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Partners with a Vision:

Librarians and Faculty Collaborate to Develop a Library Orientation Program at a Non-traditional Campus

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“The successful acquisition of information literacy or information fluency skills cannot be accomplished by librarians alone. It must be done through partnerships with teaching faculty and other colleagues who play a role in advancing teaching and learning.” – Barbara Dewey

Introduction: Creating a Partnership

In Fall 2004, the Chair of the Department of Communication and Fine Arts was charged with customizing the TROY University Orientation course (TROY 1101) curriculum and activities for the Montgomery Campus student population. After talking with the Montgomery Campus library director about the need for including a comprehensive library component, the Chair began working with two librarians to create a library orientation component for TROY 1101, a one-semester hour course that would be required for all new and transfer students effective Fall Semester 2005.

Collaboration: A Definition

Collaboration between academic classroom faculty and the librarians giving the orientations was an integral part of the planning, coordination and implementation of this library component. Both Raspa and Ward (2000, 4) and Cook (2000, 23) quoted P.W. Mattessich and B.R. Monsey’s definition of collaboration as a “mutually beneficial and well-designed relationship entered into by two or more [individuals or] organizations to achieve common goals.” Cook (2000, 23) defined collaboration as having three basic components: to achieve “common goals,” to be supported by a “well-designed” structure,

and to be “mutually beneficial.” Raspa and Ward (2000,4,5) made the suggestion that collaboration is not only a “well-designed” relationship, but “collaboration should be an integrated and authentically interpersonal relationship as well” and that “unlike networking and coordination, collaboration is a more pervasive, long-term relationship in which participants recognize common goals and objectives, share more tasks, and participate in extensive planning and implementation.”

Literature Review

“...for a campus-wide IL initiative to be successful and enduring, true collaboration, although elusive and difficult to achieve, is an inescapable necessity.” – Jordana Shane

New student orientation courses

Boff and Johnson (2002) conducted a nationwide study and found that 86% of first-year programs contain some type of library instruction and 67% require a library component. They also found that 80% of the time a librarian develops the library component and 84% of the time teaches the component. The library component, which usually lasts 1 or 2 hours, typically covers the following topics: databases, the web, and the library catalog. These orientations often include a library tour and/or research assignment.

Reichardt and Campbell (2001) developed a library instruction program for first-year biology students that used a variety of teaching methods including a questionnaire, a PowerPoint presentation, and live demonstrations of catalog and database searching. They found the program to be a success because it was embedded into a course, was delivered consistently, was practical and hands-on, and took into account several learning styles.

Keyser and Lucio (1999) described the creation of a two-day library instruction unit which became a part of a freshman orientation seminar. Short lectures, assignments, and tours were used to introduce new students to the library. Some of Keyser and Lucio's (1999) recommendations included getting to know the course and its contents, finding out who oversees the course and working with that person. They also recommended relating what is covered in the textbook and using some of the class time to work on the assignment so students could ask about items they did not understand.

Relationship with faculty

According to Gilbert (2001, 76), librarian-instructional faculty partnerships exist because the faculty and librarians are both "where the students are." Ivey (2003) recommended effective communication and positive working relationships as essential to the success of collaborative teaching partnerships. She suggested strategies to initiate, develop and sustain these relationships. Ivey (2003) interviewed librarians and academics who taught together and found four behaviors that are essential for successful collaborative partnerships: a shared, understood goal; mutual respect, tolerance and trust; competence for the task at hand by each of the partners; and ongoing communication. In addition, she identified like-mindedness, commitment, enthusiasm and innovation as other important elements for successful collaborative partnerships.

Rader (1998) suggested when building partnerships with faculty, librarians should take into consideration staff, technology, facilities, and time. Librarians should know the faculty and

"understand the curriculum, remember that the faculty's role is central to ensure success, understand the course content..., utilize teams and each team member's competencies, start small with pilot projects, and revise based on evaluation and feedback."

Importance of collaboration

According to Kotter (1999) improvement of relationships between faculty and librarians is key to the survival of librarians and librarianship in academic libraries. Better relations between librarians and classroom faculty result in increased faculty support of librarians, increased usage of library by teaching faculty, and return of the faculty for further collaborative efforts with librarians all of which ultimately benefit the students.

Hardesty and Wright (1982) found the greatest influence on student acquisition of library skills was library instruction. Sanborn (2005) discussed the process of creating a library instruction session and stressed the importance of collaborating with faculty to improve instruction since library instruction is linked to academic success.

