To: Beth Juhl, Alberta Bailey, Juana Young, John Harrison
From: Necia Parker-Gibson, Library Instruction Coordinator, chair, TULIP
        Elizabeth McKee, Steve Chism, Donna Daniels (until 8/95), Beth Juhl (ex officio) members.
Subject: TULIP Progress Report 2
Date: March 28, 1996

The Undergraduate Library Instruction Panel (TULIP) has been advised by the chair of
the department that we have addressed the majority of our charges from the departmental
discussion during the BI Retreat. We will meet only on an on-call schedule, rather than regular
weekly meetings.

This is the final report of TULIP as a regularly scheduled committee. In each section,
the line in bold is an original charge, and information follows about how we have addressed that
charge, and its elements.

**Learn more about undergraduate populations.**

We sent out a memo requesting syllabi. Two major (uniform syllabi from the
coordinators of English 1013 and Communications 1313), and several class-specific syllabi and
assignments have been collected in a notebook, available in Ready Reference.

Necia has compiled student population information into a notebook, which includes
University publications and statistics, citations to works in the library, class assignments, and
other information about lower-division students, in place in Ready Reference.

We have discussed the research needs of core classes. The subject specialists have
worked independently to identify classes which require library research. Necia is drafting a
memo to department chairs in subjects that have state minimum core classes, to see which
classes include library research and which need instruction, to survey what is needed in the
collection to serve the undergraduates, and to encourage faculty, when appropriate, to purchase
materials from the departmental allocations.

We have developed and used a skills assessment quiz and an evaluation. A tally of the results of the skills assessments administered in the fall showed considerable improvement in the students’ performance on most questions compared to the spring semester (see the separate report and tally, previously submitted). The evaluation portion shows students’ approval of the instruction.

**Plan a program which is responsive to these populations.**

We developed a list of core skills which every student should have after an instruction session. We drafted a list of instructional objectives, based on those core skills, and redesigned the lecture and presentation for entry-level classes.

Necia continues to revise the script for entry-level classes, in response to TULIP and other comments. She has developed a software presentation program which she uses in combination with lecture, maps of the library and other visual elements, as well as live demonstrations of InfoLinks and databases, using the students’ own examples when possible.

**Experiment with new and different teaching techniques.**

Necia designed and authored an HTML Webpage library instruction module, titled "Research Tips and Guide to Mullins Library," including maps and research guidance, which has been attached to the Library’s Homepage for general use. She continues to augment and revise the file.

As Library Instruction Coordinator, Necia has informed the coordinators of Communications 1313 and English Composition of the availability of InfoThink, and the library
instruction module "Research Tips and Guide to Mullins Library," since its approval, and mentioned them as alternatives to a number of instructors, particularly in the event of scheduling conflicts with Room 104.

TULIP has continued to study ways to integrate active learning into undergraduate instruction. Necia attended the four-day active learning program that the University Teaching and Support Center Oklahoma in August. She has used some of the techniques, especially "think-pair-share", in her classroom teaching. She has discussed some of the material with colleagues on an informal basis.

Necia has given two sessions for "training the trainers", one for Communications instructors and one for the English 1013 instructors, the latter with Pat Slattery. She is in contact with the new coordinator of Communications 1313, Dennis Bailey. These seminars included library instruction information, information on active learning, and some practical group work on helping students choose a good topic for a short paper or speech. In cooperation with the coordinators of these programs, it is planned that these seminars will be offered each semester, as the new groups of teaching assistants arrive. This has been a major shift in our approach to the teaching assistants; our intention now is to encourage them to teach library instruction to their classes, incorporating our information and materials when possible. Although somewhat contrary to the results of the University Library Committee's survey, which suggested that 81% of faculty believe that librarians should teach library instruction, this strategy allows more classes to be exposed to at least the basic elements of library instruction, given the number of sections offered each semester (144 sections of English 1003, 1013, 1023 and 41 sections of Communications 1313, in Fall 1995) and the limited available amount of librarians' time and classroom space in the library building.
The videos under discussion, one as orientation tour and one serving as more detailed instruction, are TULIP’s suggested alternatives for orienting groups to the library, along with InfoThink and the homepage instruction module. The script for the first video, written by Steve Chism and edited by the committee, is for an orientation tour of the main library. Necia has started to storyboard the video on presentation software. Necia has assisted the Development Officer in drafting the request for a grant to fund these videos and other library-instruction related equipment.

Assess the effectiveness of instructional programs.

A set of questions in the library use survey drafted by the University Library Committee (including Necia Parker-Gibson and Alberta Bailey, Head of Public Services) showed that a majority of faculty (60%) require their undergraduates to do library research. Most of the faculty surveyed realize that their students need instruction in how to use the library, and 81% of those surveyed believe that the librarians should teach library instruction, as opposed to having the subject faculty teach it as a part of their own classes.

While the library instruction coordinator had previously sent a brief class evaluation to the teaching assistants in English and Communication in hopes of assessing the instruction program, the return rate was low (5 of 50); the ones which were returned were considered seriously, but did not provide sufficient information, and the responses of the students to the instruction in terms of increased skills or confidence were not being gauged. We developed the post-test (skills assessment) questions, centering them on the instructional objectives and the literature on assessment. The evaluation was based on our choice of the best evaluation questions which are administered after semester classes, modified to suit the single class situation, and on
evaluation research. The coordinator continues to tally the results, which are used to fine-tune our presentations in relation to our instruction objectives. We currently give the post-test in at least half of our freshman level instruction classes. We are also exploring other methods of ongoing assessment, including focus groups and other survey methods.