ANNUAL REPORT

Center for Alternative Media (CAM)

Instruction Department (including Training)

May 1, 2000 – April 30, 2001

CENTER FOR ALTERNATIVE MEDIA

Accomplishments

- Materials to support ESL efforts were reorganized and updated for improved access to the collection.

- The numbered microfilm collection was reviewed (checked shelf list against the collection) resulting in weeding and cataloging of the collection.

- Collection shifted twice to accommodate newly cataloged microfilm collection.

- Closed collection area rearranged to accommodate growing collection that needed to be shelved in finite amount of space.

- The CAM staff cleaned up CAM and resumed providing services to the University community in an extremely efficient fashion following the fire extinguisher incident in fall 2000. Their efforts helped reduce the equipment and materials loss that might have resulted from the incident.

Goals and Planning for 2001-2002

- Catalog the NASA SuDoc fiche cataloged in LC in the TL 521 call numbers; reorganize and number fiche envelopes, header cards and drawer labels to identify different types of fiche (such as CR – contractor report numbers, TM – technical memorandum).

- Inventory audiocassette collection.

- Arrange with bibliographers weeding of computer software held on 5.25 inch floppies.

- Assess the role of DVDs in the collection and in instruction.

- Determine the utility of the online materials in the PBS Video Database of America's History and Culture and assess the use of the video materials that are covered by the database.

INSTRUCTION DEPARTMENT (INCLUDING TRAINING)

Accomplishments

- Nine library-generated questions were included on the summer 2000 Annual Freshman Survey, providing some useful insights into knowledge, skills and attitudes that first-year students think they bring to college.

- A second year of funding for the Student Success Grant (Peer Advising, One2One) was received by Nicole Auer and Delores McDowell.

- A second year of funding for the CIL Grant (Information Skills Modules) was received by Margaret Merrill, Nicole Auer, Ellen Krupar, Delores McDowell, Zeke Erskine, Pat Bevans.

- A workshop on research assignments was developed by a library team and presented under the auspices of the CEUT. Several Instruction Department members also participated in CEUT's Academic Integrity Workshop.

- Departmental presentations were offered on using the VTEL equipment for supporting faculty at remote campus sites, the instructional design process, and on creating instructional objectives.

- Facilitated work of CommLab (a resource center for public speaking), housed in Newman Library.

- There was a library booth at all sessions of Freshman Orientation and at both fall and spring semester Centralized Student Services events.

- Brenda Hendricks and her inservice day team planned and delivered a wonderful event on August 18, 2000. (See attached Staff Training & Development Report.)

- The University Libraries' Training Program (with Brenda Hendricks at the helm) received SOLINET's Outstanding Programs Award for Continuing Education and Staff Development. (See attached Staff Training & Development Report.)

- There was an increase in the number of instructional sessions and tours over the previous year and a significant increase in the number of meetings and consultations with constituents over the previous year. (See attached.)

- Essentials classes on a variety of topics were offered throughout the month of February (with assistance from Joyce Nester and Buddy Litchfield). Robert Sebek and Delores McDowell organized these and did all of the teaching that wasn't done by Joyce and Buddy. Though the turnout was low, the response to these was very positive and they will be offered again in the fall.

Goals and Planning for 1999-2001

- Departmental goal of 80% of library instructional sessions being evaluated was met. Involved in this was the development of six options for evaluating instructional sessions, with a workshop on what was learned from using the evaluations to be held in June 2001.

- A plan that "provides a curriculum-based cumulative learning experience for students to develop information management skills with the plan addressing needs of both local and distant students and faculty" has not been written, but many of the components of the plan are in place or are under development.

- Though our participation in Virginia Tech's WING program hasn't increased it isn't from lack of trying on Nicole Auer's part. Staffing changes in the WING program made this difficult to achieve.

- Instruction services for remote campus sites are at an acceptable level, though probably due more to the efforts of Dave Beagle than the Instruction Department. Dave has worked with us when the need arose, and in addition, several members of the department have had significant interactions with faculty and students from remote campus sites.

- Though a tool has not yet been developed to assess the digital and information literacy of students it is encouraging that the most recent report that went to SCHEV to address this competency requirement did include information literacy as a component of technology competence.

Goals and Planning for 2001-2002

In addition to the ongoing goal of building the library instruction program and integrating library instruction and information literacy into the curriculum, three additional goals have been identified.

- The Instruction Department will develop an instruction web site, to be in place and usable by the beginning of fall semester 2001. Components of this goal are reviewing library instructional sites around the country (already begun), identifying the audience for a site, developing design guidelines (compatible, of course, with those developed by the University Libraries' Web Team), and establishing a high-level presence on the University Libraries' web site.

- Use of Information Skills Modules will be addressed this year. Adding discipline-specific components will be addressed as well as developing guidelines for using the modules in a variety of instructional sessions. A workshop on using the modules will be developed and offered by the University Libraries or, if possible, offered under the auspices of another University entity (such as CEUT). All

College Librarians will be asked, during fall semester, to identify ways in which the modules can be used in their instructional efforts and to identify a faculty member with whom to collaborate on using the modules during spring semester.

▪ Foundation services to 1st year students have been identified as a critical component of a plan that "provides a curriculum-based cumulative learning experience for students to develop information management skills." This population will be targeted during the coming year with some services focusing on the students and others on the faculty members who teach these students. The outline of the plan will be in place by the beginning of fall semester 2001 with implementation taking place throughout the year with the assistance of the University Library Associates.

SPECIAL SERVICES – Though the Special Services Lab is only peripherally part of this unit, it is worth noting that traffic in the Lab increased significantly during the past year. (See attached graph.)

STRATEGIC DIRECTIONS

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3.1　Teaching and Learning: A Land Grant University

Though the stats are only available for 10 months, there has been an increase in the number of instructional sessions and tours over the previous year, and a significant increase in the number of meetings and consultations with constituents over the previous year.

During the past year CAM has improved delivery services to extension agents and, via ILLiad, to faculty members and students at remote campus sites.

Essentials classes (InfoTrac 101, Deciphering OVID Online, Getting to Know Addison, Taking Stock of Dow Jones Interactive, and Exploring the Past in Special Collections) offered in February 2001 (with assistance from Joyce Nester and Buddy Litchfield).

3.2　Research Competitiveness

3.3　Outreach and Economic Development

3.4　Information Technology

With much assistance from Dave Beagle, Debbie Cash, and Mark Raby (from Instructional Services) we were able to acquire and implement a VCON system to be used for instruction with faculty and students at the Northern Virginia Center.

The Peer Advisers (from the One2One program) experimented with wireless technology during the past year, finding it quite beneficial in allowing them to move around the building as they helped students.

3.5 Internationalizing the University Experience

Materials to support English as a second language efforts were reorganized and updated, providing improved access to the collection.

3.6 Interdisciplinary Collaboration and Strategic Partnerships

The relationship that is developing with the Center for Excellence in Undergraduate Teaching (CEUT) has been an important component of having librarians recognized as partners in teaching.