

*University of Maryland Libraries
User Education Services*

User Education Program

Review of FY 1998 (1997-98)

*Plans for 1998-99
September 1998*

This report was prepared with input from many librarians involved in instruction. Maggie Cunningham, Barbara Nail-Chiwetalu, and Stephen Spohn assisted Trudi Bellardo Hahn in compiling and analyzing the data and writing the text.

Table of Contents

Introduction / 2

- Purpose of Review and Plan
- Changes in the Environment

Overview of Current Program / 3

- Mission
- Staffing
- Modes of Instruction
- Update on Instruction Facilities and Equipment

Review of 1997-98: Statistics / 4

Review of 1997-98: Evaluation / 8

Review of 1997-98: Narrative / 12

- Responding to Changes in the Environment
- Continuing the ENGL 101 Program and Faculty/Graduate Student Seminars
- Subject Specific Class Sessions
- Upgrading the Instruction Labs
- Guides
- Coordinating Instruction and Fairs for Outside Groups and Incoming Students
- Web Site Evaluation and Maintenance
- Promotion and Communication
- Increasing Visibility on Campus

Plans for 1998-99 / 14

Introduction

Purpose of Review and Plan

This document summarizes the past year's activity throughout UM Libraries. Detailed descriptive statistics were gathered and compiled of the total efforts of virtually all librarians and library staff involved in instruction. This document also highlights the specific roles that User Education Services staff played in coordinating and supporting these instructional efforts, and projects UES plans for the coming year.

The goal of this document is to assess the Libraries' accomplishments and progress in improving the information literacy of the UM community, reveal areas where further efforts are needed, and chart the program's future goals and priorities.

Changes in the Environment

The following changes and activities had significant impacts on the instructional program:

Hornbake Library was gradually closed as a separate undergraduate library and Hornbake and McKeldin Library reference staffs were consolidated. Many more novice users came to McKeldin Library. The ENGL 101 coordinator position (Chris Jackson) was moved from Hornbake to User Education Services, and filled in spring '98 by Cissie Williams.

The Service Task Force report was published, renewing the Libraries' major commitment to instruction of users and service to undergraduate population.

The Space Planning Task Force recommended the relocating and upgrading of labs.

A new Director for Public Services, Lori Goetsch, gave strong endorsement to an enlarged and more rational program of undergraduate instruction.

The importance of librarians in contributing to the direct education of UM students was recognized more explicitly by the professional writing program coordinator, by the Latin American Studies program, by the dean of the College of Computer Science and Mathematics and the dean of Engineering, and by the coordinator of freshman orientation.

A new User Education graduate assistant, Barbara Nail-Chiwetalu, devoted a large amount of time to coordinating and upgrading guides to information resources and other library guides, and parts of the Libraries' Web site.

Overview of Current Program

Mission

The mission, goals, and audience of the UM Libraries User Education Services are detailed on the Web page: www.lib.umd.edu/UMCP/UES/mission.htm].

Staffing

Between July 1, 1997 and June 30, 1998, these staff worked full or part-time for User Education Services:

Maggie Cunningham	Shared with McKeldin Information Desk (6-10 hours/week). Responsible for scripting, scheduling, teaching, promoting, and preparing materials for classes. Assisted with Electronic Information Resources seminars and many other projects.
Trudi Bellardo Hahn	Full-time manager; responsible for overall planning and administration of projects and programs, as well as campus communication and outreach.
Barbara Nail-Chiwetalu	Graduate assistant. Primary responsibility for guides. Created and revised many pages for the Libraries' Web site.
Cissie Williams	January-March '98. Part-time (3/4). Coordinated the ENGL 101 program and assisted with other UES projects.

Modes of Instruction

- Walk-in classes, scheduled in summer, fall, and spring. In summer and fall 1997, only VICTOR/EBSCO. In spring and summer 1998, four classes: Lost in the Library?, Where Do I Start?, When is Your Paper Due?, and Tangled in the Web?
- Classes and orientation sessions taught on request from faculty, for undergraduate and graduate classes.
- Classes and orientation tours taught on request, targeted to specific populations (summer retention programs, foreign visitors, etc.)
- Electronic Information Seminars for faculty and graduate students.
- Printed guides to information resources, most of which are also on the Libraries' Web site.
- Web-based tutorials.

