Instructional Design Capstones Collection   Instructional Design Graduate Program

5-6-2014

Merced College: An Online Library Presence

Joselle L. Merritt
University of Massachusetts Boston

Recommended Citation

Merced College: An Online Library Presence

Joselle Lynne Merritt
Merced College: An Online Library Presence
University of Massachusetts Boston Instructional Design

Dedication:

I need to thank my parents and my sister for all their support including additional parenting time when I needed them. I want to thank my daughters for their patience when I had to tell that I needed "just a few more minutes" before I could answer their questions or spend time with them.

And, to Jan Keiser, my deepest thanks. Without her ongoing editing, support and belief in me, I would never have finished.

Abstract

Merced College has a number of courses being taught on line and that the number continues to grow. The college is currently implementing online courses that meet the requirements of California SB520, passed in May of 2013, requiring all California students to have access to online classes at any California community college. This applies only if the classes they need are not available at their home institution. Added to this is the requirement from the accrediting agency for California Community Colleges that all students, both distance and face-to-face have equal access to library resources. As more and more classes go online, the need for a library presence in Blackboard, the current Learning Management System, also grows. The goal of this project was to explore how an online library presence would meet the needs of both online students and online faculty. Ultimately, the first two modules of an information literacy course were created that would to meet those needs. The modules were designed to stand alone as individual modules, but could be combined into a larger information literacy course if required by an online instructor.

The stakeholders in this project were Merced College online faculty, current and potential online Merced College students and Merced College librarians. Feedback from all the stakeholders was collected and used to plan improvements to these future modules. There are ongoing discussions with the stakeholders about creating more modules to meet the continuing information needs of Merced College students and instructors.

Table of Contents

       Exhibit 1   **Student Survey on Merced College Library Resources**

       Exhibit 2   **Data results of Student Surveys**

       Exhibit 3   **Library Orientation Statistics for English 84, 85 and 1A**

       Exhibit 4   **Distance Education Survey Analyzed Results**

       Exhibit 5   **Library Orientation Faculty Questionnaire**

       Exhibit 6   **Data results of Library Orientation Faculty Questionnaire**

       Exhibit 7   **Distance Education Faculty Survey**

       Exhibit 8   **Distance Education Faculty Survey Results**

       Exhibit 9   **LibGuide Usage**

       Exhibit 10   **Screenshots of the Blackboard Modules**

Background

Distance education is becoming a reality in California's Central San Joaquin Valley. There are a number of community colleges in the Valley but Merced College is the only one serving Merced County. The population of Merced County is 262.000 and encompasses 1,972 square miles. There is a student body of 16,000 with an FTE of 4,400. There are two campuses for Merced College and the other campus, Los Baňos, is located 40 miles away from the main campus. There is a student population of 1,500 on the Los Baňos campus. This speaks to the necessity of distance education in our county since the distance between campus and student can be as much as 75 miles. That State of California also allows students to attend community colleges outside of their immediate location for both locational and online classes, so the potential for more students is growing.

Although Merced College has taught a few distance education courses over the past five years, the College has begun a concentrated effort to increase its distance education opportunities for several reasons. Many of our students have to drive long distances to get to one of our campuses. Most students work either full or part-time while attending school. Merced College is outgrowing its facilities and accreditation requires equal online access for both online and face-to-fact students.

There are some demographical issues for our students. There is an 18% unemployment rate but this drops dramatically during planting and harvesting time when many of the students at this large Hispanic serving institution work in the fields with parents, siblings, cousins and other family members. Because Merced County has a large migrant population and there are many potential students Merced College cannot reach with education in traditional classrooms.

The campus is also outgrowing its facilities, which makes distance education attractive. The California Community College Chancellor's Office is encouraging distance education due to a lack of space and California's highly migratory population. California has also passed a law that requires that textbooks be available online, free of charge. Added to this is that both the Accrediting Commission for Community Colleges

(ACCJC) and the Western Association of Schools and Colleges (WASC) require that students be afforded an equal opportunity for education whether they are physically located on a campus (face-to-face) or distance education students.   Currently, there is no online presence for the Merced College Libraries.

Problem Statement

Merced College is moving into an online presence but the Merced College Libraries are not represented in any appreciable way. There are numerous online resources but there is no mechanism to reach distance education students. Merced College does not currently meet accreditation standards in this regard.

This project will explore how the library can have an online presence equal to that of its locational presence and create that online presence in a way that is meaningful and useful to Merced College students. Because bringing an entire library online is larger than the scope of this project, this project will concentrate on two areas: how to find peer reviewed articles in EBSCOhost and how to evaluate websites. There will also be an introduction to show how to use the modules. If these modules are successful, additional modules will be created.

Goals

There are several goals for this project.

- Analyze the lack of an online presence

- Explore the need for an online presence for the Merced College Libraries

- Conduct a needs assessment of the problem using the library orientation quiz results, student and faculty surveys and library generated statistics

- Analyze the results of the needs assessment

- Using the analyzed results of the needs assessment, suggest an intervention to meet those needs

- Create a model intervention suggested by the needs analysis using good instructional design ideas, processes and techniques. Included in the intervention

will be student learning objectives, student learning assessments and activities to enhance student learning.

- Self-evaluate the completed model, referring back to the needs assessment document

- Test the module using faculty librarian, non-Merced College librarian and student input from Merced College

- Evaluate the model intervention for future revision

Needs Assessment

Students may need to access different types of materials at different times in their academic careers and because the information needs of online students are similar to those of locational or face-to-face students, the same library resources available to locational students must be made available to distance students. All resources should be available to all students, regardless of their physical presence on campus or not. Accessing resources, however, can be vastly different. Students who do not attend classes on a physical campus cannot just walk into the library and check out a book or request help from the librarian. They must find their resources online. These resources are available to both online and face to face students.

However, currently there is no online presence at the Merced College Libraries to teach them how to use the resources that are available to them. Having resources available and knowing how to use them are two separate issues. This needs assessment will determine if instruction is needed and if an intervention is feasible.

Many students do not know how to use library resources, whether they are online or located in the physical library. There is an information literacy requirement a number of classes but the library specifically measures the English 84, English 85 and English 1A classes. English 84 and English 85 are the classes that fall just below transfer level and they do not currently have an online presence, although they do have an online component using the software APLIA. APLIA is a writing program that allows students to use the computer to complete their writing assignments but does not have an information literacy component. There are also several other classes that have an online presence that require information literacy but do not have a formal library

orientation. The earliest classes were offered in Fall of 2006 and are included here to show the growth of online education at Merced College. The growth is gradual and only the last two years are analyzed for this project.

The need for an online library orientation is growing slowly but it is growing. The trend will continue into the future because California SB520, passed in May of 2013, requires that all students be allowed to attend online classes at any community college in the state if the classes they need are not available at their home institution. SB520 only applies to the twenty most required lower division courses; however, these classes are often over-enrolled or have long waiting lists slowing graduation rates since students may not get into their required classes. Many of these classes are pre-requisites for their programs. The amount of student grant money available to take these classes is high and fairly easy to obtain. This class over-enrollment shows the continued need for students to learn how to use library resources since the student population taking online classes will continue to rise. This could become even more necessary as California moves toward allowing community colleges to issue four-year technical degrees.

Total online classes

Fall 2006	23
Fall 2012	49
Spring 2013	58
Fall 2013	49
Spring 2013	62

English Classes

Semester	Class Name	Online	Hybrid
Fall 2006	English 1A	2	0
Fall 2012	English 1A	0	0
Spring 2013	English 1A	1	1
Fall 2013	English 1A	3	0
Spring 2014	English 1A	2	3

Classes in other Departments with an Information Literacy Requirement

Semester	Program	Online
Fall 2006	Child Development	1

	Guidance	1
	Nutrition	2
Fall 2012	Child Development	7
	Guidance	2
	Nutrition	2
Spring 2013	Child Development	8
	Guidance	5
	Nutrition	3 (1 hybrid)
Fall 2013	Child Development	5
	Guidance	2
	Health	1
	Nutrition	2
Spring 2014	Child Development	7
	Guidance	5
	Health	2
	Nutrition	2

Determination of Participants in the Data Collection Process:

To obtain data for this Needs Assessment, several types of data tools were used: paper quizzes used in English 1A library orientations, online surveys and a Survey Monkey survey of the distance education faculty. There are 30 distance education faculty at Merced College.

