefulness of service experience in Library or Information Agency to “Intro”, core component “Reading Assignments”			
	1-2 (Very Useful)	3-5 (Neutral to Not Useful)	TOTAL
0-1 Years	7	13	20
2 + Years	8	23	31
TOTAL	15	36	51

Influence of service experience in Library or Information Agency to “Intro”, core component “Guest Lecturers”			
	1-3 (Very Influential to Neutral)	4-5 (Not Influential)	TOTAL
0-1 Years	11	9	20
2 + Years	15	16	31
TOTAL	27	24	51

Influence of service experience in Library or Information Agency to “Intro”, core component “Class Lectures by Professor”			
	1-3 (Very Influential to Neutral)	4-5 (Not Influential)	TOTAL
0-1 Years	9	11	20
2 + Years	11	20	31
TOTAL	20	31	51

Influence of service experience in Library or Information Agency to “Intro”, core component “Writing Assignments”			
	1-3 (Very Influential to Neutral)	4-5 (Not Influential)	TOTAL
0-1 Years	10	10	20
2 + Years	10	21	31
TOTAL	20	31	51

Influence of service experience in Library or Information Agency to “Intro”, core component “Reading Assignments”			
	1-3 (Very Influential to Neutral)	4-5 (Not Influential)	TOTAL
0-1 Years	6	14	20
2 + Years	12	19	31
TOTAL	18	33	51

