3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☑ Compliant   ❑ Non-Compliant   ❑ Not Applicable

Narrative

Note: Text for all linked documents below can be increased/decreased for ease of reading by pressing your keyboard's Ctrl key while rotating the mouse wheel.

Angelo State University ensures that all users have access to regular and timely instruction in the use of the library and other learning and information resources. In support of the university's commitment to preparing students "to be responsible citizens and to have productive careers" (ASU mission statement), the library offers various types and levels of instruction. The basic philosophy behind the library's instructional program is to help users develop the information literacy skills they need to successfully find and evaluate highly relevant and trustworthy information that meets their needs.

TECHNOLOGY-RICH INSTRUCTIONAL ENVIRONMENT

In January 2011, the Porter Henderson Library opened the Information Literacy Corner (ILC), a remodeled area in the southwest corner of the library's first floor that was designed to provide a flexible environment for instruction as well as for studying and/or collaborative work. The space can be partitioned off from the remainder of the floor by sliding glass walls. For approximately two weeks each fall and spring semester, the area is scheduled for library instruction. During these "priority weeks," laptop computers are installed in the ILC area to facilitate hands-on training. The ILC is available for either library instruction or student use the remainder of the year.

The ILC contains moveable seating and table space for 32 individuals, and additional chairs may be moved into the area as needed. Four large, flat-panel computer displays are built into the perimeter of the room. The bases of these displays contain power and networking capabilities, allowing library staff or students to connect to and display digital files in a large format, and/or to power their electronic equipment. All four displays can be controlled via a "command center" built into a wall of the ILC. The PC in this location can broadcast media to any or all of the flat-panel displays. Grommets are also located on the floor throughout the ILC, providing convenient and flexible access to additional power and networking drops. Robust wireless networking is also provided, and audio speakers are located in the ceiling. The tables can be linked together and have raceways for network and power cords. Alternatively, the tables can be separated allowing for individual or small-group study. This flexibility was designed to accommodate active learning in a small-group context, with the capability for students to share their learning experiences with others in the room. Additionally, the "command center" itself can be controlled from elsewhere in the room by wireless keyboard/mouse, a laptop with the appropriate software installed, or from a multi-media

cart, providing the instructor flexibility of movement. A smart tablet can also be used to draw, write, and highlight important information shown on the flat-panel displays.

TYPES OF INSTRUCTION PROVIDED BY THE LIBRARY

ASU librarians offer a variety of face-to-face instructional sessions in the ILC and in other technology-rich classrooms on campus. Instruction in library use is also provided via online tutorials, as described below.

Face-to-Face Instruction

Library staff provide formal instruction for ASU students beginning with basic instruction in library skills and an introduction to information literacy in first-year undergraduate courses, such as University Studies 1201 and English 1301. Intermediate instruction sessions in information literacy skills are provided for lower-level undergraduate classes, such as English 1302 and introductory discipline courses, and advanced instruction sessions are designed to impart higher-level information literacy skills for students in upper-level undergraduate and graduate classes. The more advanced classes concentrate on using primary research materials, accessing online and print materials in respective disciplines, and employing sophisticated search strategies in the numerous online databases.

Beginning in the fall of 2009, the library began offering ASU faculty an alternative to the traditional in-library instruction sessions that take up an entire class period. The new service—called BID for Brief In-class Demonstrations—allows faculty to ask a librarian to come to the classroom to demonstrate the use of one or two relevant information resources in no more than 15–20 minutes. These sessions improve the quality of students' research, learning, and subsequent assessment without requiring the instructor to relinquish an entire class session.

In addition to formal classes, one-on-one assistance is provided to library users at the Research Assistance Desk. For faculty and staff, the library offers open sessions on new resources and responds to requests from academic departments on specialized topics, such as copyright compliance.

Online Instruction

For all users, and especially for distance learning students, the library provides several general and subject-oriented tutorials accessible from the ASU website. These instructional resources provide information similar to that which is provided in traditional on-campus presentations. Types of available online resources include tutorials, research tools, subject guides, finding aids, and information literacy guides to assist users in developing their research and library skills. The staff of the Reference Department has primary responsibility for maintaining and updating these guides and tutorials. The most popular of these resources are the three basic tutorials—Basic Information Literacy, Biology Library Tutorial, and Nursing Library Tutorial, which can all be found on the Library Guides web page. Each of these three tutorials has modules that allow for self-paced instruction and mastery. A consultant's report assessing the university's readiness for a new online program in 2010 identified the library's collection of tutorials and guides as "one [that] other institutions should look at for a model . . . of what to have for all students and

faculty but in particular for online students" (see Library and Research Resources in ASU Road Map Report, August 2010, p. 2; the complete report is available onsite).