Update on Instruction Facilities and Equipment

During the year, ITD staff installed Link hardware in the labs in McKeldin (4M100E and 4M100G) and Hornbake 3203. The student desks were rearranged in classroom style, closer to the front of each room. The McKeldin labs were outfitted with new chairs and stools. Additional lighting was added to Hornbake 3203. The LCD projectors in all three labs were upgraded. In McKeldin 4M100G, the fourteen student and one instructor's computer were replaced with new machines.

FY 1998
University of Maryland Libraries Instruction Statistics Summary

	No. of classes	No. of librarians	No. of other staff	Hours in-class	Hours of prep. (est.)	Attendance
UES classes (summer '97)	16	7	8	24	20	53
UES classes (fall '97)	29	7	9 ¹	44	22	348
UES classes (spring '98)	82	19	32 ²	117	70	692
Classes taught on request	445	53	3	620	1055	8443
Faculty/grad student seminars	15	16 ³	0	24	260	314
ENGL 101	124	3 ⁴	0	-	-	2598
Outside groups	13	8	0	18	17	187
Grand Total: 7/1/1997-6/30/1998	724	120	52	847	1446	12,635

Summer '97 (June 5 - August 12)					
UES Classes (VICTOR only)					
No. of classes	No. of librarians	No. of other staff	Hours in-class	Hours of prep. (est.)	Attendance
16	7	8	24	20	53
					13 - UM UG 19 - UM GR 5 - Staff 1 - Faculty 3 - Other 6 - Undeclared

¹ Includes 2 CLIS students.

² Along with the 16 librarians, 4 Campus Computing Associates and 1 faculty member were part of the teaching teams.

³ Three librarians instructed 42 teaching assistants, who in turn taught 124 classes.

⁴ Along with 12 classified staff, includes 20 CLIS students

Fall '97 UES classes (VICTOR only)					
No. of classes	No. of librarians	No. of other staff	Hours in-class	Hours of prep. (est.)	Attendance
29	7	7	49	22	348 155 - UM UG 43 - UM GR 2 - Staff 4 - Faculty 8 - Other 5 - Undeclared

Spring '98 Four UES Classes Combined					
No. of classes	No. of librarians	No. of other staff & CLIS	Hours in-class	Hours of prep. (est.)	Attendance
82	18 (1 UMUC)	32	115	70	692

Spring '98 Attendance in Individual Classes			
VICTOR	Tangled in Web?	Lost in Library?	When is Paper Due?
258 226 - UM UG 6 - UM GR 4 - Staff 1 - Faculty 1 - UMUC 4 - Other	129 103 - UM UG 8 - UM GR 6 - Staff 1 - Faculty 5 - UMUC 1 - Other	53 38 - UM UG 4 - UM GR 4 - Staff 0 - Faculty 0 - UMUC 0 - Other	252 219 - UM UG 7 - UM GR 0 - Staff 1 - Faculty 1 - UMUC 0 - Other

Summer 1997 - Spring 1998 VICTOR/EBSCO or Where Do I Start?			
	Summer '97	Fall '97	Spring '98
No. of classes	16	28	25
No. of attendees	53	347	253
Avg. attendance per class	3.3	12.4	10.1

Spring 1998 When Is Your Paper Due?			
	Arts & Humanities	Social Sciences	Science & Technology
No. of classes	7	13	9
No. of attendees	40	151	61
Avg. attendance per class	5.7	11.6	6.8
Affiliation of attendees (some checked more than one category; total over 100%.)			
UM Undergraduates	38/39 = 97%	122/123 = 99%	44/48 = 92%
UM Graduates	1/39 = 3%	3/123 = 2%	3/48 = 6%
UM Faculty	0 = 0%	1/123 = <1%	0 = 0%
UMUC	0 = 0%	0 = 0%	1/48 = 2%

