

Polk Library Newsletter

Fall 2016



building a better library (instruction program)

Polk is assembling the pieces needed to help students succeed

In building Polk's instruction program, there are no set instructions, just the picture on the box. And in recent years, that picture has changed. For a very long time, that image was of librarians lecturing a class on how to use a specific database or resource. We taught to the tool. Today the picture is much more detailed and intentional. With so many alternatives available, students--at school and beyond--need advanced abilities to find, evaluate and use appropriate types of information. Collectively, these abilities are known as information literacy and it's vital to student success. Polk, through redirecting resources, has built the capacity to teach these skills. Central to this is Polk's team of instruction librarians. It is through these individuals that a variety of initiatives are underway, including a common and scaffolded curriculum; experimentation with new models for distance education; emerging for-credit content; and developing an assessment capacity.

An Expanded and Intentional Curriculum

As Polk and other academic libraries embraced the information literacy model of library instruction, they were able to count on standards developed by the Association of College and Research Libraries that included specific learning outcomes. Recently, the ACRL adopted a broader document that allows and encourages schools to formulate their own specific learning outcomes. Polk's own, Ted Mulvey, was an important architect of the recent revision of what is known as ACRL's "Framework for Information Literacy for Higher Education."

The Framework breaks information literacy down into constituent concepts that help students understand information's authority, creation, and value as well as how individuals work with information as researchers and participants in the conversation of scholarship.

Many of these higher level ideas were difficult to impart to students when librarians were busy only focusing on the idiosyncrasies of a particular tool. A tool, it's important to add, that will likely be unavailable to them the day after graduation. By embracing higher level concepts, Polk librarians can help students master lessons about information that will stay with them as they advance in their education, the workplace, and their personal and civic lives.

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Content written & edited by:

Joshua Ranger & Jennifer Bumann

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The Framework also allows instruction librarians to break their lessons into a curriculum that they all could agree on. With multiple teaching librarians, it was easy for Polk's instruction to become uneven with each individuals teaching different content even to sections of the same class. Polk staff developed a common menu of concepts that they can all pull from when addressing the specific needs of different classes. This has permitted students moving through their career to get more consistent instruction in information literacy concepts as well as specific tool-centered skills.

Scaffolding the Curriculum

Embracing the Framework also meant what librarians have long known: that single sessions of library instruction do not often meet students' needs. Polk encourages faculty to consider adding multiple sessions of library instruction to a course. Often these work best as shorter segments of time rather than a full class period. Instruction librarians can build on the content from previous visits, leading up to the time when research assignments begin and the rubber meets the road. To accomplish these multiple visits, librarians are happy to come right to an instructor's classroom. In fact, now close to 50% of all library instruction sessions occur outside of Polk.

Scaffolding instruction can also go beyond a single semester. An intentional and common curriculum can allow librarians to count on students coming into higher level classes with some information literacy concepts under their belt. Polk is currently working with the College of Nursing to develop a five part information literacy program that would be taught over a student nurse's career in the major. A similar scaffolded approach could be developed in many other programs.

For-Credit Class

The ultimate scaffolded curriculum would assume all students on campus had the same foundation of information literacy to build upon. This would entail, as it does on many campuses, a required for-credit course in information literacy fundamentals. While Polk is not there yet, our librarians are developing, with LLCE, an information literacy component for Liberal Studies 209, *Introduction to Liberal Studies*. In a pilot planned for Spring 2017, one section of this online, seven week course will include a credit's worth of information literacy content developed by Polk Staff, while another section will be taught without it. The information literacy content, based on the Framework, will present lower level information literacy concepts in greater detail than Polk has ever been able to provide before. With the second section serving as a control, Polk staff will work to determine if student outcomes improve with their instruction. If successful, Polk hopes to advance this concept further.

Online Classes

While the for-credit course is new, working with online students is not. Polk's distance education services are long established (see page 7) but still evolving. An important trend is the move away from the live webinar to more pre-recorded content students can access at their convenience. While this trend does entail the loss of some interactivity, distance education librarians Erin McArthur and Joe Pirillo make up for that loss by engaging directly with students via discussion boards, live chat, and email.

