

**Library Self-study
Report from Non-departmental Areas or Functions**

12/03/07

Library Resources 101

Name of reporting area

Patti Becker

Name of coordinator

Mindy King, Yan Liao, Nerissa Nelson,

Names of other staff involved in unit self-study

Tom Reich, Terri Muraski

1) Description of supporting service or function

Plan, coordinate, and teach Library Resources 101, a one-credit, pass-fail elective course. The purpose of the course is for students “To become proficient and discerning in using print, electronic, and other sources of library resources to obtain relevant information.” (Syllabus see attachment 1.)

This course reflects the Information Literacy Standards, Performance Indicators, and Outcomes of the Association for College and Research Libraries (ACRL), in particular Standard Two: “The information literate student accesses needed information effectively and efficiently.”

2) Who is served – may be staff, patrons, community user, etc.

All students who take LR101.

3) Staffing

- a. Levels (faculty, LSA-Senior, etc.) and numbers
Six library faculty (out of a total of thirteen faculty members)
- b. Sufficient to meet service needs?
Yes. We have enough to cover all four sections each semester, while allowing two faculty members to have that semester off. For each LR101 faculty member the rotation is roughly two-three semesters on, followed by one semester off.
- c. Well-qualified and trained?
Yes. At a minimum, all regular LR101 faculty have masters degrees in library studies (one has a Ph.D.), and most also have a second masters in another field (or are in progress). All regular LR101 faculty and the staff who provide tours or guest lectures are experienced with and knowledgeable about the UWSP library.

4) Facilities – adequate for your function?

Most classes are held in LRC107, which is easy to find on the first floor, near the café and restrooms. Furniture is adequate, the room has a whiteboard, and lighting has improved. COWS (Computers on Wheels) are housed in 107. Other spaces used include 604 (used at least once per semester per section) which lacks student computers although COW could be used if desired, and, less frequently, 310 (which also lacks student computers). Tours take the students to other parts of the library.

5) Technology – adequate for users and staff?

Staff hardware is adequate and consists of one workstation with speakers, a projector, a “screen” painted on wall and auxiliary flat screen. Tech support by IT library tech specialist has been good.

Student hardware: The COWs (Computers on Wheels) provide us with up to 24 laptop computers that run on batteries and use the wireless connection to the network. Tech support by IT library tech specialist has been good. Some of us would like to also have a dedicated lab with desktop computers for reasons including: ease of use (no set up and take down required); would make it possible to use

computers for two classes at the same time; would add an alternative for “hands-on” component of BI classes; strategic placement could make it possible to monitor student computer use.)

Software: LR101 makes great use of ReSearch Point, the library catalog, and the library homepage, in particular, the Virtual Reference Desk and some of the guides. Course management software used by the hybrid sections (i.e., those sections taught partially online) is Desire to Learn (D2L), the only option on campus (and UW-System). All those responsible for all these technologies (including the library homepage) have been very responsive. The introduction of the proxy server in place of the Virtual Private Network has been a big improvement for off-campus access, making it easier for students to complete assignments from off-campus.

6) Supporting statistics (last 5 years if available)

LR101 has enjoyed a generally upward trend in enrollments the five years:

LR101 Enrollments 2002-2008

| | 2002-03 | 2003-04 | 2004-05* | 2005-06 | 2006-07# | 2007-08 |
|--------|---------|---------|----------|---------|----------|---------|
| FALL | 42 | 48 | 57 | 55 | 78 | 73 |
| SPRING | 38 | 48 | 73 | 40 | 67 | |
| TOTAL | 80 | 96 | 130 | 95 | 145 | |

* Three Sections (up from two), introduction of hybrid section

added fourth section (a hybrid for second half of term)

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

We conduct formative in-house evaluations for every section of LR101 each semester. (See attachment 2 for a copy of the evaluation form.) Responses have been characterized by positive feedback from students. The following include changes or decisions we have made to the class based on those assessments:

- Continue tours to all floors of the library
- Make greater use of hands-on during class and less lecture-based demonstrations
- Introduction of hybrid section

We also made two attempts in summer 2007 to hold a summer section but neither section attracted sufficient enrollment, so we cancelled those sections.

