****

**Progress Report**

**Information & Research Services Division**

**Maureen and Mike Mansfield Library**

**2008-2009**

**Submitted by: Sue Samson, Professor and Head**

Contents

[Information and Research Services Personnel 2](#_Toc206913273)

[Introduction 3](#_Toc206913274)

[Reference Services and Room Use 4](#_Toc206913289)

[Library Instruction Program: A Detailed Analysis 5](#_Toc206913282)

[First-year Experience Instruction 5](#_Toc206913283)

[Detailed overview of Instruction Program by Department 6](#_Toc206913284)

[Classes by Location 6](#_Toc206913285)

[Assessment 7](#_Toc206913286)

[Student Feedback Statistics 7](#_Toc206913287)

[Instructor Feedback Statistics 8](#_Toc206913288)

# 

# Information and Research Services Personnel

**Faculty:**

Steve Atkin, College of Technology Librarian

Jennie Burroughs, Assistant Professor, Government Documents Librarian

Julie Edwards, Assistant Professor, Ethnic Studies Librarian and Multicultural Coordinator

Kim Granath, Associate Professor, Public Health Librarian and Web Site Coordinator

Samantha Hines, Assistant Professor, Reference Manager, Social Sciences Librarian and Distance Education Coordinator

Tammy Ravas, Assistant Professor, Visual and Performing Arts Librarian and Media Coordinator

Sue Samson, Professor, Humanities Librarian and Head, Information & Research Services

Megan Stark, Assistant Professor, Undergraduate Services Librarian and Modern & Classical Languages

and Literatures Librarian

Kate Zoellner, Assistant Professor, School of Education Librarian and Assessment Coordinator

**Adjunct Faculty:**

Lisa Brennan

Audra Loyal

Gay Monaco

Kimberly Swanson

**Additional Instruction Liaison Librarians:**

Barry Brown, Associate Professor, Head, Access & Collection Services and Science Librarian

Steve McCann, Assistant Professor, Digital Projects and Business Librarian

Donna McCrea, Associate Professor, Archivist and History Librarian

**Reference Technicians:**

Patti McKenzie

Linder Schlang

Juanita Costilla

Ann Weiler

**Reference Technical Support Student Employees:**

Jordan Hess

Tony Kutzler

Louise Larson

Seth Robison

Travis Sehorn

# 

# Introduction

This Progress Report provides a detailed statistical analysis of information and research services provided at the Maureen and Mike Mansfield Library during fiscal year 2007-2008 and an historical overview of services that show major trends from 1992 to the present.

The historical overview underscores the changes in how the library provides service. Starting in 2001, the Library started to record Web site visits as a distinct avenue for providing information resources to UM students, faculty and staff. In 2002, virtual reference statistics were added as another means of outreach to the UM community. Additionally, a strong outreach program to departments across the curriculum has resulted in a growing library instruction program. The number of curriculum-integrated library research instruction sessions and the number of students receiving instruction has grown each academic year.

In FY 2009, over 9,500 students received curriculum-integrated library research instruction in 420 classes. The enormous growth of the Library Instruction Program reflects the value of information, the need of students and scholars to access quality academic resources, the efforts of the Mansfield Library to position its faculty as liaisons to every UM department, and the importance of lifelong learning in the Information Age.

## ****Reference Services and Room Use: An Historical Overview****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fiscal Year | Reference  Transactions\* | Virtual  Reference | Website  Visits\*\* | Room Use\*\*\*  Attendance | Rooms Use\*\*\*  Sessions |
| 1992-93 | 34,680 |  |  | 3187 | 175 |
| 1993-94 | 29,232 |  |  | 3614 | 185 |
| 1994-95 | 31,956 |  |  | 2953 | 174 |
| 1995-96 | 36,510 |  |  | 5550 | 180 |
| 1996-97 | 41,064 |  |  | 6429 | 238 |
| 1997-98 | 44,819 |  |  | 6305 | 280 |
| 1998-99 | 43,904 |  |  | 6956 | 255 |
| 1999-2000 | 52,528 |  |  | 6530 | 255 |
| 2000-01 | 48,981 |  |  | 5705 | 295 |
| 2001-02 | 30,184 |  | 262,222 | 6361 | 300 |
| 2002-03 | 43,176 | 336 | 389,688 | 8983 | 444 |
| 2003-04 | 30,875 | 644 | 283,419 | 9798 | 474 |
| 2004-05 | 34,459 | 801 | 234,964 | 10,711 | 729 |
| 2005-06 | 43,587 | 604 | 308,008 | 14,762 | 762 |
| 2006-2007 | 34,888 | 811 | 359,653 | 16,617 | 822 |
| 2007-2008 | 41,123 | 1422 | 334,715 | 17,530 | 1,283 |
| 2008-2009 | 49,336 | 1489 | 388,446 | 15,301 | 785 |