One of the student learning outcomes (SLOs) at the Merced College Libraries is helping students with their information literacy need. There have been several student surveys done in the Merced College Libraries that trace a student's self-identified ability to find relevant materials online (Exhibits 1 and 2).

In the first survey, students overwhelmingly answered that they are able to ask the Librarian questions and that they are able to find what they require for their information needs. The students who are surveyed in this particular paper survey, however, are only the students who come to the reference desk for help. If a student does not approach the reference desk or request help after being approached by a librarian, they are not offered a survey. Librarians, especially reference librarians, approach these interactions as one-on-one teaching sessions; therefore, these surveys speak to the ability of librarians to reach individual students. This survey is offered one semester each year.

Another ongoing measure of Merced College student learning outcomes is the student passing rates on standardized quizzes given to English 84, English 85 and English 1A classes at the completion of library orientations completed in the library instruction lab (Exhibit 3). Only English 1A scores are presented as English 84 and English 85 are both below transfer level. The students who attend a library orientation are able to pass standardized quizzes indicating they are able to find information pertinent to their classwork. They consistently pass these quizzes, taken immediately after the orientation is concluded, with more than a 90% pass rate. However, the results from the reference student surveys show that students who use the library still come to the reference librarians for their information needs. There is some question in academic libraries if students who complete and pass orientation quizzes can continue to format and research their questions after completion of the orientations, even with the help of a reference librarian. Students in the reference surveys are not asked if they attended library orientations.

Students who attend distance education (online) classes are divided approximately down the center when asked if they are able to use online library resources for their classes. However, faculty responses show that the number of students who can actually use online library resources, even after attending one orientation session, is much lower than their self-reported abilities. To test this, an additional survey was administered in the Fall of 2014 and was directed at all full-time and part-time faculty, regardless of whether they brought their students into the library for an orientation (Exhibits 4 & 5).

There appears to be a need for students, especially online students, to have some library resources instruction available to them about how to successfully use library resources. Because online students often study at different times than locational students and because they do not come to the campus, there is a need for an online library presence for students to learn how to use appropriate resources. A survey was completed in the Spring of 2013 targeting distance education students (Exhibit 7).

The librarians purchased a program called LibGuides, which allows creators of these guides to build highly personalized bibliographies for specific purposes. Currently the Merced College Libraries has both class guides and research guides. This is a

common software program in academic libraries. A grid showing the current number of Merced College students who have used these guides since LibGuides was purchased in the fall of 2013 (Exhibit 8).

A survey was sent to the fifty-five distance and hybrid course instructors during the week of March 2 through March 9, 2014. This was done through Survey Monkey and thirteen responses were received. There was a slight anomaly in question six. There were thirteen responses noted but fourteen responses were recorded by Survey Monkey. It may be that a responder tried to change an answer and Survey Monkey did not replace the response. This doesn't skew the responses enough to negate the question since less than thirteen comments were also recorded.

The general response to the survey was positive with eight different disciplines represented. While about half of the respondents do not feel their students can meet the American Library Association's definition of Information Literacy.   The ALA defines information literacy as the ability to "recognize when information is needed and have the ability to locate, evaluate and use effectively" that information they require ("Information Literacy Competency Standards," 2000). However, 85% do not have library orientations while 86.92% feel that online modules available to students would be helpful. Some of the respondent's suggestions of what should be included in those modules are: overview of resources, web*site evaluation, navigating databases, narrowing topics terms and topics, institution specific online resources, plagiarism and citations.

Conclusion:

Based on the results of each of these different methods of surveying stakeholders covering the information literacy process, it appears that an online presence would definitely benefit Merced College students.

Students continue to need help with their information literacy needs when they attend classes on the Merced College Campus and there is currently no online library presence to guide them with fulfilling this need. LibGuides are a great resource but they do not and cannot take the place of more formal training. They are designed to help with a specific course or a class-specific need that may not carry into another course. LibGuides perform as a bibliography of sources rather than a training tool.

At Merced College, all distance education classes are taught through Blackboard and students are familiar with the look and feel of this particular Course Management System (CMS) and therefore it would appear to be easier for students to navigate through modules presented in the Blackboard Environment. Based on this familiarity, an introduction to the course and two modules will be created to guide students through finding peer-reviewed documents using a commonly used database (EBSCOhost) and how to evaluate websites. These two questions are among the most commonly asked questions at the reference desk based on daily statistics sheets that are kept at the reference desk.

Document Design:

The two modules developed can and should be used independently. Each module is designed as an independent lesson to be used by an instructor in a discipline course curriculum as required to enhance student information literacy. The overall goal for the future would be that a full information literacy course with stand-alone modules in them could be used for all distance education students. These modules are completed using Blackboard. Each module should be able to be completed by the student in approximately 30 – 45 minutes and are ungraded by the librarians. But the self-assessment quizzes could be utilized by discipline faculty for credit in their courses.

The Merced College Libraries are required to have and meet student learning outcomes for all its teaching activities. These modules meet the following student learning outcomes:

Orientations: 1) A student will be able to find information in various formats, print and electronic, for specific uses including academic research 2) A student will be able to evaluate information for its content, source, quality, and relevance in a variety of formats including print and electronic

Reference: 1) A student will be able to identify the currency and types of resources appropriate to his/her information needs 2) A student will be able to formulate a question appropriate to her/his information needs.

The intended course outcome of these modules is to enable students to exhibit information seeking behavior that benefits their research. After completing the first module, students will be able to determine the value of websites using the skills they

developed using the tools provided by the course and the skills learned by practicing with these tools. After completing the second module, students will be able to:

- find articles relevant to their research topics using EBSCOhost databases.
- determine the difference between peer-reviewed articles and popular articles
- narrow their searches by using subject headings and other limiters
- use the EBSCOhost tool to cite those sources in a bibliography.

There are no skills prerequisites to these modules but students must have access to the Internet to access them. Students who do not have basic keyboarding skills may have problems completing these modules; however students with these deficits may also not succeed in the online courses in which they may be enrolled.

These new courses are designed to be used by individual students and are student driven in terms of times of use. There are no discussion boards and no instructor interaction unless discipline faculty chooses to interact with the students. There is no librarian interaction in these modules, although it is hoped that students will contact the library with questions and library contacts with phone numbers and email addresses will be provided at the end of each module.

Although the modules can be used as a complete course, each module is designed as a stand-alone lesson.   Based on current studies, students' perception is that they do not have the time and students will not take the time to learn or navigate through non-intuitive or complicated online processes. To address this perception each module is designed as a stand-alone lesson even though they can be used as a complete course. As such, these modules are designed to closely resemble each other so students can move between them comfortably, even if time has elapsed between uses. These modules can be used as refresher modules as well so consistency between modules is even more highly important. Because these are used by the college, they must meet the student learning outcomes required by the library.

Evaluation Process:

Non-library faculty who already teach online courses, faculty librarians at Merced College, two librarians who are not currently at Merced College and students, tested

these modules. Each specialty user brought a unique experience and set of expectations to the modules.

The distance education faculty indicated an interest in the modules as student teaching tools and their input guided how the modules would or would not meet student needs. This input was critical as faculty will both recommend student use and advocate for a Library Blackboard presence at the college.

Faculty librarians tested the modules for consistency and accessibility so that all librarians can advocate their use. One librarian currently teaches 2 three-unit information literacy classes per semester. Her feedback was important because the modules will be maintained as a single entity by the librarians and not by any specific librarian. All faculty librarians however, are qualified to answer any questions about the modules.

The two librarians who are not part of Merced College have academic experience and added global perspective to the final design. They are not near the college, and have no vested interest in the program's success. This allowed non-Merced College users who are familiar with library instruction and distance education to provide input from another perspective.