Active Learning

Interactivity is a concept that more and more library instructors are adding to their sessions. Active learning practices are employed to both teach higher level concepts and specific skills. Flipping between lectures and active learning anecdotally appears to be paying off with more engaged students.

Assessment

Moving beyond anecdotes is an important brick in the improved library instruction program. Polk Library is committed to developing a culture of assessment and it is vital that program include our instruction activities. Historically, it has been difficult to measure the impact of library instruction because library staff rarely get to see the products of students' research. In addition to in-house efforts, the Student Success Collaborative may offer the library additional opportunities to help the library track interactions with some students.

As assessment had to first wait for a common curriculum to be developed, its planning has only begun. The hope is that, in the future, with rigorous assessment in place, Polk will be able to refine its content and delivery in order to ensure the maximum benefit for students and their instructors.

Polk Library's new instruction program was built on a very solid foundation. It's lower floors are in place and as we look to add to them, we'll continue to look for ways to improve. Perhaps this is where the metaphor fails us. As unlike a building, Polk will never see its construction end. Constantly looking for ways to help students, Polk will always look for another--or better--piece.

LETTER FROM THE INTERIM DIRECTOR: Teaching beyond the tool

by Sarah Neises



In this issue of the Polk Library newsletter, there are many great examples of our librarians partnering with faculty to sharpen students' information literacy skills. At Polk Library, we have long understood the importance of information literacy instruction. Back in the day, we

used to call it bibliographic instruction. The program has come light years from the days of librarians wheeling in a cart of reference books and talking about Library of Congress subject headings. Information literacy training incorporates so many more sophisticated concepts. We have committed to serving the information literacy needs of campus. In a recent reorganization, we made the strategic decision to hire another teaching and distance education librarian. The number and types of instructions we offer has been growing and diversifying over the past few years.

Libraries across the nation are seeing the same trends that we see here: students overestimating their own information fluency and the difficulty of advertising library services and resources to students and faculty. The Distance Education Library Services Needs Assessment (see page 7) highlighted the importance of faculty and instructional staff in the connection between students and the library. If student bibliographies and research skills are poor, call in the librarian experts to help students understand more about research skills. Through our library representatives program we reach out each semester to every academic department to keep faculty and staff abreast of new resources and

services. As our campus transitions to become more research enhanced, it will become more critical that students step up their information literacy skills and understand the scholarly research process.

One of the key issues on campus right now is student retention. Library use has been shown to be a factor in student retention and success. In a recent article, it was found that “. . . students who utilize academic libraries within their first year have higher cumulative grade point averages and retention, on average, than their peers. Additionally, students' use of libraries in particular areas was positively associated with their cumulative GPAs and retention.” The authors looked at many library services including the use of e-books, interlibrary loan, reference chats, library workshops and more.

Librarians play a valuable role in student support services. We are looking forward to partnering with the Writing Center in November to host the “Long Night Against Procrastination”, an event that will help students kick start their research and writing. As stated elsewhere in the newsletter, we are also excited about integrating the library into the Student Success Collaborative as another way to connect with students in need of assistance.

Although we have a small staff at Polk Library, I am proud of the innovation and dedication demonstrated by our teaching librarians. From moving toward multiple class sessions to gamifying information literacy, our librarians have demonstrated energy, creativity and a strong commitment to student learning. With the recent increased focus on learning outcomes and assessment, I am confident that we are moving in the right direction and increasing the efficacy of the instruction program.