\*Reference Transactions based on 2-week sample collected during fall semester at Reference Desk.

\*\*Website Visits are determined by the same IP requesting a page within a 30 minute time period.

\*\*\*Room Usage information includes all sessions held in the Student Learning Center, Buckhous Room, Portable Classroom, and Other (classes taught in other locations).

## ****Library Instruction Program: A Detailed Analysis****

**First-year Experience Instruction**

Unique library research instructional components based on the Mansfield Library Information Literacy Curriculum are integrated into the curriculum of first-year classes through a model of teaching-the-teachers via intense collaboration with department faculty coordinators for:

* ENEX 101 (now WRIT 101), English Composition;
* COMM 111, Public Speaking;
* UNC 180, First-year Interest Groups; and
* UNC 101, Freshman Seminars.

In FY 2009, a total of 170 curriculum-integrated classes were taught by classroom instructors in consultation with librarians and reached nearly 4,000 students.

| **Visits by Department, 2007-2008** | **Count** |
| --- | --- |
| Communication Studies | 22 |
| English | 100 |
| Undergraduate Advising Center | 34 |
| Other | 14 |
| TOTAL | 170 |

In addition to the above instruction, Megan Stark, Undergraduate Services Librarian, co-taught UNC 380, the FIG Leader Training Seminar. In this course, Megan worked with the Director of the FIG Program to create an information literacy-based curriculum that empowers FIG Leaders to create their own information literacy lesson plans for use during the Fall 2009 semester. Themes of the course include: the purpose and methods of undergraduate research, biases in information and information technology, and critical thinking about popular sources.

## Instruction Program Overview

Liaison Librarians taught or designed instructional components for 420 curriculum-integrated research sessions in departments across the curriculum. Five credit classes were taught during the past year:

* LIB 200, Research Strategies, Online, 1 credit, ongoing;
* LIB 396, Internship, 3 credits, spring semester;
* UNC 380, FIG Leader Training Seminar, 3 credits, spring semester, ongoing;
* EVST 201, Environmental Information Resources, 3 credits, fall and spring semesters (co-taught with Dept of Environmental Studies); and
* ENLT 500, Introduction to Graduate Research, 3 credits, fall semester (co-taught with Dept of English).

## Detailed overview of Instruction Program by Department

|  |  |
| --- | --- |
| **Department** | **Count** |
| African American Studies | 2 |
| Anthropology | 10 |
| Applied Arts and Science | 3 |
| Art | 7 |
| Biology | 8 |
| Business Administration | 8 |
| Chemistry | 7 |
| College of Technology | 11 |
| Communication Studies Department | 16 |
| Communication Studies--FYE | 22 |
| Computer Technology | 1 |
| Continuing Education | 2 |
| Counselor Education | 1 |
| Creative Writing | 2 |
| Culinary Arts | 1 |
| Curriculum & Instruction | 9 |
| Drama/Dance Department | 3 |
| Economics | 5 |
| Educational Leadership | 1 |
| English as a Second Language | 1 |
| English Composition--FYE | 100 |
| English Language Institute | 2 |
| English Literature | 23 |
| Environmental Studies | 25 |
| Foreign Student and Scholar Services | 1 |
| Forestry | 4 |
| Geography | 5 |
| Geoscience | 1 |
| Health and Human Performance | 1 |
| High School | 1 |
| History | 27 |
| Journalism | 2 |
| Linguistics | 1 |
| Little Big Horn College | 1 |
| Modern and Classical Literatures | 9 |
| Music | 2 |
| Native American Studies | 11 |
| Pharmacy | 1 |
| Political Science | 7 |
| Public Health | 1 |
| Radiologic Technology | 1 |
| Religious Studies | 1 |
| Social Work | 7 |
| Sociology | 6 |
| Undergraduate Advising Center--FYE | 34 |
| Wildlife Biology | 4 |