Modules:

Introduction: Navigating the Modules

Upon completing this module students will be able to:

- o Locate individual modules relevant to their information needs
- o Navigate successfully through the chosen module
- o Complete each module

Learning Assessment: None

Student Learning Outcome	Method
Students will be able to navigate Information Literacy Module. There is no college student learning outcome for this module. It is an introduction only	Module Welcome Table of contents Written navigation instructions Multimedia presentation of module navigation including screen shots of required step

Module 1: Evaluating Websites

Upon completing this module students will be able to:

- o Find websites relevant to their topics using both basic and advanced search techniques
- o Evaluate those websites for currency, relevance, authority, accuracy and purpose

Learning Assessment: Self-grading quizzes

College Student Learning Outcome	Method
A student will be able to find information in various formats, print and electronic, for specific uses including academic research	Problem solving demonstration
A student will be able to evaluate information for its content, source, quality, and relevance in a variety of formats including print and electronic	Printable handout of website evaluation tool Multimedia presentation of evaluation examples LibGuide
A student will be able to identify the currency and types of resources appropriate to his/her information needs	Printable handout of website evaluation tool Multimedia presentation of evaluation examples LibGuide

Module 2: Using EBSCOhost databases

Upon completing this module students will be able to:

- o Determine which databases are appropriate to their topics
- o Find articles relevant to their topics using both basic and advanced search techniques, including limiters
- o Cite articles using the tool provided by EBSCOhost

Learning Assessment: Self-grading quizzes

College Student Learning Outcome	Method
A student will be able to find information in various formats, print and electronic, for specific uses including academic research	Problem solving demonstration
A student will be able to evaluate	Printable handout of database instruction

information for its content, source, quality, and relevance in a variety of formats including print and electronic	tool Multimedia presentation of evaluation examples LibGuide
A student will be able to identify the currency and types of resources appropriate to his/her information needs	Printable handout of database instruction tool Multimedia presentation of evaluation examples LibGuide

Evaluation:

Most of the feedback gathered from potential project stakeholders was expected but other comments were not.

The final participants in the project were four distance-faculty; five Merced College faculty librarians, including our Information Literacy librarian; two non-Merced College librarians; one potential student and six current Merced College students. While this is a small group, it is representative of the user-types expected to utilize the Merced College Libraries' resources online. The non-Merced College librarians were included to provide professional, yet unique, non-Merced College librarian feedback.

All users were able to navigate and complete the modules in the time stated in the instructions and all passed the quizzes at the end of the tutorials. The only difficulty noted was that the students could not be enrolled in this Blackboard Course since this is a pilot program and the students were required to log in using a generic username/password. Merced College uses a single sign-on allowing any student who logs into the college portal access to their Blackboard classes. Students are not automatically logged into this course upon enrollment at Merced College; some students are accustomed to accessing Blackboard via the College Portal using their own username/password and this caused confusion.

Student and potential student feedback:

The feedback from this group was generally positive. Students appreciated that the time commitment was emphasized at the beginning of the module and that the time limit was realistic. There was also positive feedback on the tutorial. Comments included

the fact that the tutorial was short (under two minutes), had a quiz as part of the tutorial rather than as an additional link and the instructions were clear and easy to read.

One student commented that the fonts were too small and the tutorial screen needed to be larger inside Blackboard because it was too small to read. This same student said that she was unable to answer one question after five attempts and no prompt was provided to help her move forward or skip the question. A potential student made an interesting comment. She appreciated that the modules were not 'dumbed down' for students yet not aimed at professionals either. They were easy to use and she felt the modules were directed to her current level of need. Another comment was that a separate page should be created to walk students through the use of the Blackboard environment since many students are using it for the first time.

Faculty Librarians:

It was obvious from the feedback that the faculty librarians were more concerned about what the modules looked like and if the wording/formatting was consistent. There was concern that the contact page wasn't easy enough to find and to use to elicit feedback or requests for more help. Two of the five librarians requested a separate feedback page that would automatically send the feedback to the reference desk email. The questions were mostly logistical questions such as whether links to the glossary could be provided; the librarians also recommended that students should be advised to use the Chrome browser since it works with all Merced College Library resources. The Information Literacy Librarian asked if she could link these modules to her course. One librarian asked if the sound was turned off. The tutorials were created without sound to allow for use in designated quiet locations and a comment stating this should be made on the landing page that there is no sound. The Instruction Librarian was concerned that faculty would use these modules instead of attending on-campus library orientations.

Non-Merced College Librarians

Interestingly enough, these librarians concentrated on broken links and usability issues. This was the response expected from the faculty librarians. Both librarians

commented on the importance of teaching adults/non-students to evaluate websites One comment suggested that, although evaluating websites was good, students be discouraged from using the internet at all.

This was not the intent of the website evaluation module. These comments will require clarification of the learning objectives. One of these librarians felt that items should be bulleted instead of in paragraph form.

Distance Education Faculty:

The comments from the distance education faculty were consistently good. They have been very supportive about creating online information literacy resources. Because they teach specific subjects, usability and accessibility were more important than the aesthetic issues suggested by the faculty librarians. One suggestion was to provide a soundtrack for the tutorials. Three commented that the avatars created a feeling of connectedness, leading to more interaction with the librarians and the material in the modules.

Comments common to all groups:

All of the students and the two Non-Merced College librarians commented that having avatars made the librarians feel much more real and much more involved in the teaching/learning process. The faculty librarians found the avatars humorous and appealing. This was a deliberate effort and graphic avatars were chosen to replicate the physical characteristics of the full-time reference librarians.

All users commented that printable handouts made further research much easier. Most users were surprised that there were handouts available for this since research related handouts are not provided at the reference desk, although handouts to assist in creating citations are available at the reference desk and are used extensively. All users commented that the embedded quizzes were much more useful since they were embedded as part of the tutorial and not a separate link. This made doing them an immediate task while the tutorial was still fresh in their memories.

An additional student comment was that the quiz made her think about what she had just watched. Two students had no idea that web searches could be so closely

tailored to the research requirements; none of them realized the work involved with properly evaluating a website. Surprisingly, the distance education faculty echoed this lesson.

Evaluation Summary:

After reading the comments and interviewing the participants before and after the module completion, it was concluded that the modules are on the right track, even though they need some tweaking. The faculty librarians are ready to add these improvements and will participate in creating further modules to address other student needs.

There are some changes that will be made in the next iteration of the modules. Some logistical issues remain, such as getting complete buy-in from administration and faculty to automatically enroll all students as participants in the modules, slowing the pacing of the video tutorials and providing improved student instructions on self-pacing. A soundtrack will be added to the tutorials as well. The tutorial slides will be changed to a larger font size even if it means adding additional slides. Prompts for the quizzes will be created to allow users to either go back and check the answers or move forward to the next question.

A new module link will allow users to send feedback directly to the librarians from within each module. Currently, the feedback feature only appears in the *How to Contact the Librarians* page.

Screenshots of the course are included as Exhibit 10.

Improvements:

While the Blackboard modules functioned as designed, there are some changes that that would make them more useful for students. I learned some things about how to reach students more effectively. As a librarian, I am too familiar with my subject and do not look at designing from the student perspective.

- The introduction to the course was used as the landing page.

This was not the best way to introduce students to the modules. My assumption was that instructors would guide students to the Blackboard site but in reality, these modules need to be accessible and understandable to students who may not already be enrolled in an online course.   The landing page was too complicated and should simply provide a basic overview of the course. Navigational information needs to be placed on a *Start Here* page.

- The contact information on the landing page was unnecessary.

There is a link in the table of contents that has full contact information including all the Merced College Libraries social media sites. This is also the appropriate place for the librarian avatars.

- In both the *Using EBSCOhost* and *Evaluating Websites* modules the learning objective links appeared to be broken.

The learning objective pages should read like text and not appear to be links. The appearance of links confused the students. In the next iteration, the text will appear on the opening page of each module.

- The tutorials in both modules were paced too fast and need more precise instructions.

The tutorials were recorded at the speed I felt students needed to read and absorb the information. I was unsuccessful in the first three slides in both tutorials. Student feedback indicates improved instructions are needed. These will show the student how to self-pace by using the bottom arrows to control the speed.

The avatars were a big hit with the users and met with humor.

I would vary the positions of the avatars, placing them in more locations. Instead of the static poses now used, the avatars could be arranged in sitting positions or act as the pointer to concepts or instructions.

- Additional observations

   I will spend more focused time talking with the intended users before creating a new set of modules - allowing for a better learning experience. The students I spoke with were at a number of different places in their academic careers: basic skills students, traditional students, students unfamiliar with the online environment and returning students aged from twenty-five to sixty. Overall, the modules must be designed to address these different learning styles; for example, some students may prefer more handouts in addition to the current package. More focused interviewing will help to build better modules for all the users.