SARAH NEISES

¹ Krista M. Soria, Jan Fransen, Shane Nackerud, *Stacks, Serials, Search Engines, and Students' Success: First-Year Undergraduate Students' Library Use, Academic Achievement, and Retention*, *The Journal of Academic Librarianship*, Volume 40, Issue 1, January 2014, Pages 84-91, ISSN 0099-1333, <http://dx.doi.org/10.1016/j.acalib.2013.12.002>.
(<https://www.remote.uwosh.edu/login?url=http://www.sciencedirect.com/science/article/pii/S0099133313001560>)

Auto Ranch EXHIBIT



After some fairly abstract and high concept exhibitions, Polk's first floor gallery gets more concrete... or to be precise, more iron, steel, aluminum and chrome. With six full-size and two subcompact paintings, Jacob Manogue's exhibit "Auto Ranch" is a valentine to American Car culture. With a smooth and painterly approach, Manogue brings the subtle beauty of the junkyard to campus with busy compositions bursting with color. All of the subjects of the paintings are not shown as decaying and

obsolete, but full of the exciting potential a car hobbyist will see in almost any discarded automobile.

"While painting," Manogue writes in his statement, "I attempt to convey the restoration process by expressing the excitement by using saturated colors and marks."

Manogue is a recent graduate of the UW Oshkosh's Art Department. He currently lives and paints in West Bend.



HvZ 2016

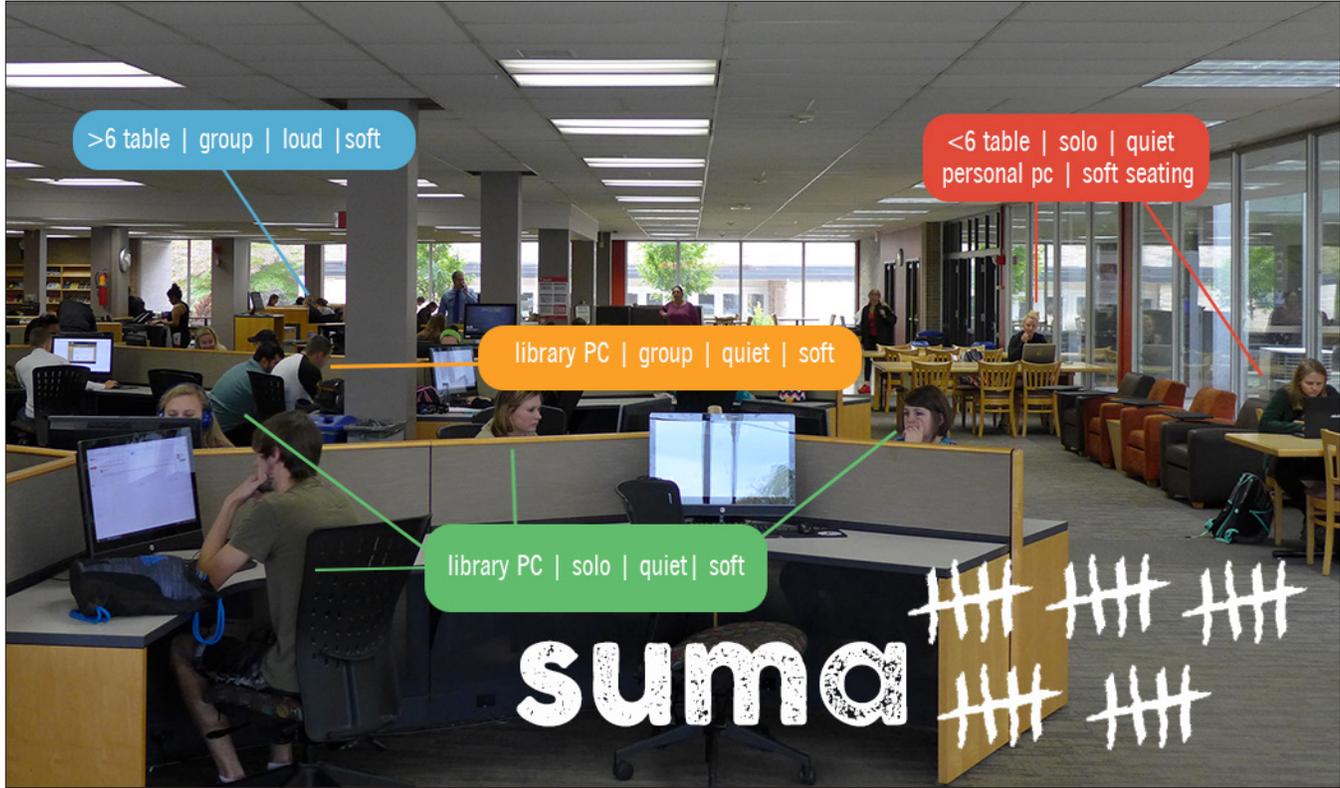
For the second year in a row, Polk Library went dark for a night and turned its stacks over to a zombie horde. Polk's Humans vs. Zombies back to school event was organized by library staff with helpful assistance from S.T.A.N.D (Students and Teachers Against the Not-quite Dead). The event is an elaborate game of tag with the goal of finding a zombie cure before being tagged and turned into the un-dead. Colored head bands helped determine which side of the zombie war a player was on and quick feet and soft "stun grenades" were humans only defense against the horde. The event was heavily promoted to freshman as a way to acquaint them with the library building. Drinks, compliments of the Pepsi fund, and library provided snacks, helped fuel both human and zombie alike.