Fall '97						
Electronic Resources Seminars for Faculty/Graduate Students						
Name of Class	No. of Classes	Faculty	Staff	Grad. Students	Other	Total No. Attendees
Philosophy	1	3	3	4	1	11
Historical Research & Teaching	1	4	7	9	2	22
Life Sciences	1	10	6	17	1	34
Agriculture & Natural Resources	1	9	5	9	1	24
Order Out of Chaos: ProCite	1	10	3	90	0	103
TOTALS	5	36	24	129	5	194

Spring '98					
Electronic Resources Seminars for Faculty/Graduate Students					
Name of Class	No. of Classes	Faculty	Staff	Graduate students	Total no. attendees
Electronic Journals	2	6	10	5	21
News Sources on the Web	2	7	6	13	26
Latin-American Studies	2	6	4	6	16
New History Databases on Web	1	4	3	10	17
Taming the Wild: ProCite	2	7	2	20	29
Dangers in Our Diets	1	5	1	5	11
TOTALS	10	28	24	39	120

Review of 1997-98: Evaluation

Summer 1997 - Spring 1998 VICTOR/EBSCO or Where Do I Start?			
	Summer 1997	Fall 1997	Spring 1998
Number of Classes	16	28	25
Number of Attendees	53	347	253
Class Evaluation Forms Received	45/53 = 85%	310/347 = 89%	222/253 = 88%
Affiliation of Attendees (Note: Some attendees checked more than one category.)			
UM undergraduates	13/45 = 29%	154/310 = 50%	204/222 = 92%
UM graduate students	19/45 = 42%	43/310 = 14%	6/222 = 3%
UM staff	5/45 = 11 %	2/310 = <1 %	4/222 = 2%
UM faculty	1/45 = 2%	4/310 = 1 %	1 /222 = <1%
UMUC	0 = 0%	8/310 = 3%	1/222 = <1%
Other	3/45 = 6%	5/310 = 2%	4/222 = 2%
No response	6/45 = 13%	0 = 0%	2/222 = I
How did you hear about this class? (Note: Some attendees checked more than one category.)			
Instructor	20/45 = 43%	209/310 = 67%	181/222 = 82%
Flyer	14/45 = 31%	39/310 = 13%	21/222 = 9%
InforM	2/45 = 4%	1/310 = <1%	0 = 0%
Library staff	2/45 = 4%	34/310 = 11 %	13/222 = 6%
VICTOR News	2/45 = 4%	0 = 0%	0 = 0%
WWW	1/45 = 2%	6/310 = 2%	4/222 = 2%
Other	2/45 = 4%	4/310 = 1 %	8/222 = 4%
No response	3/45 = 6%	0 = 0%	0 = 0%
Can you locate materials using the Name, Word, and Title searches?			
Yes	45/45 = 100%	298/310 = 96%	206/222 = 93%
Sometimes	0 = 0%	13/310 = 4%	12/222 = 5%
No	0 = 0%	0 = 0%	0 = 0%
No response	0 = 0%	1/31 = <1%	4/222 = 2%
Can you find article citations in indexes?			
Yes	42/45 = 93%	N/A	N/A
Sometimes	3/45 = 7%	N/A	N/A
No	0 = 0%	N/A	N/A
Can you locate periodical titles and determine library locations? (Summer 1997, Spring 1998)			