In spring 2008 we will hold a section at 3:00 p.m., an “off-peak” time for classes at UWSP. We will assess the viability of this time based on enrollment.

We do not envision the need for a survey or focus group question(s) for LR101. Our formative evaluation provides us with adequate feedback.

8) Special projects underway or major changes being implemented

We plan to look into the possible use of iSkills (an assessment tool) to see if it would be of benefit in assessing LR101 student information literacy.

9) Goals or desired directions of the area

Keep changing in response to changing technology and student information needs; stay relevant. One example: some LR101 instructors are leading the way in addressing “Web 2.0” issues, such as social networking and RSS feeds.

10) **Other information**

11) **SWOT analysis of the area** – see attachment 3.

ATTACHMENT 1



**Library Resources
101**
**Effective Use of the University
Library**

Syllabus for Spring Semester, 2007, Section 4

Instructor:

Mindy King

Office: 211

Tel: 346-2321

Email: mking@uwsp.edu

Office Hours: Tuesday, 2-3 or by appointment

Reference Hours: Wednesday, 1:00 – 3:00 p.m.

This class moves to different locations throughout the semester. Please consult your syllabus or check the syllabus posted on the instructor's office door.

***Purpose of this course:* To become proficient and discerning in using print, electronic, and other library resources to obtain relevant information.**

Ground rules:

Attendance:

This course is pass-fail. **Attendance is mandatory! To pass this class, students must attend all classes and satisfactorily complete all assignments on time.** In the event of a true emergency, contact the instructor. Classes must be made up by the student with the instructor during the instructor's reference hours (which are posted on the syllabus); the student must satisfactorily complete the regular assignment; and the student must satisfactorily complete an additional make-up assignment.

Any student with perfect attendance and 100% satisfactory completion of all assignments will be exempt from taking the final exam.

Materials:

You are not required to purchase any materials for this course.

Plagiarism:

Students are responsible for reading and understanding the University's policies on [Academic Misconduct \(see p. 1-9\)](#). Please also visit the Library's guide on [Plagiarism](#) available through the Virtual Reference Desk.

Course Calendar

| Date and Location | Activity/Topic | Assignment |
|--------------------------|---|---------------------------|
| Jan 23 (LRC 107) | Introduction: Questionnaire. UWSP library homepage | Homepage exploration |
| Jan 30 (LRC 107 & Lobby) | Library Tour I: Circulation, Interlibrary Loan, Reference, Reserve, TLC) | None |
| Feb 6 (LRC 107) | Simple Library Catalog Searching: Title, Author, Subject Heading | Catalog I |
| Feb 13 (LRC 107) | Advanced Library Catalog Searching: Keyword, Phrase and Boolean Operators | Catalog II |
| Feb 20 (LRC 107) | Reference Books | Reference Book Evaluation |
| Feb 27 (LRC 107) | ReSearch Point I: Intro & Quick Search/General Databases | Database I |
| Mar 6 (LRC 107) | ReSearch Point II: Custom Search & Subject Specific Databases | Databases II |
| Mar 13 (LRC 107) | Search Strategies: Intro to Search Techniques | Search Strategies |
| Mar 20 | SPRING BREAK | None |
| Mar 27 (Room 310) | Library Tour II: Media Lab, IMC, Periodicals Area | None |
| Apr 3 (LRC 506) | University Archives | None |
| Apr 10 (LRC 604) | Understanding and Creating Citations | Citing Resources |
| Apr 17 (LRC 107) | Government Documents | Gov Docs |
| Apr 24 (LRC 107) | Finding Information on the Web: Subject Directories and the Virtual Reference Desk | Subject Directories |
| May 1 (LRC 107) | Finding Information on the Web: Search Engines | Search Engines |
| May 8 (LRC 107) | Hands-on Lab | In-Class Lab Assignment |
| May 14 (2:45 – 4:45) | Final Exam | None |

ATTACHMENT 2

LIBRARY RESOURCES 101

Course Evaluation

Note: information from this evaluation will be used to improve the content and structure of this course.