Winners took home golden brain trophies and enough pizza gift certificates for a post-apocalypse party.



SUMA: Counting Patrons Where & How They Work



As much as we are proud of Polk Library's technological innovations (see ANVIL, Computer Availability, Polk Pics, Kioskbot, GroupFinder, Shelf Browser, etc.), we often first find inspiration for our products in the work of other libraries. No other source has been as generous than the "Wolfpack" librarians of North Carolina State University, truly among the national leaders in the development of academic library technology.

This autumn, Polk will begin employing Suma, a powerful, mobile-based data collection application, developed at NCSU, for the purpose of capturing important data about how our patrons use Polk Library's spaces.

"Gate counts only tell us how many people come into the library," said interim director Sarah Neises. "Suma tells us more about what they're up to while here. This will help us make better-informed and responsible decisions about what to do with our building and policies,"

As the campus master plan looks at how investments should be made in the University's built

environment, Polk Library wants to ensure that the recommendations it makes are based on hard data rather than anecdotes and opinions. Suma is just the latest example of Polk's commitment to more assessment and data-driven decision making.

Using Suma, library and student support staff will physically move throughout the library at different times of day with iPads or phones coding the types of activities they observe patrons involved in. While respecting patron anonymity and privacy, the process will record the number of users in each area and if they are doing solo, group, quiet or louder work. By combining this with opinion data, Polk will be in far better position to improve the library for all patrons.

Despite being an open source product, Suma has powerful features to analyze and output data. Much like web analytics, Suma adds an important aspect of Polk decision making in the future. And as it is employed by over 100 libraries nationwide, it's clear the secret is out on the good stuff coming out of Raleigh.

POLK'S NEW WEBSITE

“One of our main goals was to make the user interface more intuitive,” said Hietpas, Polk’s web developer.

A highlight of the new design is David’s new Polk Pics page for accessing streaming video content. Streaming is becoming the go-to delivery method for video in the classroom and for student learning. But with seven streaming sources available to UW Oshkosh users, finding content was not always easy. Polk Pics combines all available videos together in way that anyone with a commercial streaming service like Netflix, Amazon prime, and HBO Go is familiar with. Users can scroll through the cover art of available titles, making it as easy to find useful classroom content as it is to find a movie for a Friday night in at home. Once selected, videos play within Polk Pics’ own interface making additional browsing of all licensed content easier. The application even includes a “like” button so you can channel your inner Rotten Tomatoes.

In designing the application, Hietpas also built in the ability for Polk librarians to curate. “Watch lists” that make browsing the videos by subject matter even easier. Already there are over 15 lists by discipline. If you would like a custom watch list to be prepared please contact Ronald Hardy at hardyr@uwosh.edu.