Works Cited

Information literacy competency standards for higher education. (2000, January 18). Retrieved March 9, 2014, from http://www.ala.org/acrl/standards/ informationliteracycompetency

Kelly, W.E. (2004). College students' accuracy and perceptions of accuracy in predicting the duration of an academic-related talk. *Individual Differences Research, 2*(3), 225-230

Nonis, S. A., Hudson, G. I., Logan, L. B., & Ford, C. W. (1998). Influence of perceived control over time on college students' stress and stress-related outcomes. *Research in Higher Education, 39*(5), 587-605

Vieyra, M., Carlson, A., Leaver, E., & Timmerman, B. (2013). Undergraduate research: I am not sure what it is, but I don't have time to do it anyway. *Council on Undergraduate Research Quarterly, 33*(3), 27-34

.

Joselle Lynne Merritt
Email: josellelynne@msn.com
Home phone: 209.582.4793 Cell phone: 503.314.6572
1285 Cathedral Creek Ct, Merced CA 95340

_____

Education

San Jose State University, San Jose, CA
Masters in Library and Information Science, 2002

Westmont College, Santa Barbara, CA
Baccalaureate Degree, English and History, 1979

Currently enrolled at the University of Massachusetts, Boston for an M. Ed in
Instructional Design

Employment History

Merced College

Merced, CA
Los Banos Campus Librarian (Satellite Campus)
Aug 2010 – Aug 2012
Associate Librarian (Main Campus)
Aug 20112 – Present

As the Los Banos Campus Librarian
- I provided reference service to students, faculty, staff and the community
- Served as the Alpha Gamma Sigma Advisor
- Create subject-specific bibliographies and LibGuides for use by college faculty and students
- Researched, designed and taught over 150 information literacy classes geared specifically toward curriculum requirements by faculty

As the Associate Librarian
- I provide reference service to students, faculty, staff and the community
- I teach information literacy classes geared specifically twoard curriculum requirements faculty
- I keep all library statistics and file all reports necessary for the State Chancellor's Office
- I am the faculty lead for Library Program Review
- I serve or have served on search committees for faculty hires: Librarian, Child Development and
- History/Political Science Professors

- Serve on the Staff Development and Information Literacy Committees
- Provide Faculty Senate representation to the Matriculation Committee
- Created and maintain the Merced College Libraries Pinterest

Clackamas Community College
Oregon City, OR
Reference/Instruction Librarian, Adjunct Faculty
Jun 2007 – Jun 2009
Jun 2009 – Sep 2010 (on-call only)
Sep 2010 – Present

As a Reference/Instruction Librarian:
- *I provide reference service to students, faculty, staff and the community*
- Serve as the liaison librarian to the Veteran's Center on campus
- Taught Library 101 as a one-credit course
- *Create subject-specific bibliographies for use by college faculty*
- *Researched, designed and taught information literacy classes geared specifically toward curriculum requirements by faculty*
- *Provide backup resources to circulation*
- Served as part of search committee for the Vice President of Instruction
- Served as a representative to the Oregon Education Associated Legislative Assembly

University of Portland
Portland, OR
Reference Librarian, Adjunct Faculty
Aug 2010 – Oct 2010
Jan 2011 – Apr 2011

As a Reference Librarian:
- I provide reference service to students, faculty, staff and the community
- I create reference and research tutorials using Captivate 5
- This position was a short-term contract to provide desk coverage during the busiest weeks of the semester.

Butler Hill Group
Ridgefield, CT
Associate Annotator
August 2007 – present

As an Associate Annotator:
- Evaluate web searches based on a new information retrieval and search engine
- Collaborate on virtual teams both as an annotator and as the arbitrator for other annotators

- Provide feedback for search engine tools specific to the contract/client

Factiva, a Dow Jones Reuters Company
Princeton, NJ
Indexer III
September 2005 – March 2011

As an indexer, I subcontracted to Cengage. I use controlled vocabularies/subject headings to index such publications as:
- New Catholic Encyclopedia
- Encyclopedia of Judaica
- Encyclopedia of Disability
- Dictionary of American History
- Primary Documents of the American Revolutionary War, Vietnam War and Native American History

As part of a virtual team I also indexed the Board of Education Teachers Standards for much of the United States and Canada.

Clark College
Vancouver, WA
Reference/Instruction Librarian, Adjunct Faculty
September 2005 – December 2009

As a Reference/Instruction Librarian:
- Provided reference service to students, faculty, staff and the community
- Taught information literacy/orientation classes
- Provided collection development in many areas but specific areas included business, law and economics and general reference
- Updated library website (Dreamweaver)
- On own initiative, totally renovated business and legal reference collection and business/economic circulating collection. Primary Collection Development librarian for Reference.
- Taught 2 100 level 2-unit online research/media literacy courses. One was online via Blackboard, one was taught in the classroom.

Marylhurst University
Marylhurst, OR
Reference Librarian
Computer Instructor, Adjunct Faculty

Lab Manager
September 2004 – April 2006

As Reference/Instruction Librarian:
- Provided reference service to students, faculty, staff and community members
- *Taught computer literacy classes at the upper division level*
- *Wrote the ILL instruction manual for work-study students*

Adjunct Faculty: Taught LAC 172. This was a three unit computer literacy class.
AV/Computer Lab Manager: Fall of 2004. As the lab manager I spent time trouble shooting computer problems including wireless access, printing problems. I provided both hardware and software support.

Graduate Theological Union
Project Archivist
Berkeley, CA
June 2002 – Jan 2003

Processed the John McNeil and Charles Chiarelli Gay and Lesbian Liberation and the J. Stilson Judah New Religious Movements collections of research material, including
- Surveyed and organized the collection
- Completed MARC records
- Wrote item level finding aids (available at http://gtu.edu/library/, call no. GTU: 95-6-01 and GTU: 2001-11-01. Both finding aids are available upon request.

Publications, Affiliations and Service

2008   Implemented Story time program for the Child and Family Studies Program at
Clark College. Used for student retention of as well as to support the preschool
program
Served on the search committee for the Vice President of Instructional Services f
for Clackamas Community College
Served as adjunct faculty representative to the OEA for Clackamas Community
College
Began process to create policies for Clackamas Community College to work with
patrons with Psychiatric disabilities

2007   Served on the West Linn Library Board in West Linn, OR
Served on the Northwest Adoptive Families Association Board of Directors
Attended several classes including: Introduction to Dreamweaver MX 2004, April
2007, Clark College, Vancouver, WA; USPAP (Uniform Standards of
Professional Appraisal Practice) 1990-2007

2006   Served on the West Linn Library Board in West Linn, OR
Served on the Northwest Adoptive Families Association Board of Directors
White Paper analyzing the Executive Order 13233 including current issues such
as the Freedom of Information Act, Privacy Act, Anti-Terrorism Act, was used as
a teaching tool in the Library Tech program on Intellectual Freedom at Highline
Community College, Des Moines, WA in Spring 2003 and Spring 2006

2005   Book Review of Newspeak to Cyberspeak: A History of Soviet Cybernetics for
the *Journal of History and Computing*. Published by The Association for History
and Computing, Pacific University, Forest Grove, OR, 2005. (Peer Reviewed)

2002   Merritt-Dennis, J.L. Disaster plan for the Oakland History Room, Oakland Public
Library, Oakland CA.
Merritt-Dennis, J.L. History of the Oakland library, 1868-1920, including the
children's room.
Wrote White Paper analyzing the Executive Order 13233 including current issues
such as the Freedom of Information Act, Privacy Act, Anti-Terrorism Act

1980-   2003 Researched, designed and taught numerous seminars to Real Estate
professionals including Mortgage Brokers, Real Estate Brokers and Appraisers,
provided industry overview and methodology.

Reflection

As I started researching a need that I found in the Merced College Libraries, I had a good idea of what I thought the intervention should be and what it should look like. I knew that I had some data in the library from surveys and quizzes that had been collected. I spent some time looking through our statistics and interviewing students, librarians and faculty. What I found looked bore little resemblance to what I expected.

What I found was that even though some of the statistical data was useful, I needed more. I knew what our student learning outcomes were and I knew how to read those tables and manipulate those statistics to find the need. But all those numbers, tables and statistics only told me what the librarians *thought* students needed. We hadn't considered what faculty needed. I knew from working in academic libraries that distance faculty didn't need yet another course for their students to complete, they needed cohesive short lessons that could be accessed from anywhere students could access the LMS. But after interviewing distance faculty, I realized that that those short cohesive lessons needed to shorter and more to the point that what I had envisioned.

