

## EDUCATIONAL SERVICES PROGRAM

Annual Report, 1978/79

### Introduction

This report records the tenth year of activities in the Educational Services Program (ESP) and the last year in which those activities were staffed by librarians working from a base of support in the Shields Library Reference Department. The completion of this decade of library instruction, from 1969/70 to 1978/79, coincides with the end of a unified general reference service in Shields Library. The division of reference service into two reference desks, and the possible significance of that division for the future development of the Educational Services Program, are discussed in the final section of this report, Problems and Recommendations for the Future.

The activities and productivity of the ESP staff throughout this year demonstrate again the policy that has guided the development of the instruction program during the entire ten years: to provide an up-to-date array of instructional opportunities for students at all levels of need, from entering freshmen to advanced graduate students; and, simultaneously, to create new programs to the extent possible in available staff time. This year, creative achievement was focussed on the development of ten new slide/tape programs for the innovative course, A Self-Paced Introduction to Library Research.

### Staff

The ESP instructional staff has worked together for four years and this stability has made it possible to maintain the heavy workload described in this report and quantified in the statistical tables. It is a considerable achievement that so much has been accomplished with only 1.35 FTE allotted to ESP.

Suzanne Stear was the Graphic Arts student assistant this year, Maryanne Letterst was the student Reader for English 28, and Yvette Brittain filled a work-study general assistant position for a second consecutive year which helped the program considerably because of her experience.

### Program Activities

#### 1. Visiting Lectures

This year almost 600 more students were reached than last year (see Table 1: 3,065 compared to 2,485), but the number of courses taught was exactly the same: 92. The gain in students reached was due to one course, Biological Sciences 1, for which special materials were prepared.

Faculty members requested visiting lectures for the first time for six new courses: Avian Sciences 199, Biological Sciences 1, Comparative Literature 5 and 6, Food Science and Technology 190, and Plant Protection and Pest Management 202B.

The Visiting Lectures Program has reached a level of development which cannot expand given present staffing allotment and the demands of the other instructional activities. It should be maintained at its present level, however, and expanded whenever the opportunity exists because it is the most cost-effective instruction currently offered. The self-paced instruction being developed is a potential rival but not in the immediate future.

## 2. English 28: Introduction to Library Research and Bibliography

After four years of stable and near capacity enrollments in the six sections offered each academic year, student interest in English 28 dropped by almost 50%. The two sections offered each Fall Quarter, usually overenrolled, were only 65% filled. That was a harbinger for the entire year. The most probable reason for the smaller enrollment: student focus on courses directly related to job qualifications and career opportunities. An elective course on library research may not appeal as much now as when the trend among students was to explore and to design individual majors.

In the Winter Quarter, 1979, the Chair of the English Department, Thomas Hanzo, notified Mr. Gould that the English Department could no longer fund the salary for the Reader position for English 28. Mr. Hanzo attributed this decision to the decrease in FTE students enrolled in English which reduced funding available to the Department of English.

These two events brought about a reevaluation of the cost effectiveness of English 28 in the context of the Educational Services Program. After staff and administrative conferences, two decisions were reached: the number of sections offered in 1979/80 would be reduced, and, loss of the Reader would require revising the weekly laboratory assignments to be self-correcting.

With lower enrollments and reduced financial support, a five-year period of development and growth of an excellent course in library research comes to an end. English 28 shall continue, but its future is uncertain. Its past, however, is secure. It provided a workshop for the ESP staff to create, develop, experiment and become better teachers, and it provided a broad foundation on which the newly-developing self-paced course is being built. Finally, it has given excellent training in the methods and materials of library research to 620 students, some of whom have written in post-evaluation of the course that they judged it to be the most valuable, or one of the most valuable, courses of their college careers.

Special acknowledgement is given to Carol Rominger who provided the impetus to create the course and who contributed the major part of the original textbook, laboratory assignments, audio-visual programs and examinations. The other members of the staff contributed to the textbook and other instructional materials throughout the years, and the teaching was shared equally among Ms Knowles, Ms Moreno and Ms Rominger, but the heaviest share of all the written preparation was accomplished by Ms Rominger.

### 3. Library Survival

Since 1975, Library Survival, a non-credit mini-course, has been offered each Fall, Winter and Spring Quarter for students who want a brief introduction to library research. Enrollment was high in fall, moderate in winter and quite low in spring. It may not be cost effective to offer this program in future Spring Quarters, but its popularity in the Fall and Winter Quarters assures its continuance as an excellent instructional opportunity for many students.

