

**Library Self-study  
Report from Non-departmental Area**

**Bibliographic Instruction (BI)--individual sessions**

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Name of reporting area

Name of coordinator

Names of other staff involved in unit  
self-study process

**1) Description of supporting service or function**

We provide group instruction on how to locate and use the library's resources. Most of the sessions are given to specific classes, and they are tailored to the respective class assignments. On occasion, we also hold sessions introducing new tools and services to the faculty or the larger campus community. Web-posted pathfinders and research guides complement many of the library sessions. One-on-one instruction exceeding the services provided at the Reference Desk is available by appointment to UWSP faculty, staff, and students working on advanced projects.

**2) Who is served**

Primarily, we cater to the research needs of our students and faculty.

**3) Staffing -- those under your direct supervision and others who assist in the process**

**a. Levels (faculty, LSA-Senior, etc.) and numbers**

To varying degrees, most members of the library faculty and, on occasion, one of our classified library staff contributes to our bibliographic instruction program.

**b. Sufficient to meet service needs?**

So far, we have managed to meet the increasing demand for library sessions despite the loss of 2 faculty positions--by requiring new hires to participate in the program. However, stress points are surfacing, and it is doubtful whether we can accommodate further increases.

**c. Well-qualified and trained?**

We hold master's degrees in Library & Information Science; most of us also hold a second graduate degree in another field (a requirement for tenure), and two of us have earned a Ph.D. Engaging in professional development (conferences, workshops, webinars, etc.) is an important aspect of our job.

**4) Facilities – adequate for your function?**

The three classrooms available are adequate—with the following exceptions: Rm. 310 is prone to temperature regulation problems. Its lighting is not ideal, which bothers some of us more than others. The awkward geometry of Rm. 604 prevents some students from seeing the white board.

**5) Technology – adequate for users and staff?—hardware, software, tech support, lib webpage**

For the most part, the technology in all three classrooms meets the needs of the instructors. Hands-on teaching is either done in the reference room or by utilizing the library's notebooks. Some of us would like to see a classroom (library lab) that is equipped with fixed work stations; others are satisfied with the current setup.

Tech support is readily available. A Library Instruction webpage explains to campus faculty the various presentation/hands-on options available and provides an electronic library session request form.

#### **6) Supporting statistics (last 5 years if available)**

According to a student experience questionnaire administered in 2000, UWSP students (particularly seniors) were more likely than students at comparable institutions to perceive the campus as having a strong emphasis on information literacy skills (Attachment 1). In the meantime, bibliographic instruction has been on the increase. Over the past 10 years, the number of sessions taught during the academic year more than doubled (an increase of 123% --from 130 to 290); the combined student count in these sessions is now two-and-a-half times higher than what it was in 1998 (an increase of 150%--from 3243 to 8111). (Attachment 2).

#### **7) Results of recent assessment activities (counts, questionnaires, feedback from faculty...)**

With regard to their BI sessions, librarians have relied exclusively on informal feedback received mainly from the course instructors. Generally, this feed-back was positive and constructive.

Two surveys, conducted in Feb. 2008, provide the following data:

##### **Student survey:**

According to the student survey, 34% of the respondents had never had a library session; another third attended one session, about a quarter attended 2-3 sessions. Of those who attended at least one library session, 61% felt that their research methods had improved because of the librarian's guest lecture (only 5% disagreed).

Most students (88%) considered the library and its resources helpful for doing research assignments. However, 14% admitted that they are at a loss when trying to find information for research assignments. With an additional 25% responding to the respective question with "neutral," it seems that a good third of students encounter problems, at least some of the time. This impression is collaborated by students' responses to more specific questions: While the majority of students (depending on the items, between 56% and 68%) reported being able to find books, videos/CDs/DVDs, and articles, 5%-13% reported that they were not. Neutral responses" varied between 14% and 22 %. About one tenth responded with "N/A," thus indicating that they did not use the library. 51% of the students admitted using mainly Web search engines (Google, Yahoo, etc.) to find information for their assignment.

There is a positive relationship between students' self-reported ability to use library resources and the number of library sessions that they had attended (see Attachment 3). It is conceivable that this is a causal relationship, with the latter having an effect on the former; however, other causal factors (such as length on campus) may be at play.

##### **Faculty survey:**

Only 30% of non-library faculty/staff members take advantage of the instructional library sessions. Of those who do, 67% "strongly agree" and 21% "agree" that the instruction provided by the librarian(s) has been very helpful to their students. While 13% found it "difficult to tell," none disagreed with the respective statement.

Awareness, or lack thereof, may be one reason why only a minority of faculty/staff members take advantage of the instructional library sessions: While one third contends to be "very aware," and another third to be "somewhat aware" of these sessions, one third is hardly aware, or not aware at all, of them.

