

Section I A: Purpose of Hay Library

Hay Library embraces the role of developing a balanced and diverse collection of books, audiovisual materials, maps, periodicals, government publications and online databases which support the curriculum of Western Wyoming College. Open access is provided to these collections demonstrating intellectual freedom and information without regard to sex, race, ethnic identity, age, religion or sexual orientation. Collections are developed to support traditional and digital formats. Cultural and scholarly events are also sustained. Hay Library is committed to fostering information literacy skills and promoting lifelong learning by providing instruction and resources that meet the needs of learners both on and off campus. The support and success of Western's students and faculty will remain the guiding goal of Hay Library.

WWCC Guiding Principles as reflected in Hay Library:

1. **Learning is our Purpose:** Hay Library is dedicated to the support of student learning through sustaining a balanced and diverse collection of library resources.
2. **Students are Our Focus:** Hay Library is committed to information literacy and the instruction of students in the use of library resources and information.
3. **Employees are Our Most Important Resource:** Hay Library endorses and supports staff members in continual training for the positions they hold.
4. **The Community is our Partner:** Hay Library is open to members of the community with equal services provided to them. Cultural and scholarly events are free and open to the public.
5. **Adapting to Change Defines our Future:** Hay Library adapts and supports changing technology through the use of Sirsi-Dynix 3.2J, OCLC, VDX, SerialsSolutions, Campus Cruiser, and a large variety of online electronic resources.
6. **Ethical Standards Guide Our Actions:** Hay Library endorses the Code of Ethics of the American Library Association and the FERPA Guidelines of Student Privacy.

Section I B Primary Goals (Clients served, student learning, Guiding Principles)

Hay Library Primary Goals	Guiding Principles/Goals for Student Success	Assessment Measures
Support Lifelong Learning skills by providing Information Literacy education.	<p>Guiding Principles: Learning is our Purpose, Students are Our Focus, Adapting to Change Defines our Future</p> <p>Student Success: Retrieve information, Solve Problems, Develop Life Skills</p>	<ul style="list-style-type: none"> • Track number of students enrolled in Information Literacy Classes and percent of students receiving library presentations in other types of classes. • Student evaluations will be used to track student satisfaction and comprehensive learning.
Support library users by maintaining a current, balanced and diverse collection of library materials.	<p>Guiding Principles: Learning is our Purpose, Students are our Focus, Employees are our Most Important Resource, The Community is our Partner</p> <p>Student Success: Retrieve Information, See Issues from Multiple Perspectives; Develop Life Skills</p>	<ul style="list-style-type: none"> • Continue collection development using faculty Choice Card Selections and Library Staff selections. • Track the number of acquisitions by Dewey Decimal Classifications per fiscal year. • Continue weeding collections by format on a continuing schedule. • Maintain a sufficient selection percentage to sustain partial government depository status. • Incorporate questions relating to the library collection in the user survey.
Maintain Hay Library’s visibility on and off campus by marketing	<p>Guiding Principles: Learning is our Purpose, Students Are Our</p>	Maintain an innovative marketing strategy to maintain

<p>library resources (paper and electronic) to students, faculty, staff and community users.</p>	<p>Focus, Employees are Our Most Important Resource, The Community is Our Partner Student Success: Retrieve Information; See Issues from Multiple Perspectives; Develop Life Skills</p>	<p>or increase library usage by documenting library client usage statistics, check out statistics, database usage, user survey results and webpage usage statistics after using a concentrated marketing plan using methods such as:</p> <ul style="list-style-type: none"> • Bathroom buddies • Dormitory Posters • Mustang Cruiser • Facebook • Tabletents
<p>Provide excellent client services by maintaining a knowledgeable, well trained, professional staff.</p>	<p>Guiding Principles: Students are our Focus and Employees are our Most Important Resource Student Success: Communicate Competently, Retrieve Information, Solve Problems and Develop Life Skills.</p>	<ul style="list-style-type: none"> • Continue staff training including training with the Wyoming State Library, OCLC, BCR and other staff training opportunities. • Encourage staff participation in professional and state library organizations. • Incorporate questions relating to customer service in user survey. • Read professional library literature to track trends occurring in progressive academic libraries.
<p>Provide comfortable spaces where library users can browse, study independently, gather for group work, or attend cultural events.</p>	<p>Guiding Principles: Students are our Focus; Adapting to Change defines our Future Student Success: Develop Life Skills</p>	<p>Record client usage statistics weekly and nightly to follow usage trends. Incorporate questions relating to library atmosphere in the user survey.</p>