Some of the online academic programs at ASU require students to come to campus once a semester. During their time on campus, the head of library reference services meets with the students to provide an in-depth review of the library, its resources, and how to access the numerous electronic resources available. Students enrolled in online courses can also access the Library Resources for Distance Education Students web page, which provides links to various services within the library and across campus as well as contact information for additional assistance.

In the summer of 2011, the library subscribed to the LibGuides service, a web-based application that allows librarians to create their own research guides, course guides, and other interactive content to facilitate library instruction and online research. In fiscal year 2012, this service was integrated into the library's existing online instruction program (LibGuides web page). The library has developed LibGuides to direct students to relevant topical information resources and to instruct students in the effective use of these resources. Short, multimedia presentations embedded in the LibGuides provide instruction in the use of the information resources. These dynamic online resources can also be integrated into formal information literacy sessions in the library and used by faculty members in their classrooms. The LibGuides and their embedded instructional videos are available 24/7 to users on and off campus.

General Information Sessions and Library Tours

ASU librarians offer general information sessions and library tours for ASU users and members of the broader community, including students from area school districts. The library is a partner for both Discover ASU and Student Orientation, Advising, and Registration (SOAR) sessions. The Discover ASU program is offered two to three times a year to promote ASU to prospective students and their families. The library's Learning Commons (described in Comprehensive Standard 3.8.1, Learning/information resources) is included in the tours for both students and parents, and the Information Literacy Corner described above has been used for the evaluation portion of the Discover sessions. SOAR is the summer orientation program for incoming students and their families. Again, tours of the Learning Commons for students and parents are part of this program. New and transfer students generally receive their first exposure to information literacy skills in one of the basic English courses or introductory discipline courses, as mentioned above. Students also receive referrals to the online tutorials by their instructors and/or come to the library for one-on-one sessions at the Research Assistance Desk.

Since ASU is the only state-supported university for at least a 100- to 150-mile radius, high school students (especially those in Advanced Placement courses) also come to the library and/or the West Texas Collection to work on research papers and projects.

USER PARTICIPATION IN LIBRARY INSTRUCTION

In fiscal year 2011, the total number of library instruction sessions of all types was 166, and attendance at these sessions was 3,479. Of these, 151 sessions, with a total of 2,945 participants, were course-related or general instruction sessions for ASU students and faculty members. Approximately 75 percent of all

sessions and attendants were from lower-level undergraduate courses and users of online tutorials. Because the only way to gain usage information for the online tutorials is through self-reports by individual faculty members, the library realizes that the actual number of classes and individuals using online tutorials is probably much higher than the statistics indicate.

The library promotes its instruction program through a series of announcements to faculty, in handouts to new faculty members, in the library newsletter (Library Newsletter web page; Library Newsletter, April 2012), and through general email announcements concerning open sessions.

ASSESSMENT OF INSTRUCTIONAL PROGRAMS

As described above, the library offers information literacy instruction for classes and individuals at multiple levels. The library has historically conducted periodic assessment of its instructional program and, in fiscal year 2010, several important steps were taken to highlight the importance of the library's instructional services. For example, information literacy became a part of the library's mission statement for the first time, and a new library skills class assessment instrument was developed to ensure consistent and ongoing assessment of the efficacy of library and information literacy instruction provided in lower-level undergraduate classes. The assessment instrument was piloted in spring 2010 and fall 2011 and has been refined to be consistent with the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries. The assessment instrument was formally implemented in spring 2012. The Reference librarians revised the assessment instrument based upon beta-testing and input from the University's Director of Supplemental Instruction. The assessment was distributed to most of the introductory classes in which library instruction was provided in spring 2012. Preliminary analysis indicated an average score of 75.4 percent, which is slightly below the desired success rate of 80 percent. Also in spring 2012, the University Library Committee approved a mission statement for the library instruction program that conforms to the ACRL guidelines.

As described in Core Requirement 2.9, Learning resources and services, both faculty and students have expressed satisfaction with the library's resources and services. Using a five-point Likert scale where 1 is "very satisfied" and 5 is "very dissatisfied," faculty indicated they were "satisfied" (mean rating of 2.00) with the quality of the library instruction program and online tutorials (Faculty Satisfaction Survey and Results, Chart 7). Similarly using a five-point rating scale where 1 is "very dissatisfied" and 5 is "very satisfied," students expressed overall agreement (mean rating of 3.79) with the following statement: "Classes with library instruction and/or the use of one of the library's online tutorials are helpful" (Library Customer Satisfaction Survey, 2011, Table 9).