## Classes by Location

|  |  |
| --- | --- |
| **Location** | **Count** |
| Archives Teaching Room | 3 |
| Buckhous | 26 |
| Laptop Portable Classroom | 41 |
| Other | 24 |
| Other ML | 17 |
| Poetry Corner | 11 |
| SLC | 296 |

## 

## Instruction Assessment

## Integral to the Library Instruction Program are multiple opportunities for library teaching faculty to solicit feedback on the effectiveness of their curriculum-integrated instruction. The aggregated data below represents both student feedback and feedback from the teaching faculty with whom librarians collaborate to integrate their instruction sessions.

In all categories, the effectiveness of the sessions has been of a very high caliber. Librarians are encouraged to use their individual feedback information as part of their teaching portfolios to further document their intent to solicit feedback and improve instruction.

## Student Feedback Statistics 2008-2009

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question 4: The relevance and usefulness of the content were: | | | | | |
| Excellent | Good | Neutral | Fair | Poor | Total |
| 54.75%  N = 306 | 41.50%  N = 232 | 3.04%  N =17 | 0.54%  N =3 | 0.18%  N = 1 | 100%  N = 595 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question 5: The pace of the session was: | | | | | |
| Very Fast | Fast | Neutral | Slow | Very Slow | Total |
| 6.45%  N = 36 | 37.99%  N = 212 | 51.79%  N = 289 | 3.23%  N = 13 | 0.54%  N = 3 | 100%  N = 558 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question 6: The use of examples and illustrations was: | | | | | |
| Very Effective | Effective | Neutral | Ineffective | Very Ineffective | Total |
| 35.29%  N = 196 | 54.94%  N = 306 | 8.62%  N = 48 | 0.90%  N = 5 | 0.36%  N = 2 | 100%  N = 557 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question 7: The opportunities for hands-on practice were: | | | | | | |
| Very Effective | Effective | Neutral | Ineffective | Very  Ineffective | Not Applicable | Total |
| 44.27%  N = 247 | 45.34%  N = 253 | 9.14%  N = 51 | 0.72%  N = 4 | 0.36%  N = 2 | 0.18%  N = 1 | 100%  N = 558 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Questions 8: Overall, the session was: | | | | | |
| Excellent | Good | Neutral | Fair | Poor | Total |
| 47.50%  N = 266 | 46.96%  N = 263 | 4.11%  N = 23 | 0.89%  N = 5 | 0.0.54%  N = 3 | 100%  N = 560 |

## Instructor Feedback Statistics 2008-2009

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question 4: The relevance and usefulness of the content were: | | | | | |
| Excellent | Good | Neutral | Fair | Poor | Total |
| 86.36%  N = 19 | 13.64%  N = 3 | 0.0%  N =0 | 0.0%  N =0 | 0.0%  N = 0 | 100%  N = 22 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question 5: The pace of the session was: | | | | | |
| Very Fast | Fast | Neutral | Slow | Very Slow | Total |
| 36.36%  N = 8 | 0.0%  N = 0 | 63.64%  N = 14 | 0.0%  N = 0 | 0.0%  N = 0 | 100%  N = 22 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question 6: The use of examples and illustrations was: | | | | | |
| Very Effective | Effective | Neutral | Ineffective | Very Ineffective | Total |
| 45.45%  N = 10 | 50.00%  N = 11 | 4.55%  N = 1 | 0.0%  N = 0 | 0.0%  N = 0 | 100%  N = 22 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question 7: The opportunities for hands-on practice were: | | | | | | |
| Very Effective | Effective | Neutral | Ineffective | Very  Ineffective | Not Applicable | Total |
| 54.55%  N = 12 | 40.91%  N = 9 | 0.00%  N = 0 | 0.0%  N = 0 | 0.0%  N = 0 | 4.55%  N = 1 | 100%  N = 22 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Questions 8: Overall, the session was: | | | | | |
| Excellent | Good | Neutral | Fair | Poor | Total |
| 81.82%  N = 18 | 18.18%  N = 4 | 0.0%  N = 0 | 0.0%  N = 0 | 0.0%  N = 0 | 100%  N = 22 |