Summer 1997 - Spring 1998				
VICTOR/EBSCO or		Where Do I Start?		
Yes	43/45 = 96%	298/310 = 96%	203/222 = 91 % ^a	
Sometimes	2/45 = 4%	10/310 = 3%	16/222 = 7%	
No	0 = 0%	2/310 = <1%	0 = 0%	
No response	0 = 0%	2/310 = <1%	3/222 = 1	
Can you locate journal articles using UnCover? (Fall 1997, Spring 1998)				
Yes	N/A	297/310 = 96%	187/222 = 84%	
Sometimes	N/A	11/310 = 4%	27/222 = 12%	
No	N/A	1/310 = <1%	3/222 = 1%	
No response	N/A	1/310 = <1%	5/222 = 2%	
Can you locate journal articles using EBSCO? (Fall 1997, Spring 1998)				
Yes	N/A	281/310 = 91%	194/222 = 87%	
Sometimes	N/A	15/310 = 5%	18/222 = 8%	
No	N/A	11/310 = 4%	5/222 = 2%	
No response	N/A	4/310 = 1%	5/222 = 2%	
If you answered "No" to any of the questions above, what was the reason?				
Not enough practice time	1/45 = 2%	2/310 = <1%	7/222 = 3%	
Explanations unclear	0 = 0%	0 = 0%	1/222 = <1%	
Poor examples	0 = 0%	0 = 0%	4/222 = 2%	
Technical problems	0 = 0%	9/310 = 3%	1/222 = <1	
Other	1/45 = 2%	2/310 = <1 %	0 = 0%	
How do you access VICTOR? (Note: Some attendees checked more than one category.)				
WWW	7/45 = 16%	67/310 = 22%	49/222 = 22%	
Telnet	12/45 = 27%	107/310 = 35%	50/222 = 23%	
Computer in library	41/45 = 91%	220/310 = 71%	120/222 = 54%	
Other	4/45 = 9%	4/310 = 1 %	3/222 = 1	
No response	0 = 0%	0 = 0%	2/222 = 1	

Spring 1998 Lost in the Library	
Number of classes	14
Number of attendees	est. 50
Affiliation of attendees	UM undergraduates 38/46 = 83% UM graduates 4/46 = 9% UM staff 4/46 = 9%
How did you learn about this class?	Professor 27/46 = 59% Flyer 10/46 = 22% Library staff 5/46 = 11% WWW 1/46 = 2% Other 5/46 = 11%
Did this class meet your expectations?	Yes 40/46 = 87% Partially 6/46 = 13% No 0 = 0%
Did this class accomplish its goal?	Yes 40/46 = 87% Partially 5/46 = 11% No 0 = 0% No response 1/46 = 2%

Spring 1998 Only When Is Your Paper Due?			
Class	Arts & Humanities	Social Sciences	Science & Technology
Number of classes	7	12	9
Number of attendees	40	135	50
Evaluation forms received	39/40 = 98%	123/135 = 91%	48/50 = 96%
Affiliation of attendees (Some attendees checked more than one category; total over 100%.)			
UM undergraduates	38/39 = 97%	122/123 = 99%	44/48 = 92%
UM graduates	1/39 = 3%	3/123 = 2%	3/48 = 6%
UM staff	0 = 0%	0 = 0%	0 = 0%
UM faculty	0 = 0%	1/123 = <1%	0 = 0%
UMUC	0 = 0%	0 = 0%	1/48 = 2%
Other	0 = 0%	0 = 0%	0 = 0%

Spring 1998 Only			
When Is Your Paper Due?			
How did you hear about this class?			
Professor	35/39 = 90%	112/123 = 91 %	42/48 = 88%
Flyer	1/39 = 3%	3/123 = 2%	2/48 = 4%
Library Staff	0 = 0%	2/123 = 2%	1/48 = 2%
WWW	0 = 0%	1/123 = <1%	0 = 0%
Other	0 = 0%	3/123 = 2%	3/48 = 6%
No response	3/39 = 7%	2/123 = 2%	0 = 0%
Do you understand differences between scholarly journals, magazines, and trade publications?			
Yes	39/39 = 100%	117/123 = 95%	48/48 = 100%
Sometimes	0 = 0%	5/123 = 4%	0 = 0%
No	0 = 0%	0 = 0%	0 = 0%
No response	0 = 0%	1/123 = <1%	0 = 0%
Can you determine which database to use to locate relevant materials?			
Yes	31/39 = 79%	100/123 = 81%	39/48 = 81%
Sometimes	8/39 = 21%	21/123 = 17%	9/48 = 19%
No	0 = 0%	1/123 = <1%	0 = 0%
No response	0 = 0%	1/123 = <1%	0 = 0%
Can you successfully search at least one database to find journal articles on your topic?			
Yes	38/39 = 97%	114/123 = 93%	47/48 = 98%
Sometimes	1/39 = 3%	7/123 = 6%	1/48 = 2%
No	0 = 0%	1/123 = <1%	0 = 0%
No response	0 = 0%	1/123 = <1%	0 = 0%
Do you know how to locate the journal article in the library?			
Yes	36/39 = 92%	111/123 = 90%	39/48 = 81
Sometimes	2/39 = 5%	10/123 = 8%	9/48 = 19%
No	1/39 = 3%	0 = 0%	0 = 0%
No response	0 = 0%	2/123 = 2%	0 = 0%
If you answered "No" to any of the questions above, what was the reason?			
Not enough practice time	N/A	1/123 = <1%	1/48 = 2%
Explanations unclear	N/A	0 = 0%	0 = 0%
Poor examples	N/A	0 = 0%	0 = 0%
Technical problems	N/A	0 = 0%	0 = 0%
Other	N/A	0 = 0%	0 = 0%