Institutional Structure and Student Population

"Library instruction exists both as a function within the library and as a part of the overall mission of the university, college or educational institution" – ACRL IS Research and Scholarship Committee

Troy University

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy

University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research. – **Mission Statement** (Troy University Undergraduate Catalog, 2006-2007).

Troy University was established in 1887 as Troy Normal School, in Troy, Alabama as an institution to train teachers for Alabama's schools. Now a global university with an annual enrollment of over 27,000 students, TROY has four campuses in Alabama (Troy, Dothan, Montgomery and Phenix City) and more than 60 campuses outside Alabama in 17 U.S. states and 11 nations. Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Associate, Bachelor's, Master's and Education Specialist degrees.

Montgomery Campus

In the fall of 1966, the Montgomery Campus of Troy University, then called Troy State University in Montgomery (TSUM), was designated a branch campus and was authorized to offer degree programs. In 1983, TSUM was accredited by SACS; it remained a separately accredited campus until Fall 2005 when all Troy University campuses were unified under one SACS accreditation.

Today, the Montgomery Campus offers classes on both Maxwell Air Force Base and Gunter annex as well as the downtown location. The years of 1995-1998 were a period of construction for the downtown location. A university Commons area was created and in 1997 construction began on the Rosa Parks Library and Museum building. In 2000, when the building was completed, the library moved to its present location (White, 2007).

Institutional Alignment

After several years of planning and working to align admission requirements, services,

programs, and curricula, in August 2005, Troy University campuses were unified under one accreditation. According to White (2007), "from that point forward, all locations within the Troy University System would be known as Troy University with one SACS accreditation. This consolidation was done to allow students the ability to take courses and complete their degrees anywhere in the world without losing credit for courses taken at other TROY sites. It was also done to allow for simpler policies, processes and procedures." After this institutional alignment took place, students at the Montgomery Campus were, for the first time, required to complete a one-semester hour orientation course, TROY 1101, University Orientation.

Montgomery Campus Student Population

"Knowing the composition of your population is always the first step in instruction" - Grassian and Kaplowitz

As Grassian & Kaplowitz (2001) mention, it is important to know your learners before designing your instruction program. The undergraduate enrollment at traditional universities is typically comprised of students who enter as freshmen immediately after graduating from high school and who are in their early 20s when they graduate. This is not the case for the Montgomery Campus non-traditional student population. This campus is an evening institution catering to the needs of the adult learner. The typical student works full-time and has family responsibilities.

According to the National Center for Education Statistics (NCES), seven characteristics are typical of non-traditional students (Crissman-Ishler, 2005). These characteristics include: delaying enrollment into postsecondary education, attending school part-time, being financially independent of parents, working full-time while enrolled, having dependents other than a spouse, being a single parent, and lacking a standard high school diploma.

In Fall Semester 2006, the total enrollment at the Montgomery Campus was 4,109. The majority of these were part-time undergraduate students

(51.6%); full-time undergraduate students comprised 34% of the student body. Undergraduate students averaged 27.6 years of age. Eighteen and a half percent of undergraduate students were ages 18-21, and 16.8% were 22-24. The largest enrollment by age (23.7%) was for the group 25-29. Significantly, there were large percentages of more mature undergraduate students: 15.6% were ages 30-34, 11.3% were ages 35-39, 11.1% were ages 40-49, and 2.9% were ages 50-64.

The Montgomery Campus student population is primarily comprised of two ethnic groups: African-American and Caucasian. Fall Semester 2006, 60% of the undergraduates were African-American and 35.2% were Caucasian, but there were also American Indian (0.5%), Asian/Pacific Islander (1.1%), and Hispanic (0.8%) students; 1.7% of the students were of unknown ethnicity. It is also significant to note that females outnumber males; in Fall Semester 2006, 72.5% of the undergraduate population was female. These patterns are typical of the Montgomery Campus annual enrollments (Montgomery Campus Institutional Effectiveness Office, 2006).

Collaboration: Sharing Mutual Goals

TROY 1101 Course Goals

Most Montgomery Campus students take TROY 1101 during in their first semester, so it is essential to provide them with information they need about the services and programs available and with the reference skills they need as college students. The *2006-2007 Troy University Undergraduate Catalog* description for this course states, "The primary purpose of this course is to assist entering students in acquiring the necessary knowledge and skills to manage effectively the Troy University campus environment in order to maximize their potential for success at the University, in their careers, and throughout their lives."