Section II: Fact Finding

Section IIA

SUPPORT SERVICES

Customers and Clients:

Hay Library serves the student population, faculty and staff of Western Wyoming Community College. Both on-campus and Distance Education students are served through the use of online resources, telephone and e-mail reference services and Interlibrary Loan. Hay Library is open to community members who reside in Sweetwater County and the remaining service areas of WWCC. Anyone having a Wyoming Library card may use Hay Library regardless of their place of residence in the state. By successfully serving members of the community, Hay Library may help recruit potential future students. Service to the community promotes and strengthens marketing of the college and Hay Library in these areas.

A new audience being served by Hay Library is the WWCC Children's Center. Children come weekly to attend readings by Associate Library, Connie Hollin. Children may check out books for a week to enjoy at home. As Information Literacy becomes a necessary life-long skill, children who know where to find information, evaluate it and use it will have a literate advantage all their lives.

Below is an all encompassing list of the services provided to clients of Hay Library.

- Books, periodicals, AV materials are available for checkout
- Interlibrary loan services from libraries in Wyoming, the United States and internationally
- Research Assistance for students and faculty
- State wide borrower's card for library users
- Numerous online, multidisciplinary databases available 24/7/365
- Federal Depository Library Program for government information needs
- Library Instruction for classes
- Online tutorials for on and off campus students
- Class Reserves for individual classes
- Information Literacy classes
- Cultural events for students, faculty, staff and the community

Section IIB

Section II B: Facilities, Equipment, and Staffing

FACILITIES:

- Are the facilities appropriate?
 - The facilities of Hay Library are appropriate for the needs of library users. Nineteen client/user computers are available with one microfilm reader printer. Five computers are available for staff use. Other services provided are a fax machine, one copy machine, and three VCR/DVD players with attached televisions for viewing in private rooms. Three approachable “help desks” are available for assistance. Hay Library provides multiple private and open areas for library users to study, relax and work in small groups. New window shades and leather furniture have been added recently to upgrade the furnishings. A large area in the rear of Hay Library named the “Meadow Room” provides an area for library instruction in addition to a gathering area for cultural events sponsored by the library.

- Are there changes or additions needed? If so, list them in order of priority.
 - A new technologically advanced instruction area is needed for library instruction and student group work. This area would include a white board, Starboard and furniture which could be arranged for library instruction sessions and student group assignments.
 - New carpeting is needed throughout the Library. The present carpeting is the original carpet which was installed in 1988. A stack moving company will be required to move stacks and books during this time.
 - More electrical outlets are needed for students to make use of their laptops.
 - Leaks in the Library roof need to be addressed and the ceiling tiles replaced. This problem has been present for over three years now.

EQUIPMENT:

- Is the equipment adequate and appropriate?
 - Hay Library is an open and inviting library with 19 computer stations for students to use for research, writing papers or other computer related activities. An updated microfilm/microfiche machine was purchased in 2008 for library clients. Three DVD/VHS machines with televisions placed in individual study rooms provide students a place to watch movies for class or leisure. A new fax machine provides students and staff an economical way to send needed materials. Printers and copiers are available for student use. A DVD cleaner was purchased two years ago to replace an older less functional machine. Four new bar scanners for staff purposes have been purchased in

the last four years to replace failing scanners. A new label printer was purchased for technical services to print book labels in a less labor intensive procedure. Three new staff printers have replaced printers which were several years old and not compatible with Vista software. Voice Over IP has recently replaced an older telephone system. With all of the above additions and replacements of equipment, Hay Library now has adequate and appropriate equipment for client use.

Is the equipment well maintained?

- Student and staff computers are replaced on a four year rotating cycle. All the other equipment in the Library for both staff and student use is less than five years old with the exception of the card operated copy machine which is owned by an off campus vendor.

Does equipment need to be updated, or replaced?