#### **8) Special projects underway or major changes being implemented**

- We are struggling to meet the increasing demand for instruction sessions. Our desire to further promote library instruction as critical to student success clashes with the time demands that come with our other duties as librarians. To alleviate the situation, we are hoping to convert a recent vacancy in the classified staff to a faculty position that would involve library instruction as a major responsibility (next to the revamping and supervision of our Multimedia Production Lab).
- Some of us are planning to experiment with “clickers” in order to increase teacher-student interaction in the classroom.

**9) Goals or desired directions of the area**

- To meet the increasing demand for library sessions.
- To adjust what and how we teach to changes in technology.

**10) Other information**

The Library’s for-credit library research course (LR 101) is reported on a separate form. At present, LR 101 or other venues for developing information literacy skills are not part of UWSP’s general degree requirements. While our bibliographic instruction activities (except for LR 101) focus primarily on the information needs arising from particular class assignments, we —whether in a class, during one-to-one consultations or at the reference desk—make efforts (subject to situational constraints) to weave in broader concepts and skills pertaining to information literacy, as outlined in ACRL’s *Information Literacy Competency Standards and Objectives for Information Literacy Instruction*, as well as in *Wisconsin’s Model Academic Standards for Information and Technology Literacy*.

**11) SWOT analysis of the area – see attachment 4.**

ATTACHMENT 1

**Students' perception about emphasis on developing information literacy skills at UWSP (2000)**  
**Sixth Annual Assessment Report, 1999-2000, University of Wisconsin-Stevens Point**  
 ([http://www.uwsp.edu/accreditation/docs/AA\\_AI\\_110.02C.pdf](http://www.uwsp.edu/accreditation/docs/AA_AI_110.02C.pdf))

Tables 3 through 5 display results from the College Student Experience Questionnaire for UWSP students and a national sample of comprehensive college and university (CCU) students. ...

Table 4 displays the mean amount of emphasis students feel the university places on each of the listed aspects of the college environment. The response categories are numbered from 1 to 7 with 7 labeled as strong emphasis and 1 as weak emphasis.

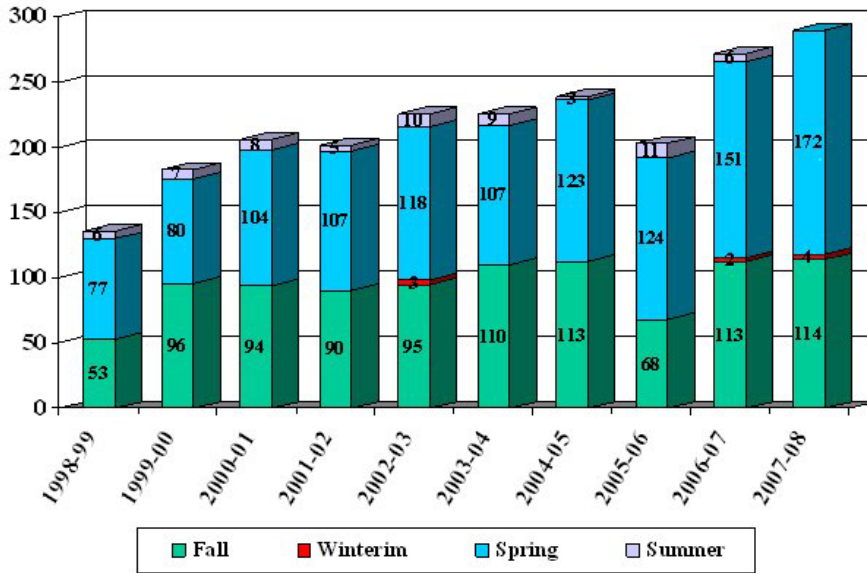
**Table 4: College environment**  
 (mean responses)

|   | Freshman    |             | Senior      |             |
|---|-------------|-------------|-------------|-------------|
|   | UWSP        | CCU         | UWSP        | CCU         |
| Emphasis on developing academic, scholarly, and intellectual qualities      | 5.28        | 5.43        | 5.25        | 5.23        |
| Emphasis on developing aesthetic, expressive, and creative qualities        | 4.88        | 4.87        | 4.91        | 4.63        |
| Emphasis on developing critical, evaluative, and analytical qualities       | 4.90        | 5.11        | 4.97        | 5.11        |
| Emphasis on developing an understanding and appreciation of human diversity | 4.74        | 4.89        | 4.85        | 4.78        |
| <b>Emphasis on developing information literacy skills</b>                   | <b>5.42</b> | <b>5.32</b> | <b>5.47</b> | <b>5.09</b> |
| Emphasis on developing vocational and occupational competence               | 5.04        | 4.76        | 5.11        | 4.54        |
| Emphasis on the personal relevance and practical value of your courses      | 4.92        | 4.82        | 4.70        | 4.71        |