### 4. Non-University Groups

This year's total of 373 persons taking the lecture/tour for non-university groups is consistent with the annual range from 373 to 418 persons for each of the past five years.

### 5. Instructional Media Programs

Instructional media presentations, in all the variations shown in Table 5, are an established part of the total teaching program and will be relied upon even more in the future as self-paced instruction is used to make the Educational Services Program more cost effective.

In 1978/79, overall use of instructional media declined slightly from 1977/78, 3,481 students compared to 3,895. This was attributable to the lower use of transparencies in classroom instruction, partly made up by increased use of slide/tape and videotape. The two videotapes, Six Ways to Ask a Reference Question and The One-Two Method of Library Research, have been used with increasing frequency: 486 (1975/76); 664 (1976/77); 1188 (1977/78); 1432 (1978/79). Requests for purchase or borrowing of these tapes continue to be received from other parts of the United States and this year include Princeton University and the University of Illinois, Urbana-Champaign.

The most likely reasons for the decrease in use of the audiotape walking tour, commented upon in this section last year, are two: less free time for students taking the Summer Advising Program, and, only three days during Orientation Week instead of five. This year, 571 students took the tour, which was actually a few more than in 1977/78, 544. In 1976/77, the total was 1036.

### 6. Instructional Publications

The Library Information Leaflet series continues to provide an excellent source of information and instruction for library users. Approximately 28,600 copies of 12 different leaflets were distributed. The drop from last year's high of 36,800 copies is due to the extraordinarily high number of Lending Regulations leaflets used in 1977/78 to introduce the entire library clientele to the new computerized circulation system.

This year, leaflets for the Physical Sciences Library are noted in a special supplementary tally.

## 7. A Self-Paced Introduction to Library Research

In March 1978, the Educational Services Program was granted funds in the amount of \$1,240.49 from the Campus Undergraduate Instructional Improvement Program to assist ESP in creating a self-paced course on library research. Since the summer of 1978, work on this innovative project has progressed steadily. Of the fifteen units completed, ten are new and five have been adapted from units completed in previous years. The ten new units include nine slide/tape programs, six completed by Carol Rominger, and one each by Em Claire Knowles, Jon Haughton and Theodore Gould. The tenth unit is an audiotape self-guiding tour by Johanna Ross. An additional five units will be developed as time permits, but the course can be offered as an entity with the units that are now ready.

In the coming year, it is expected that the fifteen units will be used in a variety of ways: many will become part of the English 28 course, some will be in the Library Survival mini-course, some will be incorporated into visiting lectures, and all will be available for individual students whenever they wish to use them. Each unit will be an instructional module, complete in itself, focussing on one aspect of library research. All of the units combined will provide a comprehensive introduction to library resources, to techniques and strategies for using library resources, and to materials for locating information.

Mr. Gould has begun the process of gaining academic credit for the course. He has already received informal encouragement from several faculty for his idea that the course be established as a 1-unit add-on. If this proposal is approved by the Academic Senate, students could earn an additional unit by taking the self-paced instruction in conjunction with another course. Formal action will be initiated by Mr. Gould in the coming year.

### Problems Resolved and Recommendations Enacted

This section is a report on efforts to resolve four problems identified in last year's annual report.

#### 1. Staff Development

As recommended, at least one off-campus workshop on library instruction was attended by each member of the staff in a continuing effort to enhance the quality of teaching by learning about new developments in other libraries. A second recommendation, to utilize the offerings of the Davis Teaching Resources Center, was not implemented because of more pressing priorities that had to be met in the staff time available for ESP.

#### 2. English 28

One problem faced last year was the apparent inadequacy of the ten hours per week allotted for each instructor teaching a section of the course. This year the problem was lessened by lower enrollments. Next year, a reorganization of the way the course is taught should alleviate the

problem further. A second problem, the great amount of time required to grade lengthy and complex term projects at the end of each term, made it difficult for the instructors to carry out their other duties in the Reference Department. Reduction of the length and complexity of the term project has resolved this problem.

### 3. Library Survival

The problem of student attendance dropping sharply from the first to the second and final meeting of each section of Survival has been resolved by condensing the presentation to the absolute essentials of an introduction to effective library research and offering one three-hour class meeting instead of two two-hour meetings. An exception is the special biological-agricultural sciences sections in which attendance holds up well for the second meeting.

### 4. Program Balance

Program balance has been maintained during the year.

### Problems, and Recommendations for the Future

The major problem facing the ESP staff as the second decade of the program begins is: to adapt successfully to the altered work environment resulting from the division of the Reference Department into two departments. Successful adaptation would be to provide a vigorous program that will continue or improve the quality, although not necessarily the quantity, of instruction to the campus community.