I also needed to know what students really wanted. The data from the student interviews told a story that I hadn't thought of. I envisioned short lessons that students could dip in and out of to supplement what I assumed distance faculty were already teaching. In reality, distance faculty assumed that students already knew how to use much of what the library had to offer. I knew what students needed but not how to reach them. This was a bit of an eye-opener for me. I've been teaching information literacy in various settings for years. I was teaching information/financial literacy when I was in an entirely different field with entirely different students. But what I taught was all face to face. I simply decided what those students, both when teaching real estate classes and in my present academic position, needed and adjusted my approach when I was actually speaking to them. In this capstone project, I found that adapting my face to face style to an online setting didn't work.

In fact, I found that I had to work harder trying to put my ideas into practice since I didn't have body language to help me change courses when I needed to. Although this was emphasized in many of the classes in the program, hearing it and doing it are two totally different things. All my class projects involved direct feedback during the

class and peer feedback when the projects were complete. All of them emphasized learning involvement in all aspects of the class. This project didn't anticipate any ongoing student feedback once the modules were complete.   My arrogance as a designer came to a screeching halt!

I walked away from my capstone more humble about my abilities and more willing to listen to what others wanted and needed in the projects that I design. Because I'm a bit of a loner, it's quite easy for me to sit in my office and plan what I want to do without consulting enough stakeholders in the project. In fact, I discovered there are more stakeholders in any project than I imagined. I started out believing that the librarians, distance faculty and students would be the only stakeholders but along the way I found that the Vice-President of Instruction, the College President and the Distance Education Committee are very much a part of the constituency that I need to reach.

I think it would be safe to stay that I've grown tremendously when researching, creating and writing up this capstone. I have broadened my approach to education, opened my eyes to other potential stakeholders and learned a lot about my online teaching style. My practice as a designer has been enriched by working with a real-life project and not simply with the projects that have come about as collaborations between other Instructional Design students during class and in classroom settings.

Exhibit 1: Student Survey on Merced College Library Resources

The reference librarians are attempting to measure the adequacy of library resources and whether students are able to:

- Formulate a question appropriate to their information needs
- Identify the types of resources appropriate to satisfy their information needs.

Please help us measure if you reached your goal when coming to the librarian for assistance by answering the following questions, marking how much you agree with each of the following statements.

The range goes from **5 (Strongly Agree**) to **1 (Strongly Disagree**). O means the questions do not apply to your interaction.   Please **circle** the number that best matches your answer to each question.

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Does not apply

1. I **was able to ask the librarian a question** that reflected my exact information needs.

        5   4   3   2   1   0

2. I was able to **find print material** published within the last five years on my topic.

        5   4   3   2   1   0

3. Current **Online resources like ESBSOHost and SIRS** available through the Portal were helpful to me during the research process.

4.
        Yes _____   No _____

5. Did you **find** what you needed?   Yes _____   No ____
    a. If not, what did you need?
    _____

6. What do you appreciate about your campus library? _____

    What would you change? _____

Exhibit 2   Data results of Student Surveys

Spring 2013

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strong Disagreement	Does not apply
Question 1	21	3	0	0	0	0
Question 2	16	2	1	0	1	4

	Yes	No	No answer
Question 3	23	0	1
Question 4	23	1	0

What do you appreciate about your campus library

"Quiet, librarians, conveniently located with very nice staff, helpful people, all of the difference online resources; too many books to choose from, wonderful help, open late."

What would you change?

"Check out reference books, more paper copies even though Internet is the new thing, allow food, more computers, printing is inconvenient"

Fall 2012

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strong Disagree
Question 1	32	3	0	0	0
Question 2	25	2	2	0	1

	Yes	No	no answer
Question 3	32	3	0
Question 4	32	0	0

What do you appreciate about your campus library

Merced: "The Staff extremely, helpful people, nice people, helpful and friendly, the accessibility and the help, quiet study, place to study, I appreciate the librarians help and the helpful textbooks I can find, the resources, it's very easy going, how nice and comfortable it is, I find that they are knowledgeable of the things in the library, how many options where I can search and help me with my homework, clean and nice, it's a quiet haven to study.

Los Baňos: "Joey! How the reference librarian was willing to help, That they are available and helpful, convenient hours and very resourceful, quiet, able to work."

What would you change?

Merced: "more computers (3), extending computer time making is more than two hours, allow food (4), nothing – the library is cool, more hours, the no food thing – I like the UC Library cause you can have lunch there, make LRNR 30 a mandatory class! I could never have appreciated the library as much as I do now without it, the ridiculous fees at the front desk – it's an insult added to injury!"

Los Baňos: "More information on EbscoHost related to more specific topics (SLNWR), more tables when busy, earlier and longer hours, more books needed"

Spring 2012

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strong Disagreement	
Question 1	46	8	1	0	0	0
Question 2	32	8	6	3	0	5

	Yes	No	no answer
Question 3	51	2	2
Question 4	50	3	0

What do you appreciate about your campus library

"Friendly, service, help, willingness, The librarians very helpful, and make me feel very comfortable asking. That you can check out textbooks, computers, study rooms, great inventory both internet and books, quiet, good place to study, study rooms, Saturday hours."

What would you change?

"More books and better online databases, the late charges and renting a computer, open at 7:30, more information regarding Columbian history, let people eat in one area, time limit on textbooks."

Los Baňos – "more books, more reserves, more computers, larger, windows."

Exhibit 3: Library Orientation Statistics for English 84, 85 and 1A

Smith	ENGL 01A	9/16/2013	10.83	90%
Nicoll-Johnson	ENGL 01A	10/1/2013	11.04	92%
Rempel	ENGL 01A	10/22/2013	10.89	91%
Shea-Akers	ENGL 01A	10/24/2013	10.89	91%
McBride	ENGL 01A	10/25/2013	10.39	87%
Shea-Akers	ENGL 01A	10/31/2013	10.71	89%
Temple	ENGL 01A	11/13/2013	10.86	91%
DeLaCruz	ENGL 01A	11/21/2013	9.83	82%
Toconis	ENGL 01A	11/25/2013	10.25	85%
Los Baňos				
Flanagan	ENGL 1A	10/15/2012	11.35	93%
Brown	ENGL 1A	10/21/2012	11.90	98%

Exhibit 4: Distance Education Survey Analyzed Results

Methodology: The survey was opened from Wednesday, 24 April 2013 to Friday, 03 May 2013 and an invitation
 notice was posted on the Blackboard splash page to all currently enrolled spring 2013
distance education Merced College Students.

Distance Education Students Access to LRC (S13)

Q1. Have your distance education (online) course(s) required the use of online library resources in spring 2013?		
Answer Options	%	N
Yes	40.91%	36
No	51.14%	45
Don't know/Decline to state	7.95%	7
Answered question		88
Skipped question		1

Q2. Have any of your distance education (online) instructors informed you about the current online library resources that are available through the Merced College Portal (mc4me.mccd.edu) in spring 2013?		
Answer Options	%	N
Yes	40.23%	35
No	49.43%	43
Don't know/Decline to state	10.34%	9
Answered question		87
Skipped question		2

Q3. Have you accessed any current online library resources available through the Merced College Portal (mc4me.mccd.edu) in spring 2013?			
Answer Options	%	N	
Yes	65.17%	58	⇒If yes, goes to Q4.
No	30.34%	27	⇒If no, goes to Q8.
Don't know/Decline to state	4.49%	4	⇒If don't know/decline to state, goes to Q8.
Answered question		89	
Skipped question		0	

Q4. Thinking about your use of the current online library resources, indicate your level of satisfaction with the information you received in spring 2013.							
Answer Options	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A	N
E-books	2	2	11	9	10	17	51
EbscoHOST	5	0	9	14	21	6	55

Lexis Nexis	4	1	12	12	13	11	53
SIRS	5	0	11	8	16	12	52
Other	2	0	8	8	9	14	41

Comments (See below)	8
Answered question	58
Skipped question	31

Q5. Were you able to find what you needed in the online library resources?

Answer Options	%	N
Yes	87.93%	51
No	6.90%	4
Don't know/Decline to state	5.17%	3
Comments (see below)		2
Answered question		58
Skipped question		31

Q6. Did you need to visit the library building because the online resources were insufficient or unavailable?