What was most useful to you in this course, and why?

What would you like to see changed about the course, and why?

What's the best way to learn new indexes and databases: hands on using laptops or classroom lecture? Please explain:

Is there something you were hoping to learn that the course didn't cover?

What advice would you give to someone who was thinking of taking LR101?

In your opinion, what is the best way to learn how to use the library?

ATTACHMENT 3



Department: **LR101**

Dec. 3, 2007

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

S.W.O.T. Analysis

| | |
|---|--|
| <p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Dedicated and knowledgeable faculty and guest lecturers. • Student interest is high and evaluations are good, indicating a benefit to students in their other coursework. • Course template is structured yet allows for individual faculty preferences. | <p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Content constantly requires time-consuming updating in response to changing technology. • LR101 has to compete with other job responsibilities. • Not enough faculty to teach more sections. |
| <p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • New technology. • Get ideas from other university libraries. • Make more students aware of LR101. | <p>THREATS (External)</p> <ul style="list-style-type: none"> • New technology. • Competition from other courses on campus. • Students sometimes take course for reasons other than the content. • Inadequate budget. |

Strengths:

LR101 faculty are well-qualified and experienced teachers with good knowledge of UWSP library resources. A sufficient number teach LR101, which enables everyone to take a semester off now and then. Faculty and staff who provide tours and guest lectures are also well-qualified.

Enrollment has been climbing steadily. The formative in-house evaluations indicate that students value the course (some claim it should be required). Often students take the course on the recommendation of a friend or roommate who has found it useful in their other coursework.

All LR101 faculty teach the same general content, but have the independence to re-order sessions, combine sessions, or add new material as they see fit. In most cases LR101 faculty use the same or very similar assignments and other material. Course material is mounted on a staff-only website to facilitate sharing.

Weaknesses:

Although only a one-credit course, LR101 is labor-intensive and time-consuming for faculty because of the need to stay current with often unpredictable changes in technology, software, or content. Much of this change comes about in reaction to external circumstances rather than as a result of periodic

evaluations of content. We should regularly and systematically revisit the content of LR101 to ensure continuing relevance.

LR101 faculty also have a host of other responsibilities that also demand their attention, including teaching BI sessions, coordinating a department, etc., which can create difficulties in setting priorities, especially during busy times.

If we wanted to add more sections of LR101, we lack additional faculty to join the teaching rotation. As it is, almost half of all library faculty teach LR101, and most of those who do not teach LR101 teach BI sessions or other courses. (Every time we have added a section total enrollment has climbed, even if not all sections have been full.)

Opportunities:

New technology provides us with the opportunity to learn and incorporate new teaching techniques and instructional aids. In recent years we have added laptops to most LR101 sessions, taking advantage of the wireless network and using batteries instead of electricity. This has helped students to work along with the instructor during class. New databases, interfaces, and software also provide us with many opportunities to learn and improve LR101.

Learning what others are doing by professional reading and conference attendance can (and does) open our eyes to new possibilities and approaches.

More students could benefit from LR101 if we offered more sections.

Threats:

New technology is expensive and not always affordable. Also, learning new technology is time-consuming, and it can be challenging to find the time required.

Courses that appear to teach similar content are listed in the UWSP course catalog (e.g., Instructional Resources courses), but they are not offered very often. However, similar courses in different departments can be confusing to students.

Students sometimes take the class because it is one credit and they need it to retain full time status or financial aid, etc., rather than because they are interested in the content. While this can lead to having a class with some unmotivated students, attendance tends to be very good (it is required to pass, but makeup options do exist) and students often learn more than they expected to.

Our library budget is strained, with adverse consequences for purchasing new technology or additional resources. For instance, the desire for a library demonstration room filled with desktop computers will be difficult to realize without adequate financial support.