- The copy machines could be updated by outside vendors. As technology changes, many students prefer to print from online sources rather than original print materials. A student ID/Library card/debit card would work well with new copy machines.

Are there changes or additions needed? If so, list them in order of priority.

- Wiring has been installed for 10 more computers in the front of the Library. As funds allow, the purchase of more student computers is an addition which would give 10 more clients a place to research and write.
- More electrical outlets are needed by students to use their personal laptops.
- Overhead lighting needs improvement, especially in the Map Room.

STAFFING:

Does the current faculty/staff adequately serve program needs?

- Although the current staff of Hay Library works hard to provide excellent customer service to the users of Hay Library, no professional positions have been added to the Library in the last 27 years. Hay Library has the smallest Academic Library staff in the state, other than Eastern Wyoming College. LCCC has eleven staff members and Eastern has only three members which includes the Director. In the 2008 American and College Research Libraries Survey, institutions granting Associates of Arts degrees (Carnegie Code A) had a Mean score of six Professional staff and six Support Staff. The Median score was 4 Professional Staff with another 4 Support Staff. In the 2008 National Center

for Educational Statistics survey for Academic Libraries, institutions which had FTE's of 1,000 to 2,999 had approximately one professional librarian per 1,000 FTE.

- Using peer colleges of Western and NCES Library Comparison Information for 2008, it is apparent Hay Library is understaffed in the Professional Librarian classification.

College	Location	Student Pop. FTE's	# of Librarians	Support Staff
Adirondack CC	Queensbury, NY	2501	4.5	3.5
Brazosport College	Lake Jackson, TX	2329	4	3
Cape Cod CC	West Barnstable, MA	2332	4.62	6.45
Casper CC	Casper, WY	2561	4	7
WWCC	Rock Springs, WY	2300	2	2.5

- Many changes have occurred in academic libraries in this period of time including a need for formal instruction of Information Literacy classes. With the passage of the Library Funding Amendment in Wyoming, many new electronic resources have been added to the library collection. Other changes are reflected in the student use of social networking sites and applications. Distance Education students will require more interaction with teaching librarians as online classes grow exponentially. Online reference services such as, Text- A -Librarian, will become in demand as library users become more mobile with devices such as iPads, blackberrys and iPods. Mobile users will demand services including face to face video chat, media sharing and other social networking applications not yet developed. Additional professional duties of an E-Librarian could include library instruction, collection development and reference services. An Electronic Librarian could oversee the digitization of Hay Library's unique Herbarium Collection, Oral History Collection and the repository of Rocket Miner Scrapbooks which contain much of the College history. An E- Librarian could interact with adjunct faculty to inform them of content specific resources available in Hay Library. With these changes additional library staff are needed to adequately serve program needs of students at Western.

Are there changes needed? If so, list them in order of priority.

- An Electronic Librarian professional position is needed to (1) oversee the large amount of electronic resources now available to Hay Library, (2) implement the many applications now used by students and faculty and (3) provide a library liaison with the IT Department of WWCC.
- Additional professional staffing may be needed to instruct Information Literacy classes if student enrollment continues to increase. Although accommodations have been made to lighten the load of the Technical Services Librarian who now teaches these classes, additional hours of instruction time will necessitate another position either full time or part-time being added.

Section IIC

Section II C: Printed Materials and Website

- Is the information appropriate and current?
 - The Hay Library's printed material and websites were reviewed by Brandi Moore, WWCC faculty member and external member of Hay Library's Program Review for currency and appropriateness. The Hay Library's items reviewed included informational handouts, bookmarks, Wyoming Community College Libraries advertising pieces, commonly used presentations, the library's Mustang Cruiser website, and the general information website. Each of these items was found to be current and the items fulfilled specific needs to advance the mission of the library. Although the review provided favorable results, there are recommendations highlighted below that can further the quality and direction regarding the print items and website.
 - Add Western's Logo to any publication that you also use the title "Hay Library"
 - Links that go to other websites outside of the college should open in a new window or a message indicating that they are leaving the college site should appear.
- Does the appearance of the item represent the College and your program in a professional manner?
 - The appearance of the items reviewed represents the College and Hay Library in a professional manner. The website layout is clean and the information is professionally presented.

Have you surveyed customers or clients to evaluate the appropriateness of the information and presentation?