ATTACHMENT 2

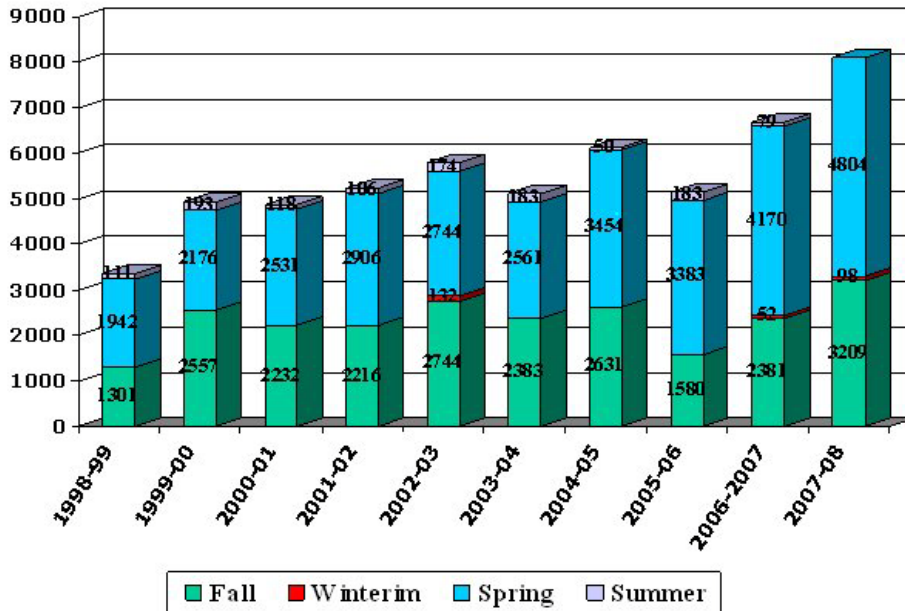
Bibliographic Instruction Statistics

BI—Number of Sessions



BI—Number of Students Served

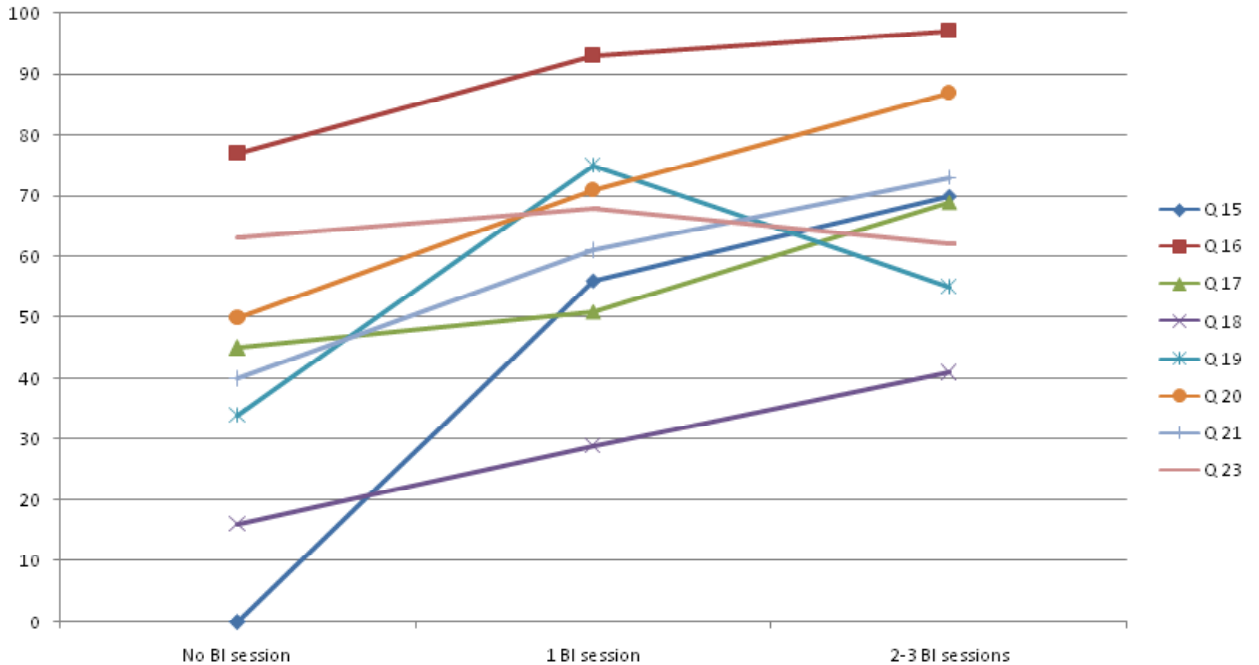
(sum of student counts in the various sessions)



ATTACHMENT 3

**Relationship between the number of library sessions attended and indicators of “library literacy” (loosely defined)**

Graph: Percentage of students responding to Q 15, Q 16, Q 19, Q 20, Q 21, and Q 23 with either “agree” or “strongly disagree” and to Q 17 and Q 18 (both negatively phrased) with either “disagree” or “strongly disagree,” by number of attended BI sessions



Q 15: My research methods improved because of the librarian’s guest lecture.