TROY 1101 Library Instruction Goals

The Chair and librarians met on a regular basis to develop goals and objectives for the library

component and to finalize the material that would be included. They knew the majority of TROY 1101 students would not be familiar with the campus library and would not have visited the library or website prior to the TROY 1101 library orientation, so they decided that the primary goal of the orientation would be to increase student knowledge of library services and resources. In order to meet that goal, the TROY 1101 library orientation would have two main objectives: students taking this course would become familiar with the library facility and basic services and students would learn how to navigate the library website.

Collaboration to Create a Well-Designed Structure

Planning and Coordination

The librarians wanted the TROY 1101 library instruction component to be as course-integrated as possible, even though librarians would spend limited class time with students (two consecutive 50 minute class periods). According to Young and Harmony (1999, 29), Francesca Allegri defined course-integrated instruction as meeting at least three of the following four criteria: "1. Faculty outside the library are involved in the design, execution and evaluation of the program, 2. Instruction is directly related to the students' course work and/or assignments, 3. Students are required to participate, and 4. Students' work is graded or credit is received for participation."

The collaboration between librarians and the Chair resulted in the development of a plan to ensure ongoing communication that is required for effective scheduling and coordination. One librarian was elected to serve as the contact person for faculty members teaching the orientation course. As the liaison, this librarian was responsible for obtaining and reviewing the schedule of classes and confirming orientation dates/times with the Chair who also served as program coordinator for TROY 1101. This librarian assigned librarians to work with each class. After verifying that all areas of the library are appropriately staffed during orientations, the librarian then confirmed orientation dates,

locations and times with those teaching the course, and emailed the orientation schedule to everyone involved. In preparation for the orientation, the Chair provided the liaison with a roster for each TROY 1101 section before the orientation.

The Four Components

“Varying your presentation modes and methods in order to reach the maximum number of people in your audience is just good instructional practice” - Grassian & Kaplowitz

The collaboration between librarians and the Chair resulted in the development of four library instruction components to provide uniform delivery of information and consistency of instruction. One component, the Student Reference Guide, is the library portion of the custom published textbook. The second component is a library video tour. The third component is a PowerPoint presentation which reviewed key information in the Student Reference Guide and on the library website. The final component is a mandatory, graded library activity that required students to use both the library’s physical holdings and the website.

Rationale for Choosing the Four Components

The four instructional components (Student Reference Guide, video, PowerPoint, and library activity) were developed to address students’ varied learning styles and to recognize the importance of time constraints for classes, class size and flexibility of use. According to Grassian and Kaplowitz, (2001, 165), when selecting modes of instruction, one should keep in mind the audience or type of student, purpose of the course, staff available, time constraints for course preparation and delivery, and the facilities available.

A large percentage of TROY 1101 students are non-traditional. Since non-traditional adult learners prefer to start with essential information and want to learn practical, efficient methods of gathering information (Grassian and Kaplowitz 2001, 324), the librarians and Chair decided a hands-on activity was an appropriate

instructional method for these students. The library activity was designed to familiarize students with the library and its website as well as cover material discussed in the library portion of the textbook. Many students began the library assignment during their class visit but completed it at home. Knowing how to access a variety of information from the library website was essential because the students did research from home as well as the library.

In addition to the hands-on activity, other components were chosen to appeal to students’ varied learning styles. For example, the video and PowerPoint components held the attention of visual learners and enabled them to more easily master the material.

Time constraint was a primary factor in determining instructional methods. The Montgomery Campus offers courses in three time periods each semester: Term A (the first half of the semester/8 weeks), Term B (the second half of the semester/8 weeks), and Term S (the full semester/16 weeks). In 2005-2006, all TROY 1101 sections were offered as resident sections during Term A or Term B. These sections met for 50 minutes twice a week. Because of this time constraint, librarians presented the library orientations during two consecutive classroom visits.

Class size was also a consideration. The library has a limited number of computers available for class instruction; therefore, TROY 1101 sections were capped at 25 students so each student had access to a computer and librarians could more easily instruct and assist students. This activity enabled students to interact with the librarians. This interaction resulted in students being more comfortable asking for help in finding information.

Instructional methods must also accommodate students who are absent for the library instruction. Copies of the video and PowerPoint presentation were kept on reserve in the library so students could view the material presented. Librarians provided a makeup activity for students who were absent. Additionally, librarians were available to provide one-on-one

instruction if needed.

Implementation of the Four Components

The TROY 1101 library component required two consecutive 50 minute classes. During the first class, librarians presented the library video and the PowerPoint presentation. They then distributed and discussed the library activity which was to be completed by the next class period.