Review of 1997-98: Narrative

Responding to Changes in the Environment

Like many others in the Libraries this past year, User Education Services tried to respond to the changing university environment, changing mission of the Libraries expressed in the Services Task Force report, and the closing of Hornbake Library as an undergraduate service facility and separate collection.

Our major response to the increased emphasis on excellence in instruction and improved services to undergraduates was the development of a more formal structure for offering instruction to new users. Working with a planning team of about 10 librarians (the User Education for Undergraduates Team, or UEUT), we designed and piloted a program of four classes. Thus we jumped from scheduling about 30 VICTOR classes in fall 1997 to offering more than 80 classes at four different levels (finding your way around the library, basic VICTOR searching, advanced database searching, and Web searching) in the spring. The new program built on needs assessment studies we did the previous year, the collective experiences of the planning team members, and communications with the Professional Writing Program (the ENGL 390 series). In order to introduce the new program to the faculty of the Professional Writing Program, and solicit their feedback, we organized a program and luncheon for them in January.

All together, these general instruction classes reached nearly 1100 students during the year.

Continuing the ENGL 101 program and Faculty /Graduate Student Seminars

While this new program was being developed, we continued to coordinate the teaching of basic library and VICTOR skills by the teaching assistants of the Academic Writing Program (ENGL 101) to over 2500 students. We also coordinated the Electronic Information Services seminars for faculty and graduate students, offering 15 seminars and reaching a total audience of 314.

Subject Specific Class Sessions

It is difficult to separate out the specific contribution of User Education staff to the teaching of subject sessions for upper division and graduate students, orientations and tours done for outside groups, international students, minorities, honors programs, and retention programs, and other orientation and welcoming activities such as First Look fair. In addition to scheduling volunteers for special events, assisting other librarians with their classes in the labs, producing handouts and guides, participating in outreach programs to a neighboring high school and middle school, matching requests for instruction with appropriate subject specialists, we taught our fair share of the roughly 650 sessions that reached about nearly 9,000 participants.

Upgrading the Instruction Labs

Another major effort was upgrading and maintaining the instruction labs. With support from Facilities, Nonprint Media Services, and the Information Technology Division, we upgraded computers, monitors, LCD projectors, lighting, and furniture. We added LINK hardware in all three labs and rearranged the

workstations for better sight lines and audibility. We also worked closely with ITD staff to provide responsive equipment troubleshooting in the labs. The manager participated in the Space Planning Task Force to plan the move, enlargement, and upgrading of the McKeldin instruction labs in the summer of 1998.

Guides

Having a graduate assistant made it possible to inventory and organize the huge mass of user materials distributed throughout the Libraries. During the year, a large number of guides were loaded on the Web, so that now only about a third are available only on paper. The number of guides currently totals about 350, and includes general guides to using libraries and conducting research, guides to information resource in subjects and disciplines, and brief Web guides called "How to find . . . [a particular type of material]". We created a Guides Group, chaired by the graduate assistant, to coordinate the organization, weeding, Web-loading, and other quality-control aspects of all these materials. We created a library-wide VICTOR Documentation Team to coordinate the design and production of a VICTOR "one-stop shopping" guide, which replaced more than a dozen miscellaneous VICTOR handouts.