- Library clients including staff and faculty were surveyed during the Fall 2009 Semester using Mustang Cruiser for student responses and Survey Monkey for faculty and staff. Employee groups included full-time and part-time benefitted employees on the local campuses and in Outreach locations. Adjunct instructors were included in the survey from all areas.
- One third of respondents visit the Library website daily, weekly or monthly. Another third of the respondents report they visit the library website occasionally. Approximately one fourth of the respondents reported they have never visited the Library Website. Eighty percent of the participants replied the library website was either very user friendly or somewhat user friendly. Changes to the webpage which could improve the 80% rating would be creating a simpler webpage which would limit scrolling by library users, creating a search box for WYLD CAT, more Captivate training tutorials and the use of LibGuides subject guides to categorize and explain the content of databases. By 2013 when Verizon completes its 4G LTE nationwide network, Hay Library and Western will need to think through how mobile users can access Hay Library's considerable online resources.

Do you include the purpose of your program and the goals in the Catalog and on the web site?

The Hay Library website needs to be updated to include the Library's new program level goals. The Library's Mission Statement is now included in the Collection Development Policy for the Library. The new updated goals need to be added to the college catalog.

Do all active course syllabi adhere to the Curriculum Committee's "Minimum Requirements for Course Outline Syllabus"?

- The newly added Information Literacy courses, HMDV 2490 and LIBS 2490 adhere to the college's minimum requirements for course outlines. (See Appendix)

Section IID

SUPPORT SERVICES

Regulations Compliance:

- What regulations OR standards are in effect for your program?
 - Hay Library complies with Wyoming Statute 16-4-203 regarding privacy of circulation and registration records.
 - Hay Library complies with all Federal Depository Library Program regulations.
 - Hay Library follows the guidelines for 'Standards for Libraries in Higher Education' set by the Association of College and Research Libraries.
 - Hay Library complies with FERPA (Family Educational Rights and Privacy Act).
 - Hay Library observes the Library Bill of Rights established by the American Library Association.
 - Hay Library incorporates the use of the ALA Information Literacy Competency Standards for Higher Education in all Information Literacy courses taught.

- Have regulations or standards been adequately met?
 - Hay Library has adequately met all the regulations, laws and standards set forth for our program. As new standards are mandated, Hay Library will strive to be compliant.

- What action should be taken to ensure continued compliance or approach alignment with standards or regulations?
 - Hay Library will continue to comply with the rules, laws and regulations stated within the professional standards of the American Library Association, Federal Depository Library Program, the State of Wyoming and the United States of America.

Section IIE

Section II E: Professional Development

Following are the professional development activities of the Hay Library staff since the previous program review. (Note: Connie Hollin began her employment August 2008 and Linda Halter began August 2006)

Library Director Carol Brown

Activity	Dates
WLA Conference	2005-2008
Director's Retreats	2006-2009
WYLD Spring Meetings	2005-2009
Serials Solutions Training	2009
Wyoming Legislative Receptions	2005-2009
Wyoming State Library Library Director's meetings	2005-2009
Dale Carnegie Immersion Course	2008
Skillpath's Seminar for New Managers-Denver, CO	2007
Academic Library Online Tutorial meetings	2007
Library Funding Amendment Meetings	2005-2009
Hay Library Staff Retreat	2006
Front Page class	2006
FDLP Meeting	2005
Web Expression Class	2009

Associate Librarian Connie Hollin

Activity	Dates
WYLD Cataloging Training	Fall 2008
Web Expression Class	February 2009
WYLD Spring Meetings	May 2009
WWCC EDCI 2526 Facilitating Online Learning	Summer Semester 2009
Emporia State University LI 838XI Information Transfer and Government Resources	Summer Semester 2009
WLA Conference-Presenter	August 2009

Library Assistant Fern Stringham

Activity	Dates
Interlibrary Loan Conference in Colorado	2007 & 2009
WYLD Spring Conference	2008
Microsoft Word Workshops 2008	2008
WorldCat Resource	2008
Sharing Basics : All about WorldCat	Jan 2008
Cross training on Government Documents	On-going
Serial Solutions Workshop	2009

Library Assistant Linda Halter

Activity	Dates
Cataloging Training	2006
Various Webinars	2006-2009
Book Repair Training	2008
WYLD Cataloging and Government Documents Training	Fall 2008

In addition to the professional development activities listed above, all Hay Library staff participate in monthly staff meetings and trainings on a variety of subjects such as how to use the individual databases, customer service, college and state policy and procedures, etc.

