

3.8.2 - Library Instruction

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

Compliance Judgment

Compliance

Narrative

The Library Instruction Program provides instruction (formal and informal) based upon the needs of students, faculty, and staff and supports Goal 1 of the library's strategic plan.[1] "The Library, in partnership with academic faculty, will empower clients to utilize information resources and services to achieve the highest standard of excellence in individual, collaborative, and interdisciplinary research." [2]

The mission of instructional services is to promote effective use of library resources and technology. Instruction is presented through lectures and demonstrations, one-on-one assistance at the Reference Desk, individualized instruction, virtual tours, online instruction and on-site orientations and tours to respond to the total educational process of the academic community. Distance learners have access to online tutorials and a virtual tour. Remote learners are also encouraged to utilize the toll free number, e-mail reference or "chat services". The F.D. Bluford Library instruction program's goals and objectives incorporate the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards with various teaching strategies and methodologies designed to meet the individual differences in learning, including level, style, and culture. [3]

New curriculum structures in 2006-2007 brought significant contact between librarians and freshmen early in their academic career. The revised Learning Objectives for the University Studies Program included Communication and listed "Effectively use information technology to find, interpret, evaluate, and use information discerningly" as the #1 objective. The Reference Department was successful in partnering with the Center for Academic Excellence, formerly The Center for Student Success, and the University Studies Department to ensure that library instruction was included in the UNST 100 and UNST 110 courses. All instructors followed the same syllabus and therefore were required to bring their classes to the library or arrange for the librarian to visit their classroom during specified weeks that were agreed upon. Librarians conducted 308 classes to 5,553 participants and conducted 14 tours. During 2005-2006, librarians conducted 320 classes to 5,490 and provided 28 tours. [4] Instructional sessions are conducted in a seminar room utilizing 70 laptops to allow a more interactive learning experience.

The Reference Department also provides specialized instruction to undergraduate and graduate research classes, interdisciplinary classes not assigned to any specific School or

College (including the interdisciplinary PHD programs), and “Special Programs”. The “special” programs include, but are not limited to, the Summer Session and Outreach classes and others such as Ronald McNair Scholars; National Aeronautics and Space Administration (NASA) Summer High School Apprenticeship Research Program (SHARP) Scholars; Upward Bound; Greensboro Area Mathematics and Science Education Center (GAMSEC); Science, Technology, Engineering, and Mathematics (STEM) Education Coalition. [5]

Tutorials are used independently or in conjunction with an instructional session. The tutorials are of special importance to students taking distance education courses. A virtual tour of the library provides the clients a picture of each of the service areas and a description. The tour is also used during bibliographic instruction that is done outside of the library to illustrate the service areas. [6] Numerous other subject guides and handouts are available on the Reference Department’s website. [7]

Library workshops continue to gain in popularity, and the library responded in 2007-2008 with new topics such as the “Advanced Endnote” workshop, as well as opening the summer resource workshops to faculty throughout the campus. [8]. In 2007-2008, a change in workshop venue to the larger, laptop-based seminar area also led to a significant increase in class size. Orientation sessions and tours complement the formal instruction program. In those sessions and tours, the librarians promote the services and resources offered in the library.

Assessment of the Library Instruction Program is provided through data gathered from a quiz and a survey administered to the UNST classes by the faculty, the Sophomore Survey and the web-based LibQUAL+™ survey. Results from the 2004 Sophomore Survey, which is given to all sophomores in the University of North Carolina system, reveal that the library rated 91.9% compared to 73.6% by other libraries in the University system in “Training to use Library”. [9] Faculty administering the UNST survey reported that 72.78% of the students agree or strongly agree that the class sessions were helpful while only 27.22% disagreed or strongly disagreed that the sessions were helpful. The UNST survey was conducted at the end of Fall 2007. A follow-up quiz was administered to 169 students in University Studies 110 – Critical Writing, Spring 2008. Two (2) questions gave the students problems. Those questions will be examined for confusing terms or misleading responses. Four (4) questions produced scores between 60-71%. Four (4) questions produced scores over 80%. [10]

Supporting Documents

[1]	Strategic Plan <i>PDF Document, 1 Page, 94KB</i>
[2]	Library Instruction <i>PDF Document, 1 Page, 47KB</i>
[3]	Information Literacy <i>PDF Document, 1 Page, 52KB</i>
[4]	Instruction Graphs <i>PDF Document, 1 Page, 142KB</i>
[5]	Instruction Graphs <i>PDF Document, 2 Page, 142KB</i>
[6]	Library Virtual Tour <i>PDF Document, 2 Page, 55KB</i>
[7]	Subject Guides & Handouts <i>PDF Document, 2 Page, 50KB</i>
[8]	Fall 2007 Workshops <i>PDF Document, 2 Page, 35KB</i>
[9]	Sophomore Survey <i>PDF Document, 2 Page, 14KB</i>
[10]	UNST110 quiz 2008 (answer key) <i>PDF Document, 2 Page, 60KB</i>