Q 16: The library and its resources are helpful for doing research assignments.

Q 17: I am often at a loss when trying to find information for research assignments.

Q 18: I use mainly web search engines (Google, Yahoo, etc.) to find information for research assignments.

Q 19: The library website is easy to use for finding books, videos, and CDs.

Q 20: Generally, I am able to find relevant journal articles to complete my papers/assignments.

Q 21: The library website is easy to use for finding articles (online or print).

Q 23: The Library provides easy off-campus access to electronic resources.

ATTACHMENT 4



Department: **Bibliographic Instruction (BI)**

Participants: **Axel Schmetzke, Nerissa Nelson, Patti Becker, Yan Liao, Terri Muraski, Mindy King, Tom Reich**

### S.W.O.T. Analysis of the Area

|  |   |
|--|---|
| <p style="text-align: center;"><b>STRENGTHS (Internal)</b></p> <ul style="list-style-type: none"> <li>• Meeting an increasing demand for Library sessions</li> <li>• Collaboration with the non-library faculty</li> <li>• Librarians’ diversity regarding subject specialization and experience</li> <li>• Involvement of most library faculty members</li> </ul>   | <p style="text-align: center;"><b>WEAKNESSES (Internal)</b></p> <ul style="list-style-type: none"> <li>• Unawareness of our service among some of the course instructors</li> <li>• No permanent computer/teaching lab (missed by some)</li> </ul>  |
| <p style="text-align: center;"><b>OPPORTUNITIES (External)</b></p> <ul style="list-style-type: none"> <li>• Distance education</li> <li>• New technology (e.g. clickers)</li> <li>• Yet untapped needs (marketing)</li> <li>• Turn-over among the campus faculty at large</li> <li>• Guidelines for Instruction Programs in Academic Libraries</li> <li>• Expansion of the Library teaching faculty</li> </ul> | <p style="text-align: center;"><b>THREATS (External)</b></p> <ul style="list-style-type: none"> <li>• Further cuts in library faculty positions/risk of overload and burn-out</li> <li>• Fast and daunting pace of changes in technology</li> <li>• Existing technology not working adequately</li> </ul> |

**Strengths:**

With few exceptions, all members of the library faculty are involved in providing library instruction. With second graduate degrees in different subject areas (a tenure requirement) and with previous work experience in specialized fields, the members of the library faculty are well poised to meet research needs across the various academic disciplines. Librarians collaborate with course instructors in order to tailor their library sessions towards the assigned projects. The steady increase in demand for library sessions (a doubling since 1998/99) speaks to the perceived value of the Library’s bibliographic instruction program.

**Weaknesses:**

Some library instructors miss a classroom (library lab) that is equipped with fixed computer work stations; others are satisfied with the current setup, which utilizes laptop computers or the reference work stations for hands-on activities. Despite recent marketing efforts, some instructors seem to be unaware of the instructional sessions that the Library offers.

**Opportunities:**

With the increase in distance education, opportunities are opening up for the Library to offer bibliographic sessions online and for the integration of library resources into D2L, UWSP's courseware management system. New technology, such as clickers, may help to make library instruction more interactive (and thus more effective) in the classroom. Additional marketing campaigns may attract new "customers," i.e., instructors who take advantage of the instructional services offered. Turn-over among the non-library faculty provide opportunities for building new work relationships. Closer attention to the ALA-ACRL Guidelines for Instruction Programs in Academic Libraries (2003) may inspire improvement. A vacancy in the classified staff is currently being considered for conversion into a Library faculty position, which (if approved) would involve major teaching responsibilities.

**Threats:**

Since 2000, the library has lost 3.0 faculty positions (two were converted to non-teaching academic staff positions; one position was cut). With the demand for more instruction on the rise, and with information technology in a permanent state of flux, library instructors begin to feel the strain. It is likely that further cuts will negatively affect library instruction—both in terms of quality and quantity. In a technology dominated environment, inefficiencies in information technology also has a detrimental impact on instruction—as any teacher can attest who has experienced standing in front of a class having to wait repeatedly 30 seconds for a local resource to be accessed.