Did you know that...

- Each year, Cornell University offers roughly **13,000 courses**?
- Over the last three academic years, Cornell enrolled an average of **21,150 students**?
- In the same time period, 66 library staff members provided library instruction to students? That’s about **320 students and 200 courses to every library instructor**!
- Meanwhile, an average of **8,577 student participants** were counted at instruction sessions for credit-bearing courses over the last three years? This means that at best, we’ve instructed 41% of the student body. However, this percentage is probably lower since it is likely that some students received library instruction more than once.
- **Most courses receiving library instruction are 1000-level**, which reflects our active involvement in first-year writing seminars? Over the last three academic years, however, we have seen a shift toward instructing more upper-level courses and fewer freshman-level courses. The graph below shows the number of 1000-level courses vs. courses that are 2000-level or above that were instructed by library staff over the last three academic years:

The Library faces several hurdles in information literacy instruction. Two of the most obvious are:
1. There are more students and courses at Cornell than our library staff can instruct in any given year; and
2. Library staff might instruct some students multiple times, while other students never receive library instruction. Repeat instruction sessions might duplicate, rather than build on, each other.

The Information Literacy Task Force suggested addressing these hurdles by targeting both high-enrollment and core courses. Below we look at our current baseline for teaching high enrollment and core courses.

Of the 13,000 courses offered each year, about 340 have an enrollment of at least 100 students. Over the last three academic years, librarians have instructed an average of 12 high-enrollment courses per year (or 5% of all courses library staff instruct each year). 28% of our student participants counted in instruction sessions to credit-bearing courses were through high-enrollment courses. The chart below shows the proportion of high- vs. low-enrollment courses taught and the percentage of students reached in each class format.

This does not negate the importance of targeting smaller classes as well. As students progress from incoming freshmen to graduating seniors and graduate students, class sizes typically shrink and instruction styles change accordingly.

Targeting core courses – a set of courses needed to satisfy requirements for a major – presents an opportunity to reach students in each major while minimizing duplication of instruction to individual students.

Over the last three academic years, an average of 5% of courses that library staff instructed were these core courses, as detailed in the table below:
The information for this analysis was drawn from Count It! (instruction to both course-related and your own credit-bearing course were included) along with enrollment numbers from the Cornell University Registrar. The Assessment & Communication Unit would like to thank two Syracuse University interns: Stephanie Jacobs, whose work contributed to this data, and Erin Eldermire, who analyzed the data and summarized the findings. In-depth reports containing more data and analysis will be prepared for the instructors at each unit library, and will be distributed at a later date.