Answer Options	%	N	
Yes	20.69%	12	⇒If yes, goes to Q7.
No	68.97%	40	⇒If no, goes to Q8.
Don't know/Decline to state	10.34%	6	⇒If no, goes to Q8.
Answered question		58	
Skipped question		31	

Q7. If you needed to visit a library because the online resources were insufficient or unavailable, which one did you visit? (Check all that apply)

Answer Options	%	N	
Merced campus	83.33%	10	⇒Goes to Q9.
Los Baños campus	16.67%	2	
Non-Merced College library	8.33%	1	
Don't know/Decline to state	0.00%	0	
Answered question		12	
Skipped question		77	

Q8. If you needed to visit a library, which one did you visit? (Check all that apply)

Answer Options	%	N
Merced campus	77.63%	59
Los Baños campus	7.89%	6
Non-Merced College library	25.00%	19
Don't know/Decline to state	6.58%	5
Answered question		76
Skipped question		13

Q9. Indicate your level of agreement to the following prompts.

Answer Options	Strongly agree	Some what agree	Neither agree or disagree	Some what disagree	Strongly disagree	N/A	N
I am able to locate online library material published within the last five years on my topic.	35	27	8	3	2	9	84
I find the current online library resources available helpful during the research process.	37	25	6	4	2	9	83
I can formulate a question relevant to my information needs.	41	20	11	2	2	7	83
I can identify the type of resources appropriate to satisfy my information needs.	44	22	6	4	2	6	84
I know how to contact a reference librarian if I have questions.	49	16	8	5	2	4	84
Answered question							84
Skipped question							5

Q4. Thinking about your use of the current online library resources, indicate your level of satisfaction with the information you received in spring 2013.

List Others (8); Everything via EBSCO WEB; reserve desk should be updated with books so time period can increase one hour is not enough time; NewsBank; Opposing viewpoints; ability to check books back in through internet checkout; Academic One; Literature Resource Center; Encyclopedia Britannica

Q5. Were you able to find what you needed in the online library resources?

If not, what did you need? (2)

Lexis Nexis was difficult to find intended article from search; a text from the course was not available

Exhibit 5: Library Orientation Faculty Questionnaire

This questionnaire was sent out just after Thanksgiving to query faculty about how effective Library Orientations was in helping their students achieve student learning outcomes in their courses. It was sent to 450 faculty in the Fall of 2013.

As part of our Program Review, we are researching Student Learning Outcomes. Because we can't track students' success, we need your help to make sure we are reaching students effectively.

This is a brief survey that will take less than five minutes to complete.

1. Did your class come to the library for an orientation to research?
    a. Yes
    b. No
2. Did you find the session helpful?
    a. Yes
    b. No
    c. Comment
3. Did you schedule more than one visit/orientation?
    a. Yes
    b. No
4. Would you find one more one visit/orientation helpful?
    a. Yes
    b. No
    c. Comment
5. If you visited the library, did your students find the sources they needed for their projects?
    a. Yes
    b. No
    c. Comment
6. If you visited the library, did your students find relevant print material published within the past five years on their topics?
    a. Yes
    b. No
    c. Comment
7. If you visited the library, did your students find online material, like journal articles from our databases, relevant to their topics?
    a. Yes
    b. No
    c. Comment
8. Do you have any suggestions about how we could make our library resources more accessible to your students?
    a. Comment
9. Which campus do you teach at?
    a. Merced campus
    b. Los Baños campus

Exhibit 6: Data results of Library Orientation Faculty Questionnaire

There are 450 faculty and 90 responses which is a 20% response rate. The comments were not included

Faculty survey Fall   90 answers

		#	%	responses	comments
1.	Did your class come to the library for an orientation to research?				
	a. Yes	36	40		
	b. No	54	60	90	
2.	Did you find the session helpful?				
	a. Yes	40	85.11		
	b. No	7	14.89	47	
	c. Comment			23	
3.	Did you schedule more than one visit/orientation?				
	a. Yes	9	13.24		
	b. No	59	86.76	68	
4.	Would you find one more one visit/orientation helpful?				
	a. Yes	24	42.11		
	b. No	33	57.89	57	
	c. Comment			16	
5.	If you visited the library, did your students find the sources they needed for their projects?				
	a. Yes	45	90		
	b. No	5	10	50	
	c. Comment			15	
6.	If you visited the library, did your students find relevant print material published within the past five years on their topics?				
	a. Yes	40	86.96		
	b. No	6	13.04	46	
	c. Comment			19	
7.	If you visited the library, did your students find online material, like journal articles from our databases, relevant to their topics?				
	a. Yes	42	91.3		
	b. No	4	8.7	46	
	c. Comment			10	
8.	Do you have any suggestions about how we could make our library resources more accessible to your students?				
	a. Comment			28	
9.	Which campus do you teach at?				
	a. Merced campus	73	82.02		
	b. Los Baños campus	15	16.85		
	c. Both	1	1.12	89	

Comments

Question 2

did not come to the library; Joey M. came to my classroom (Los Baňos campus) spring 2013 and gave a one-hour research training. She brought appropriate resources to the classroom. This was very helpful. Several students followed up with her at the library while doing their research projects; did not go; Very Good!!; Lindsay Davis did a spectacular job!; I would have liked less lecture time and more time for the students to work with the databases with the librarian's help.; Not applicable.; Did not attend. My class does not require research.; Not applicable; n/a: keyboarding course; This class(Read 81) I didn't briig to the library but Eng 85 I do and will in the Spring and the summer...I find it tremendously helpful as many of the students aren't aware of all the resources in the library and also, where they should start with a research project.; My students got help from the Library staff all during the semester.; We have changed a few things about our courses... But in past, students attended an orientation to research... It was always excellent!; Dee rocks; N/A; We did not go to the library, but the librarian came and spoke to the class and did a research exercise with them to help when searching for subject matter; So my classes didn't come to an orientation, but I arranged lab time with my classes where Lindsay guided them through on-line research techniques. The internet for English 83 & 84 and the databases for English 85; N/A; Dee Near was exceptionally helpful to my students as they engaged with their research projects. She went out of her way to ensure students could gather effective material; N/A

Question 4

The visit to the library should be part or the college's orientation.; Perhaps; our class was so enthusiastic about the usefulness of the orientation, if it were broken up into two segments, it might be even more helpful.; If I were to bring a class in I would think that one visit would be sufficient.; did not come to the library; did not go; Not applicable; N/A; n/a. Keyboarding does not require orientation; I believe that one visit should surfice and they can then find the rest by themselves; Once students have been shown how to look up articles, there is no substitute for just doing it.; N/A; The students return after the visit and say they werer able to find everything they needed.and get all they need; N/A; In addition to the orientation, my ENGL-85 class spent one full period in the library working on their research project. It was helpful to have a computer room available for this use. Students utilized their time wisely which made the session extremely valuable; N/A; My students come to the library on their own, sometimes during lab hours.

Question 5

N/A ; My students did not visit the library on a scheduled visitation but most of the class used the library to research information for the paper required in the class. The information was on point and the staff were helpful to the students in finding the information based on the feedback from the students in my class.; did not come to the library; Several students references resources from the library and all students used the library data bases as instructed by Joey M and myself.; With librarian help and with the books placed on reserve, they were able to research adequately. Didn't visit; there is a need for a universal print card; not applicable; N/A; We did not visit the library building, but we did visit the website through the portal. We conducted our research in class, and as homework.; N./A; I have had students do small research projects in the past, and I know that hey have been able to locate the materials they need to successfully complete their projects; yes, in the class I have taken to the library.; N/A; For their research project, students were not allowed to use sources outside of what they could glean from the library resources. They all found a minimum of four sources all varied in the type of source--i.e. books, periodicals, videos, etc; N/A

Question 6

N/A ; We did not visit the library but my students did use the library and found current and relevant information for their research papers for the class.; did not come to the library' Relevant print material was more than five years old in some cases; More books on Ancient and Early Christian art would be helpful; Didn't visit; Not applicable; N/A; Current materials – a please reality for me and my students; Thank you for the current in-print materials; However older journals are also helpful; Unsure of dates of print material. Although to be honest much of it was the same as I have been seeing since I have taught the class for the last 10 years.; N/A; do not know; We didn't look. We were looking for specific articles on the Internet and the databases.; N/A; NA; Students research a paper using materials on reserve; not sure.