Another initiative was the development of a new type of Web guide, the "How to find . . ." series. Working with many reference and branch librarians, we coordinated the writing and editing of the content, formatting, and uploading the 28 "How to finds" that are brief pointers to various type of materials.

Coordinating Instruction and Fairs for Outside Groups and Incoming Students

User Education services staff organized the Libraries' involvement in the Orient Express fairs twice a week during the summer, and numerous other fairs, orientations, tours for special groups. We hosted several groups of foreign visitors.

Web Site Evaluation and Maintenance

Using the students in a CLIS class taught by the manager, we conducted a formal protocol analysis of the Libraries' Web top-level pages, which resulted in many recommendations for changes. In February, the manager (co-chair of the Libraries' Web Board), participated in organizing and leading a brown bag lunch for the Web Council, with emphasis on introducing the newly revised Authoring Guide.

In addition to the manager's co-chairing of the Libraries' Web Board, User Education reorganized and expanded its own pages.

Promotion and Communication

The manager delivered a paper at the SIGGUCCS regional conference on the new info literacy program for undergraduates. She also made a presentation for a campus World Course, April 30 and wrote several articles for Library Matters on instruction issues or Web site news.

Increasing Visibility on Campus

Plans for 1998-99

- Offer as many classes as needed, in as many different topical areas, to serve the instruction/orientation needs of undergraduates and new library users.
- Produce a variety of high-quality and useful faculty/graduate student seminars.
- Work with subject team members to expand their involvement in teaching general undergraduate classes and coordinate their teaching to upper division and graduate students.
- Expand evaluation efforts: In addition to keeping statistics and analyzing evaluation forms, Trudi will attend as many classes as possible to assess how effective the teaching skill of the librarians, how effective the instruction, and the value and relevance of the content.
- Monitor production and maintenance of all types of guides. Streamline the number of guides to only those really needed, and upgrade the existing ones for currency, conciseness, and stylistic consistency.
- Maintain liaison with Academic Writing (ENGL 101) program, providing instructional support for teaching assistants and guidance in the use of the Hornbake instruction lab.
- Work with ITD staff to maintain all the instructional labs in excellent working order, upgrading equipment and facilities as necessary, and providing guidance for library staff in effective use of them.
- Continue to develop the User Education Services Web pages and maintain schedules of classes, online tutorials, and other timely information.
- Schedule and promote all classes, seminars, and other aspects of the program to all members of the University community, using all print and electronic means available.
- Provide orientation to the staff of Service Plus sites in the content of the classes.
- Expand outreach to campus: Trudi develop and teach a pilot section of UNIV 101 serve on a campus-wide task force to develop a certificate program in information, participate in Center for Teaching Excellence programs, and communicate with EDCP 108 program and professional writing program.
- Support instruction librarians with training in software (Power Point), HTML-coding, advanced word processing, SnagIt, and other teaching tools.
- Work with Facilities staff, Service Plus sites, and Web Board to upgrade signage and Web site.
- Provide orientation packets and sessions for incoming students and for new faculty on campus.

Much of the above can be accomplished only with the cooperation of many staff throughout the Libraries. Last year, a total of 85 individuals directly contributed to the teaching of library classes, including 53 librarians, 19 other staff from TSD and PSD, 5 graduate assistants, 20 CLIS students, and 2 UMUC librarians. We have also enjoyed excellent relationships with orientation fair volunteers, ITD staff, Facilities staff, Web Board and Web Council members, and members of such library-wide teams as the Guides Group and the VICTOR Documentation Team, and we expect to do so in the future.

However, we are concerned about establishing and maintaining effective communications with the new subject teams and meaningful sharing of our instruction efforts. Formal and informal mechanisms will need to be established to ensure that we all work together toward common goals.