Feedback from students to open-ended questions.

|  |  |
| --- | --- |
| **9.** | **What was the most useful thing you learned? Randomly selected sample responses:** |
|  | how to find useful documents, articles and journals for research |
|  | Research techniques and resources. |
|  | Electronic searches for journal articles. |
|  | How to recognize the legitimateness of the sites we are to use for our sources. |
|  | How to access and use the microfilm collection. |
|  | Which databases might be relevant for this specific project. |
|  | I have been out of school for a while and it was really nice to have a refresher course on how to find articles and journals on the library website. |
|  | WorldCat & other useful searches using the the SuDoc search |
|  | How to effectively look for articles that best pertained to my research. |
|  | How to correctly search for stuff in a more defined and advanced way, thus eliminating all other material that is not needed. |
|  | The citiing of the referances |
|  | I really think that learning about the databases will be extremely usefull. I did not really know how to use the umt library website and now I will have no problems in finding information for my research. |
|  | This is the second time I have gone through one of these sessions and even though the info is pretty basic I found it to be helpful as a refresher for the stuff I had forgotten about. |
|  | The electronic automatic MLA citation was very helpful and will save a lot of trouble. The website that Sue created specifically for our class and our particular project is awesome -- very helpful and relevant to what we are doing. |
|  | How to locate 19th century newspapers and to look into them & I was delighted to find a website dedicate to my course and its assignments. |
|  | how to use the advanced search to my benefit |
|  | That Wikipedia is not always a relieable source and anyone can edit a page if they want to. |
|  | I learned several new search resources including Worldwide Political Science Abstract. Also, Web of Knowledge seems very useful and I had not heard of it before this session. |
|  | how to adjust searches for effectiveness, and how to choose databases. |
|  | The Refworks program was a new to me and will, I think, be incredibly useful. I have had a tutorial of this nature before but didn’t quite grasp all the search options and the ways in which they produce different asmblages of information. |
|  | How to find other articles where the article was cited |
|  | Everything was great you were very thorough! |
|  | Learning to use refworks, Proquest, all was useful. This workshop was very well done, very practical and well organized. |
|  | Hands on experience where to go and how to get to the place I need to be to find the correct and accurate information from reliable sources. |
|  | about the library search engine, I’'ve never used the library before |
|  | Being able to look at the physical progression of the Chaucer texts was informative and quite interesting. I am really thankful that we were able to actually spend time in the special collections with the texts - what a rare opportunity. |
|  | There is more than just the catalog to the library. Without today I wouldn't have known about these sites. |
|  | How to use databases besides JSTOR and Academic Search Premier |
|  | Correct use of Boolean operators to limit or further direct search. Also, how to use/recognize limiters to narrow results |
| **10.** | **What else would you have liked to learn? Randomly selected sample responses:** |
|  | i can’t think of anything else |
|  | In general, just to feel comfortable in using the pertinent information technology. |
|  | I would have liked to learn more about how to find things in the library. |
|  | n/a |
|  | More about useful search terms with more abstract subjects |
|  | ? may have been more usefull later in the semester...I felt like I didn't know the right questions to ask. |
|  | Nothing really, I have been through this training multiple times and have extracted everything of value I think I could have. |
|  | its was complete |
|  | Ya done good sport! |
|  | I can't really think of anything else. |
|  | I would have liked to learn more about navigating through the library catalog and about ordering books through Worldcat if necessary though I feel that she gave me enough informaiton about where to begin and how to recieve further instruction in that area |
|  | Nothing. |
|  | It was great to have someone who really knew what they were doing instructing me on how to search for all this stuff. Thanks! |
|  | Not much that I can think of. It was great! |
|  | NOTHING! |
|  | How to find the book, article, etc. on our own. |
|  | nothing im perfectly content |
|  | The ages of the texts was a little confusing. I would have liked to have known a more about the other materials in special collections. |
|  | I would have liked to have the databases laid out more clearly...perhaps have a handout explaining the steps on how to use the various databases b/c going through them once didn't quite sink in enough, there are too many:) |
|  | I believe that this session should be part of orientation to the university; these resources are fantastic and it seems that few students are even aware of them! Additional instruction about how to use the many site features was very helpful. |