Questions 7

N/A; We did not visit the library but my students found relevant material for their research paper required for the class.; did not come to the library; There was a limited amount of relevant journal articles in the current databases. It would be great if Merced College could purchase JSTOR.; We didn't visit but I had the students work through the Paper Chase activity so they got exposed to the electronic sources; Not applicable; N/A; We were not looking for online material for this assignment; N/A; N/A

Exhibit 7: Distance Education Information Literacy Survey

1. How many distance education classes do you teach?

2. Do you teach any hybrid classes?

3. If you teach hybrid classes, do you bring them into the library for an orientation?

4. In which Department do you teach? If you are uncomfortable answering this question, please feel free to leave it blank.

5. Information literacy is defined as the ability "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA)."

   Do you feel that your students can recognize their information needs and then find, evaluate and use that information in your classes?

6. Do you think your students would benefit from online library instruction modules designed to help them recognize their information needs then find, evaluate and use their information?

7. If you think that online library instruction modules would be beneficial for your students, are there any specific ideas of what you would like to be included?

!

Exhibit 8: LibGuide Usage

These LibGuides are currently being used by a number of students. LibGuides are online research guides geared toward specific courses and are created, maintained and revised by faculty librarians. They are accessible to non-Merced College Students, although the database searches require student authentication.

	Guide ID	Guide Name	Views
1.	428690	Nutrition 10	185
2.	425124	Fundamentals of Speech	174
3.	428935	LVN Student Research	65
4.	477012	Annotated Bibliographies in APA Format	65
5.	519978	Annotated Bibliographies in MLA Format	58
6.	449934	BUS 10 Introduction to Business	44
7.	433548	RN Paper Chase	32
8.	465719	Selecting and Combining Keywords	31
9.	419408	Child Health, Safety and Nutrition Research	30
10.	427964	Food Safety and Sanitation	17
11.	512947	Researching California Issues	14
12.	529859	Comm 30 - Intercultural Communication	12

Exhibit 9: Distance Education Faculty Survey Results

Question 1:

How many distance education classes do you teach?

2
1
2 each semester
One a semester.
2
2

I teach a few hybrid classes each semester for the last 6 years. I have only taught 1 fully online class.

tWO
2
One.
1
1
2

Question 2:

Do you teach any hybrid classes?

Yes	38.46%	5
No	61.54%	8
Total	100%	13

Question 3:

If you teach hybrid classes, do you bring them into the library for an orientation?

Yes	15.38%	2
No	84.62%	11
Total	100%	13

Question 4:

In which Department do you teach? If you are uncomfortable answering this question, please feel free to leave it blank.

Child Development

foods and nutrition

English

Biological Science

child development

Computer Science

English

BUS

English. Re item 3, I do not teach any "hybrid" classes. If I did, I would likely bring them to the library for an orientation.

Humanities

Psychology

Question 5:

Information literacy is defined as the ability "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA)."

Do you feel that your students can recognize their information needs and then find, evaluate and use that information in your classes?

Yes	**53.85%**	7
No	**46.15%**	6
	100.00%	13

Yes, they seem to be able to do the research that they need for my classes.

We just barely touch on Information Literacy so I don't feel like the students are as prepared as they should be.

Most students are able to successfuly recognize their information needs, find and evaulate then properly complete assignments.

Some can, some can't

I wish I could answer yes AND no... :) It really depends on the student if they can recognize information needs and evaluate/use the information effectively.

This is something that we go over in class.

I teach several lessons on this using some of the MC Library and other colleges' videos.

Few can; most cannot.

Question 6:

Do you think your students would benefit from online library instruction modules designed to help them recognize their information needs then find, evaluate and use their information?

Yes	76.92%	10
No	30.77%	4
	100.00%	14

They always can use help.

For our online students this would be ideal, to assist them in narrowing the data searches and focus on their subject area.

Please, the sooner the better!

Based on my current course work on designing online classes, I would be concerned about making my class any more complex. Based on instructional design I am currently working on reducing the number of buttons they need to push. Sadly, the ones that would benefit most from your module may be the ones least able to use it.

As long as it is short and sweet!

The courses I teach already have an element of Information Literacy as part of the course content. Therefore it is not necessary for this added service.

Maybe. Of course this would depend on the quality of the module.

This would be very helpful. I used to have all of my students complete the paper chase that was posted online a few years ago.

Question 7:

If you think that online library instruction modules would be beneficial for your students, are there any specific ideas of what you would like to be included?

Yes	76.92%	10
No	30.77%	4
	100.00%	14

An overview module about how the library can help them online.

Analysis of web sites to determine whether or not they have trustworthy information or not. Using a site like http://www.martinlutherking.org/ you can show students that not everything that you find on the internet is trustworthy. This site is sponsored by stormfront.org which is a white supremacist site.

I would like the main data bases for their particular assignemnt so they are able to find pertinent information in a timely manner.

Narrowing a topic Search term strategies and limiters Evaluating sources (strength and academically acceptable) Identifying sources (popular vs. peer reviewed) Finding sources All of the above should be tailored n a specific way to the databases on our campus taking into account the unique challenges our particular student body faces (i.e. not general modules from Pearson or Longman publishers)

Using non-internet resources...

Scholarly verses popular articles. Deciphering important information. Using quotes and citing sources.

Making an outline, organizing and outline, and creating topic sentences.

Using databases Locating a book Evaluating Online and other Sources APA MLA
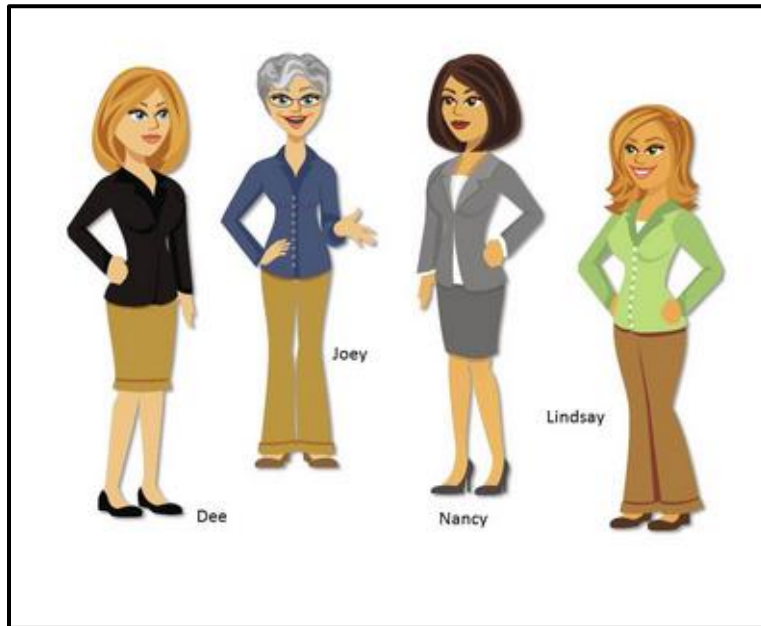
No.

I don't find this survey to be very well designed. For example, conditional questions still require an answer.

EBSCO. Thanks for doing this! Such a great idea and very helpful!

Exhibit 10: Screenshots of the Blackboard Modules

Table of Contents:
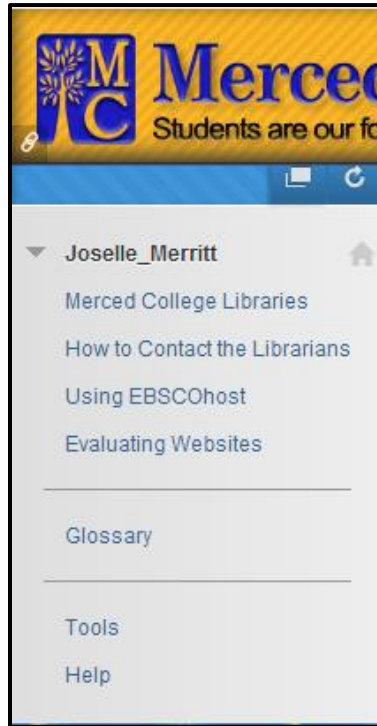
Avatars

How to Contact the Librarians

How to contact us

Reference Email: ref.desk@mccd.edu

Merced Reference Desk: 209-384-6083

Los Baños Reference Desk: 209-381-6434

Text: Start with "ASKMCLIB," and text your message to 66746. Texts are limited to 140 characters. You will get a response as soon as a librarian is available.