Evaluate whether or not the development activities have adequately met the needs of the program.

- With the passage of the Wyoming Library Funding Amendment, a multitude of new electronic databases were purchased jointly by the Community College Libraries in the state. Although Hay Library staff members have been active in training with these resources, continued training will be required to keep staff adequately trained.

Address plans for improvement of development activities in the future, if necessary.

- As many Library 2.0 technological developments continue to evolve and expand, continued training will be required to keep Library staff current in their fields.
- Additional online resources will require continued staff training on a monthly basis.
- Information Literacy education will require staff training and educational opportunities.

Section II F. Recommendations from 2005 Hay Library Program Review

Non-fiscal	
<p>Continue modifying the library web site to improve usability. Add an online suggestions box. Work with faculty to expand the Reserved Readings and Pathfinder sections.</p> <p>Continue reading and contributing to web and usability email lists for librarians.</p>	<p><i>Accomplished--ongoing.</i></p> <p>The Hay Library website is a work in progress. The change in how students access databases, from the old system of entering library card numbers to the new one of logging on through Mustang Cruiser, is a major improvement. An online suggestion box has been created and is periodically used by patrons. Our two librarians regularly participate in listservs. Only a few faculty members currently use the online reserve readings. The use of online LibGuides may increase faculty use of online guides.</p>
<p>Continue working on the Action Plan tasks (see Appendix A).</p>	<p><i>Accomplished.</i></p> <p>Most of the specific tasks listed in the earlier review have been addressed.</p>
<p>Improve staff cross-training.</p>	<p>Accomplished, on-going.</p> <p>Because Hay Library has a small staff at the current time, continuous cross training with new electronic resources and devices remains a continuous task.</p>
<p>Convince more faculty members to include library use instruction in their classes.</p>	<p><i>Partially accomplished.</i></p> <p>There has been a small increase since 2005 in the number of faculty who include library instruction in their classes. Although the number of Library instruction sessions has remained approximately the same, the number of students has increased by over 200. As the importance of Information Literacy becomes more apparent to faculty, instruction sessions may increase.</p>
<p>Keep working on raising public awareness</p>	<p><i>Partially accomplished, needs additional</i></p>

of the library's resources and services.	<p><i>attention.</i></p> <p>Marketing of library resources and services remains an area which needs more yearly attention.</p>
Keep enhancing the appearance and atmosphere of the library.	<p><i>Partially accomplished, ongoing.</i></p> <p>The library has obtained some new furniture since 2005 and new blinds on all the windows. The plant collection has been expanded. The proposed new instructional area will add new tables and chairs. New carpeting and ceiling repair is still needed. A new custodian has added greatly to the maintenance of the library.</p>
Find ways to better train and utilize the student workers.	<p><i>Accomplished, ongoing.</i></p> <p>The addition of a part-time staff member in the evenings has vastly improved student productivity. The use of a checklist to train new student workers makes the training process more complete.</p>
Fiscal	
Eliminate the Part Time Library Assistant position, shifting \$3,000 of allotted funds to Student Salaries and \$5,000 to the library's subscriptions and acquisitions budget. Additional funds of \$2000 to \$3000 should be added to the library budget each year to cover subscription price increases due to inflation, even though spend-out and carry-over funds are usually available.	<p><i>Accomplished-</i></p> <p><i>The position was eliminated and the funds were reallocated. Additional funds have not been added to the Library budget each year as the economic downturn of 2008 has created major budgetary shortfalls. National surveys indicate a staffing shortage in Hay Library also exists. An electronic Librarian position needs to be added to the staff.</i></p>
Raise student pay.	<p><i>Accomplished.</i></p> <p>The current student pay is \$7.25/hour.</p>
Add two student computers.	<p><i>Accomplished plus.</i></p> <p>Currently the library has nineteen student</p>