The future is uncertain. It remains to be seen how much time and energy will remain after two staffs meet the needs of students and faculty using reference and computer services at two desks, each open over 70 hours per week. Two staffs of 13 librarians may not provide the critical mass of time and energy that has been available from one staff of 10 librarians.

Throughout this year, ESP staff has discussed and planned for changes in all instructional offerings including visiting lectures, English 28, Survival, and media programs. One goal is to achieve more effective use of media programs, as in the developing self-paced course, in place of ESP staff instructing in person. Planning and openness to change are necessary, but the degree of success in adapting to the needs of the new environment will not be known until the end of the next academic year.

EDUCATIONAL SERVICES PROGRAM  
1978/79  
INSTRUCTION ACTIVITIES

Table 1: Visiting Lectures in University Courses

Quarter	Number of Courses	Number of Students	Number of Class Hours
Summer	2	41	2
Fall	42	1949	46.5
Winter	34	830	34
Spring	<u>14</u>	<u>245</u>	<u>18</u>
TOTAL	92	3065	100.5

Table 2: Library Course, Credit: English 28  
Enrollment

Quarter	Number of Classes	Number of Students	Number of Class Hours
Summer	0	0	0
Fall	2	39	20
Winter	2	19	20
Spring	<u>1</u>	<u>15</u>	<u>10</u>
TOTAL	5	73	50

Table 3: Library Course, Non-Credit: Library Survival  
Enrollment

Quarter	Number of Sections	Number of Students	Number of Class Hours
Summer	0	0	0
Fall	5	131	17
Winter	5	46	14
Spring	<u>2</u>	<u>18</u>	<u>7</u>
TOTAL	12	195	38

Table 4: Lecture/Tours for Non-University Groups

Quarter	Number of Tours	Number of Persons	Number of Hours
Summer	2	40	2
Fall	4	39	5
Winter	3	41	3.5
Spring	<u>15</u>	<u>253</u>	<u>14.5</u>
TOTAL	24	373	25

All Lectures, Courses and Lecture/Tours

	Number of Presentations	Number of Students	Number of Hours
GRAND TOTAL	133	3706	213.5

## INSTRUCTIONAL MEDIA PROGRAMS

Table 5: Number of Persons Using Programs

Type and Name of Program	Summer	Fall	Winter	Spring	TOTAL
Audiotape	110	312	107	42	571
Slide/Tape	8	685	213	165	1071
<p>Note: Not included in the statistics of slide/tape presentations is the continuous showings (45 times per day) of <u>The Libraries at U.C.D.</u> during Orientation Week and the first week of classes. The audience for the two-week period is estimated at 200 persons.</p>					
Videotape	179	687	380	186	1432
Transparencies	<u>0</u>	<u>162</u>	<u>95</u>	<u>150</u>	<u>407</u>
TOTALS	297	1846	795	543	3481

## INSTRUCTIONAL PUBLICATIONS

Table 6: Library Information Leaflets  
Copies Distributed

General Information	6,500
Main Library Map	6,000
Reserve Books	1,500
The Jitney	500
Resources on Women	500
Special Collections	170
Government Documents	1,000
Automated Information Retrieval Services	1,000
Lending Regulations	8,000
Microcopy	1,000
Maps	<u>500</u>
SUB TOTAL	26,670
Summer Advising Program Leaflet: "How to Stop Worrying and Learn to Love the University Library"	2,600
TOTAL, SHIELDS LIBRARY	<u>29,270</u>
Physical Sciences Library (PSL) Map	1,500
PSL Spectral Data Collection	500
PSL Geologic Maps Collection	<u>500</u>
TOTAL, PHYSICAL SCIENCES LIBRARY	2,500
GRAND TOTAL	<u>31,770</u>

SUMMARY

Table 7: All Programs, 1978/79

Program	Number of Courses	Number of Students	Number of Class Hours
Visiting Lectures	92	3065	100.5
English 28	5	73	50
Library Survival	12	195	38
Non-University Tours	<u>24</u>	<u>373</u>	<u>25</u>
GRAND TOTAL	133	3706	213.5

FIVE-YEAR COMPARISON

Table 8: All Programs, 1974/75 to 1978/79

	1974/75	1975/76	1976/77	1977/78	1978/79	Percent Change 77/78 to 78/79
Program Presentations	78	120	135	139	133	-0.43%
Participants	3160	3599	3716	3358	3706	+0.107%
Class Hours	165	224	240	224	213.5	-0.047%