Student Reference Guide

Librarians and the Chair collaborated on how the library component would be incorporated in the custom published course textbook – *Essentials for Success at the Montgomery Campus*. The Chair planned the format of the textbook and wrote/edited the material on the university areas and services; the librarians wrote the library portion, the Student Reference Guide. This guide includes basic definitions of library terms, reviews library policies and procedures, discusses the Library of Congress Classification system, and provides many screenshots from the library website to illustrate the use of the online catalog and various databases. The Student Reference Guide has been an excellent resource that students often keep and refer to when they use the library resources or website.

Video Tour of the Library

Librarians wrote the script for the 10 minute video tour of the library which was filmed and edited by the campus audio-video services technician. A faculty member narrated the tour. The video shows student and faculty volunteers interacting with librarians and other library staff to illustrate library procedures and use of library resources. Library book collections, including the library's Rosa Parks Special Collection, are highlighted.

PowerPoint Presentation

Librarians created the PowerPoint presentation (along with input from the Chair) to reinforce material in the Student Reference Guide and to prepare students for the library activity given at the end of class. Like the video, the PowerPoint presentation was purposely kept short (10-15

minutes) to hold the students' interest and was updated and improved each term to keep up with library policy and website changes. The PowerPoint walks students through the library website using screenshots of web pages to illustrate the use of the online catalog and various databases and to visually reinforce textbook content such as library policies and procedures and the Library of Congress Classification system.

Student Activity

The student activity was created by librarians; however, the Chair provided helpful information regarding the format and grading of the activity. The activity consists of a list of written questions that the students began in class and finished after class. Because students knew they would be required to complete the graded activity, they had an incentive to listen and ask questions. The exercise required students to visit several areas in the library, to read the library portion of the textbook and to look up information on the library website. They were also required to use the library catalog and the library databases.

During the next class period, after the activity was turned in to be graded by faculty or librarians, librarians discussed the correct answers with students and addressed any questions they had. (This activity is updated every term and makeup versions are provided for students who are absent.)

Collaboration: The Sharing of Mutual Benefit

According to course evaluations, the TROY 1101 library orientation has been mutually beneficial to both faculty and students. The TROY 1101 instructors completed a brief survey about the effectiveness of the library component. On the Library Instruction Faculty Evaluation Form (see Appendix A), faculty were asked if the content was relevant to the class homework assignment, if it was well-organized, if students were involved, if students' reactions were positive, if they were briefed in advance about what to expect from library instruction, and if the homework assignment was appropriate to the course level/objectives.

In addition to the Library Instruction Faculty Evaluation Form, faculty completed a Video/PowerPoint Evaluation Form (see Appendix A) on which they were asked about the effectiveness of the video and the PowerPoint methods as modes of instruction. Faculty responses indicate they enjoyed both the video and PowerPoint, believed the right amount of information was presented and the information was easy to understand, and thought the video and PowerPoint should continue to be used. Informally, faculty members informed the Chair that they were pleased with the library orientations, had learned new information about the library, and would continue to support librarians by giving feedback and bringing other classes to the library.

Students in some classes were given a pretest/posttest to assess basic library knowledge and comfort level with the library. (Some examples of pretest/posttest questions are found in Appendix B.) According to the pretest/posttest results, the TROY 1101 library orientations were a success with students in terms of increasing their knowledge of the library facility, services and library website. Results show that the two library orientation objectives were met: students taking this course became familiar with the library facility and services and students also learned how to navigate the library website.

Pretest/posttest results show that library knowledge increased. For example, on the pretest, 56% of students knew the name of the Troy University library catalog; on the posttest, 78% answered the question correctly. Seventy-five percent of students knew the loan period for books on the pretest; on the posttest 97% correctly answered the question.

In terms of self-assessment of knowledge, only 12.9% of the students said they knew how to request an Interlibrary Loan before the library orientation; after orientation, 82.6% reported they knew how to do this. Results indicated that 29.3% of students said they knew how to find books on the shelf using the Library of Congress classification system on the pretest while 75.3% said they understood this system on the posttest.

Pretest results indicate that 28.7% of students felt comfortable or somewhat comfortable using the online catalog, while the posttest results reveal 81.5% felt comfortable or somewhat comfortable using the online catalog. On the pretest, 50% of students answered that they felt comfortable using at least one Troy University online database; on the posttest 88.1% felt comfortable.

Like the faculty, students were also given the Video/PowerPoint Evaluation Form that asked about the video and the PowerPoint methods as modes of instruction. Their responses indicate they enjoyed both methods of instruction, believed the right amount of information was presented and was easy to understand, and thought both the video and PowerPoint should continue to be presented.