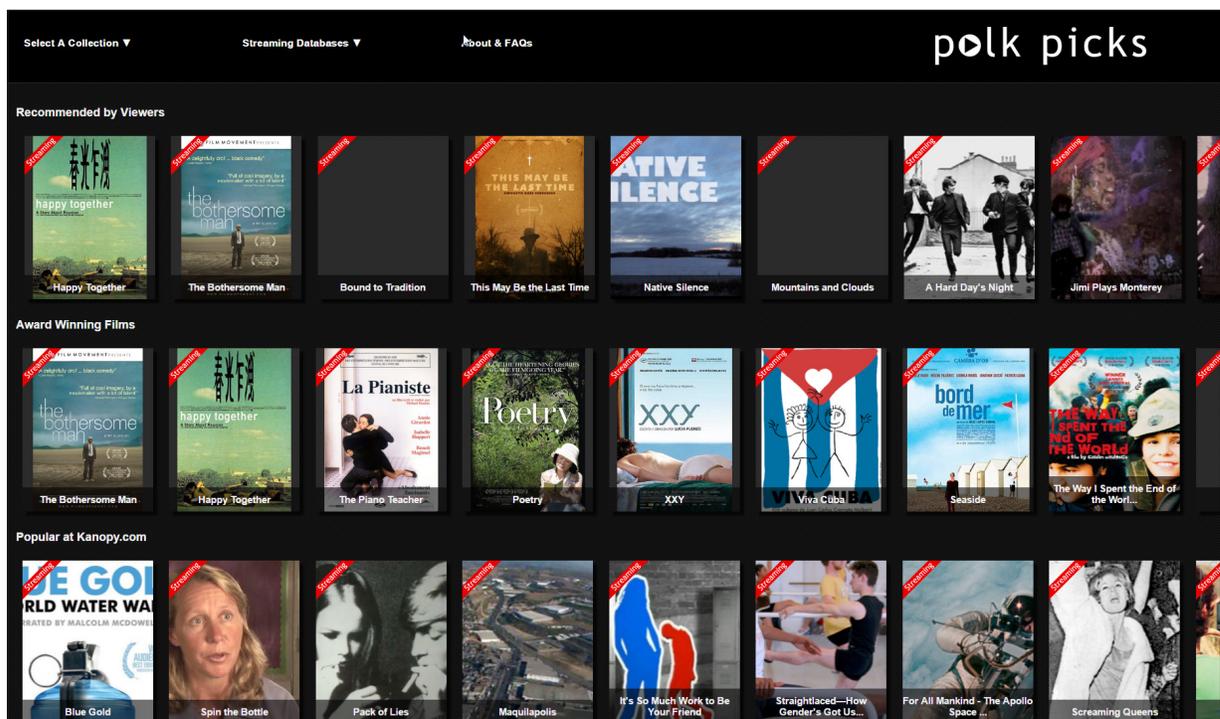


KISS.

Keep it simple...staff!

This was the mantra for everyone who had a hand in the design of Polk’s new website. As it turned out, this was just about everyone at 801 Elmwood.

Polk’s tech team of David Hietpas and Craig Thomas led Polk with a mandate to eliminate clutter on the website in all its forms. Interviewing staff on their needs for the site, the pair helped individuals question the legacy content that tended to move from version to version unexamined. By eliminating unnecessary text and lists of links, Polk was able to focus users on a few important tasks: discovery of resources and getting help. Inspiration for the design and labeling came from respected library programs like Brigham Young, MIT and UW Madison.



Distance Education Survey

Maybe because they seldom get to visit --or even stroll past-- the library, distance education students tend to learn about Polk and its services from their instructors more than any other source. The challenge: there's a lot these instructors still don't know about the library. These are just two of the findings of a recent distance education needs assessment survey answered by over two hundred students and faculty members. The survey provided the library with a host of insights that will better inform its efforts to meet the needs of the university's growing distance education programs.

Through their survey, distance education librarians Erin McArthur and Joe Pirillo identified several areas for improvement in their efforts to support students' information literacy development. Critical to these efforts will be faculty partners who can promote library services among their students and help identify those who could use additional research assistance.

Important to the services Polk provides distance education classes is the concept of the "embedded librarian." Through this service, librarians like McArthur and Pirillo are added to online classes in D2L, serving as a resource for students throughout the term. Experience has shown that when students know they have a dedicated person working with them, they are more apt to request help when they need it. Based on the survey data, Polk's library technology services is developing a new feature in D2L to make requesting an embedded librarian even easier.