Merced College Learning Resource Center Facebook: https://www.facebook.com/pages/Merced-College-Library/160914563929165

Los Baños Campus Library Facebook: https://www.facebook.com/lbcampus.library.mercedcollege

Twitter: https://twitter.com/MercedLibrary

Pinterest: http://www.pinterest.com/mercedlrc/

Office Hours: There are librarians available during all the hours that the Merced College Libraries are open. The Learning Resource Center is open Monday through Thursday from 8 am to 8:30 pm and 8 am to 2 pm on Friday. The Los Baños Campus Library is open Monday through Thursday from 8 am to 8 pm and 8 am to 12 noon on Friday.

Librarians:

Lindsay Davis, Reference Librarian	Los Baños	lindsay.davis@mccd.edu
Nancy Golz, Electronic Resources Librarian	Merced	nancy.golz@mccd.edu
Joey Merritt, Associate Librarian	Merced	joey.merritt@mccd.edu
Dee Near, Reference and Instruction Librarian	Merced	near.d@mccd.edu

Using EBSCOhost Front page

Using EBSCOhost

Using EBSCOhost

When you complete this segment you will be able to do the following:

- Find EBSCOhost on the Merced College Homepage
- Determine which collection is best for your research
- Use limiters to narrow or broaden your research results

Both of these modules have quizes built into them. If your instructor requires that you take a graded quiz, please take the quiz located at the end of this module. If you are just testing yourself, the quizes in the videos will help you to understand the material

Using EBSCOhost Tutorial

Here is a slide show that you can view to help learn how to search EBSCO. There is a short quiz at the end of the presentation.

You may watch the slide show at it's recorded pace or you may use the arrows and pause/resume button at the bottom of the presentation to go at your your pace.

Tips and Tools for Searching EBSCO LibGuide

LibGuides are an online bibliography of tools, tips and information designed for a specific class, course or set of skills. This LibGuide has an explanation of what EBSCO is and some tips and tools to help you search more successfully

Using EBSCOhost Tutorial first slide
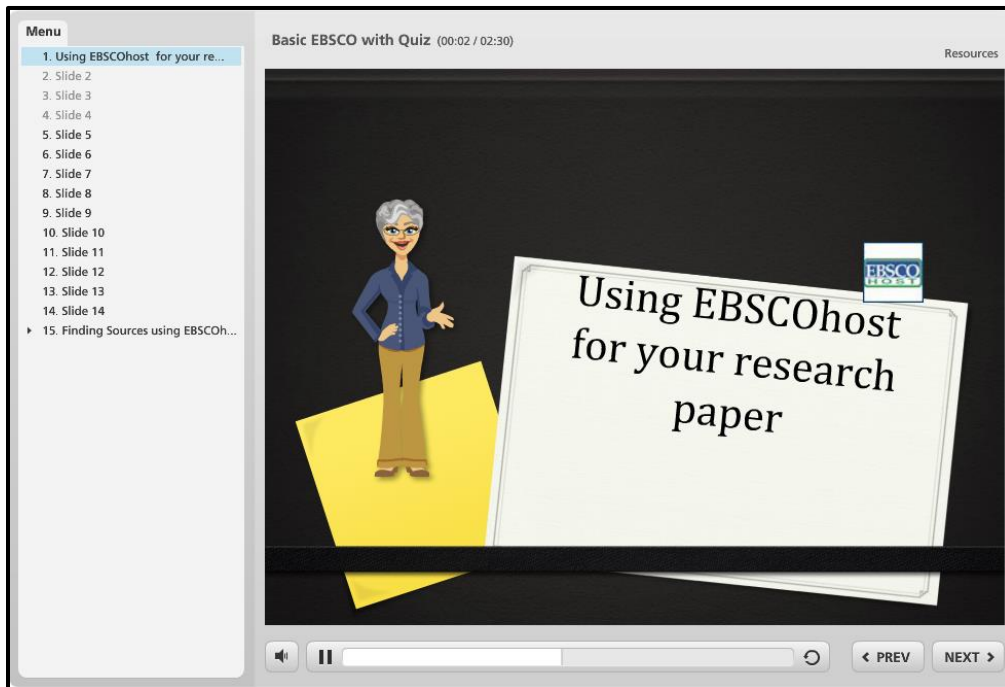
Using EBSCOhost Quiz First Question
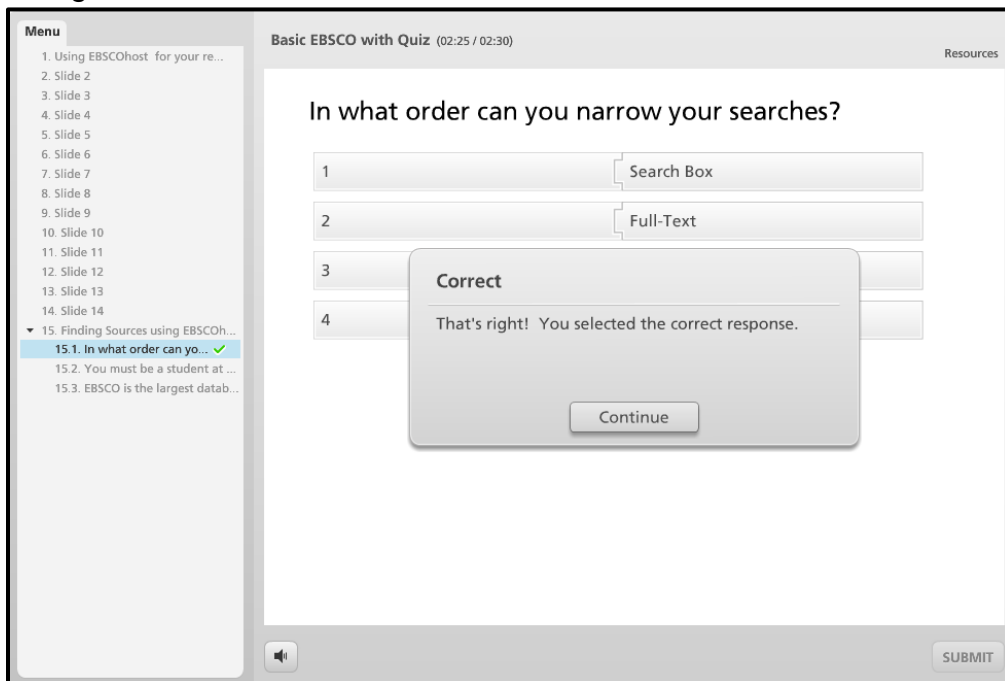
Evaluating Websites

Evaluating Websites

Evaluating Websites

When you complete this segment you will be able to do the following:

- Find websites relevant to your topic using both basic and advanced search techniques
- Evaluate those websites for currency, relevance, authority, accuracy and purpose

Both of these modules have quizzes built into them. If your instructor requires that you take a graded quiz, please take the quiz located at the end of this module. If you are just testing yourself, the quizzes in the videos will help you to understand the material.

Evaluating Websites Tutorial

Here is a slide show that you can view to help learn how to search EBSCO. There is a short quiz at the end of the presentation.

You may watch the slide show at it's recorded pace or you may use the arrows and pause/resume button at the bottom of the presentation to go at your your pace.

Evaluating Websites LibGuide

LibGuides are an online bibliography of tools, tips and information designed for a specific class, course or set of skills. This LibGuide has an explanation of what the Internet/Web is and some tools and tips on how to search the internet more successfully. It also has tips and tools on how to evaluate what you find.

Questions to Ask About Any Website

Worksheet to Evaluate Websites

Evaluating Websites Tutorial first slide

Evaluating Websites Quiz first question

Glossary

Glossary

The Glossary contains 7 terms in course Joselle_Merritt.

D I L S W

D

Term	Definition
Database	A collection of articles that are found in one specific location. The primary databases that Merced College uses are: *Academic One File, EBSCOhost, Lexis-Nexis, Newbank, Sirs, CQ Researcher, Opposing Viewpoints, Facts on File, Sirs Pro/Con*

I

Term	Definition
Internet	an electronic communications network that connects computer networks and organizational computers around the world (Merriam-Webster)

L

Term	Definition
LibGuide	An online bibliography of sources
Librarian	The person who is available to help you with your research needs. The librarian will also help you find any other information you may need.

S

Term	Definition
Search Term	This is the word or series of words that you use to search with. It will need to be refined as your search changes, narrows or broadens

W

Term	Definition
Webpage	A single page within a website.
Website	Collection of webpages that make up a single site that can be accessed from a single URL.