Collaboration: An “Authentically Interpersonal Relationship”

Perhaps the most important benefit of collaboration has been the feeling of camaraderie that has grown and developed between librarians and faculty. They have formed lasting personal and professional relationships. The librarians involved in teaching the library orientation feel that they have obtained valuable experience developing course material and taking part in curriculum development. For example, they were invited by the Chair to write the library portion of the class textbook and other course material such as the student activity. In the process they have formed positive working relationships with the department chair, including presenting and co-authoring this article.

Conclusion and Future Plans

Collaboration between faculty and librarians has resulted in the successful integration of library instruction in the TROY 1101 course curriculum as it relates to a non-traditional campus. Obtaining and maintaining administrative support and having a clear purpose and objectives have been essential for this successful collaboration. Ongoing communication between and among the Chair, faculty and librarians has provided multiple opportunities to discuss the instructional methods and materials. Feedback

from faculty and students has enabled the librarians to refine what has become a key part of the required one-semester hour University Orientation course: the library orientation component.

Future plans include adding a virtual tour on the library website. The PowerPoint presentation and library activity continue to evolve. A revised edition of the textbook will be released in summer 2007 which includes an updated library section.

The effort that resulted in the creation of the TROY 1101 library orientation component truly fits the definition of collaboration: sharing mutual goals, having a well-designed structure

and having mutual benefits. The Montgomery Campus collaboration has evolved into a long-term relationship – a partnership between librarians and faculty who have a vision and a shared passion for teaching students.

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Appendix A

Library Instruction Faculty Evaluation Form

Please circle only one answer per question.

1. The session's content was relevant to the class homework assignment.

Strongly Agree Agree Neutral/Undecided Disagree Strongly Disagree

2. The session was well organized.

Strongly Agree Agree Neutral/Undecided Disagree Strongly Disagree

3. The students were involved during the library instruction session.

Strongly Agree Agree Neutral/Undecided Disagree Strongly Disagree

4. The students' reactions to the instruction session were positive.

Strongly Agree Agree Neutral/Undecided Disagree Strongly Disagree

5. Students were briefed in advance about what to expect from library instruction.

Strongly Agree Agree Neutral/Undecided Disagree Strongly Disagree

6. The homework assignment was appropriate to the course level and objectives.

Strongly Agree Agree Neutral/Undecided Disagree Strongly Disagree

7. Do you have any suggestions for improving the library instruction session?

Video/PowerPoint Evaluation Form (given both to faculty and to students)

Please circle only one answer for each question.

VIDEO

1. Did you enjoy the video?

a. I hated it b. It was o.k c. I liked it d. I loved it

2. How much information was presented in the video?

a. Not enough b. Right amount c. Too much

3. How easy was it to understand the information presented in the video?

a. Difficult b. It was o.k. c. Easy d. Very easy

4. Do you think that Troy 1101 classes should continue to be shown this video?

a. Definitely should not b. Maybe c. Definitely should d. Don't care either way

POWERPOINT

1. Did you enjoy the PowerPoint presentation?

- a. I hated it b. It was ok c. I liked it d. I loved it

2. How much information was presented in the PowerPoint presentation?

- a. Not enough b. Right amount c. Too much

3. How easy was it to understand the information presented in the PowerPoint presentation?

- a. Difficult b. It was ok c. Easy d. Very easy

4. Do you think that TROY 1101 classes should continue to be shown this PowerPoint presentation?

- a. Definitely should not b. Maybe c. Definitely should d. Don't care either way

Appendix B

TROY 1101 Pretest/Posttest Questionnaire (sample questions)

Library Knowledge

1. The Troy University library catalog is called _____.

- a. MHEC b. WebCat c. Reavis d. SHRM

2. The regular loan period for books in the Troy University Rosa Parks Library general book collection is _____.

- a. One week b. Two weeks c. Three weeks d. Four weeks

Self-Assessment of Knowledge

1. I know how to request an Interlibrary Loan

- a. Yes b. Not sure c. No d. Never heard of the term "Interlibrary Loan"

2. I understand how to find books on the shelf in a library using the Library of Congress classification system

- a. Yes b. Not sure c. No d. Never heard of this system

Self-Assessment of Comfort Level

1. I feel comfortable using the Troy University library catalog to find books and other material.

- a. Yes b. Somewhat c. No d. Never used

2. I feel comfortable using at least one Troy University online database.

- a. Yes b. Somewhat c. No d. Never used