In addition, McArthur and Pirillo are working to improve communication beyond specific classes. A new distance ed email list was created that will provide periodic library updates, helpful hints and news that will help students and instructors succeed in their information seeking activities. DE students and faculty can sign up for the emails here: <http://www.uwosh.edu/library/services/distance-education/subscribe>.

Another important challenge identified in the survey is that students appear to require more assistance finding full-text content. Too many students reported problems searching for journal articles, despite reporting being fairly confident in their abilities to do so. In response, Polk staff are exploring the possibility of a point of need tool that would appear within search environments to assist with tips for searching and retrieving full-text. This tool would have the added benefit of helping traditional on-campus students as well.

Pirillo and McArthur's survey is part of Polk's commitment to assessment and data driven decision making. The full report, including separate and specific analysis of nursing, business, and LLCE students and instructors, can be found at: <http://www.uwosh.edu/library/about/planning>.



Staff Profile: Kelley Malott



The library has a proud tradition of hiring alumni to help staff vital parts of its operation. Right now, no fewer than six individuals at Polk graduated from UW Oshkosh (some more than once). Our most recent Titan-hire is Kelley Malott (nee Teague). Kelley, Polk's nighttime supervisor, is a 2015 history graduate. The Appleton native began her time at Polk as an undergraduate work-study student in the archives. Now, she is in charge of the building and circulation activities after most of the staff has left for the day. Her day ends when the library closes at midnight. Late shifts are nothing new to Malott: for many years she worked at the Half-Price Books in Appleton as a shift leader, frequently closing the store. Books are clearly a passion with this one. Still, late night library users can be a little more stressed than end-of-day shoppers.

"People at Polk really late are usually desperately trying to get something done, possibly it's due that next day," reports Kelley. "At this stage, they tend to set up a command center next to the nearest electrical outlet: laptop, textbooks, notebooks, snacks, and 3 cans of red bull lined up and ready to go. Beware all ye who would disturb them."

Still, when they do surface to ask for help, that's when Kelley enjoys the job the most.

"I love helping students. I love to see when they are genuinely interested in their topics and what the library has to offer."

When not tending to the night owls, the newlywed Kelley can be found blissfully fighting with her husband Matt over their Netflix queue or the controller for another dive into Bioshock II.

STAFF NEWS

Erin McArthur, *Distance Education Librarian*, co-authored the article "Evaluating health mobile apps: Information literacy in undergraduate and graduate nursing courses" in the *Journal of Nursing Education*. This was the second time McArthur partnered with Dr. Paul McNiel on an article.

Ted Mulvey, *Instruction Librarian*, was awarded the Academic Staff Outstanding Achievement Award at the 2016 Opening Day ceremonies. Ted is the third Polk Librarian to be so honored.

Joshua Ranger, *University Archivist*, published the inaugural From the Stacks feature in the Summer/Fall 2016 issue of *Voyager* magazine. The piece "Beware of the Drums of War" focused on a unique 1918 Winnebago County civil court case involving anti-German hysteria.

Kelley Teague, *Night Circulation Supervisor*, is now Kelley Malott after her wedding in September. Congrats to Kelley and Matt.

Craig Thomas, *Systems Librarian*, is leaving Polk for a new opportunity at Lawrence University. Craig's dedication and knowledge was critical to Polk's migration to the Primo and Alma library systems. His experience and skills will be sorely missed.

POLK BY THE NUMBERS: PLUCKING THE FEDERAL DEPOSITORY COLLECTION

This summer, Polk Library finished the listing process required by the Federal Government by any library leaving the Federal Repository program. Taking advantage of student labor, Polk along with the UW Oshkosh Office of Sustainability, recycled the bulk of the collection that was not claimed by other libraries or added to Polk's main archives collections.

Close to 5000
items moved to Main
Collection



230 items moved
to Archives



Close to 1200 items
sent to UW Madison libraries
and Wisconsin Historical Society



17 cabinets of microfiche and microfilm
unsleeved and recycled by an Appleton
company



To date 770 student hours to prepare
approximately 141 TONS of paper
documents.