	computers, up from thirteen in 2005.
Buy shades for the windows above the Meadow Room area.	<p><i>Not Accomplished.</i></p> <p><i>The price quote for the awning and motorized devices proved to be too costly.</i></p> <p><i>Another area in the Library is being renovated to provide an instructional area for library classes. Movable tables, chairs and a large TV monitor will furnish this area for library instruction and cultural events. Faculty will be encouraged to use this area for instructional purposes.</i></p>
Obtain copy machines compatible with student ID cards that function also as debit cards.	<p><i>Not accomplished.</i></p> <p>Hay Library does not have a copier that is compatible with student IDs; however, a workable system is in place that allows students to buy their own copy cards which are reusable.</p>
Purchase display shelving for audiovisual materials.	<p><i>Accomplished.</i></p> <p><i>Display shelving is now in place for the audiovisual materials covers. Actual audiovisual materials are stored in the AV room behind the main circulation desks.</i></p>

• Section III: Focus on the Future

Section III A: Assessment Reporting of Program Goals

1. Support Lifelong Learning skills by providing Information Literacy education.
 - o Two Information Literacy classes have been created through the Spring Semester 2010. The first class (LIBS2490 Information Literacy: Managing and Navigating the world of Information) was in combination with an English 1020 class. Class attendance was seven students. The second class was in conjunction with an English 1010 class with 22 students attending.

- Three new Information Literacy classes are planned for the Fall Semester 2010. All these classes will be stand-alone and not attached to other classes. The first two classes will be renamed LIBS 2490 Online Research Tools and will have a pre-requisite of English 1010 and CMAP 0910. One class will be online and the other face to face. Both classes will be two credit classes. The third class will be HMDV 2490, Research in the Information Age. It will be a one credit online class with no pre-requisites designed for older learners.
 - In the future other methods of Information Literacy instruction maybe utilized such as workshops using Elluminate Sessions or Information Literacy LibGuide modules.
 - Traditional Library Instructional sessions have remained approximately the same at 40 plus sessions per academic year, however; the number of students attending has increased by 200.
2. Support library users by maintaining a current, balanced and diverse collection of library materials.
- Electronic resources continue to be chosen by the Library Funding Committee consisting of the Academic Library Directors in the state of Wyoming. Additional electronic resources are provided by the Wyoming State Library.
 - Collection development of paper resources is maintained with the use of Choice Card Selections by Hay Library Professionals and faculty. Hay Library Professionals additionally use selection aids such as the New York Times Book Review, New York Review of Books and catalogs from assorted publishers. The online version of Books in Print assists selection by facilitating topic and Dewey Decimal class searches. Purchasing through the Baker & Taylor website has eased purchasing by subject and format. The number of books added per fiscal year and Dewey Decimal area will continue to be tracked via Director's Station to provide a balanced collection process supporting the current academic curriculum. Below are the numbers of books which have been added per Dewey Decimal Classification for the last five fiscal years.

	000's	100's	200's	300's	400's	500's	600's	700's	800's	900's
FY2005	18	44	28	303	8	203	221	256	259	226
FY2006	32	45	63	326	5	100	195	400	150	363

FY2007	46	59	25	262	2	73	174	178	105	135
FY2008	29	82	60	402	118	92	214	230	153	156
FY2009	100	140	35	509	14	116	233	895	214	215

- Systematic weeding will continue on a 3 year cycle. The total number of book shelves will be divided by 3 and that number of shelves will be weeded each year. After a three year respite, weeding will resume. Perpetual weeding will continue as editions are superseded, lost or destroyed. Timely weeding is a signal to library users that the collection is credible and current. Weeding enhances the circulation of a more relevant collection. Weeding on a regular schedule adheres to the guidelines of the Association of College and Research Libraries, Standards for Libraries in Higher Education and Hay Library's Collection Development Policy.
- A new weeding procedure using a two librarian/faculty approach is being instituted. If a faculty member wants to keep a particular book which has been designated for weeding by the library staff, they must complete a brief form outlining their reasons. Final weeding decisions are still retained by the library professional staff. Weeding will continue until the complete collection has been weeded. The Continuous Review, Evaluation and Weeding (CREW) Method of weeding will be used as the main criterion for weeding of library resources. These criteria may be adjusted by the Library Director and Associate Librarian as needed. The basic tenets of the CREW method are the consideration of the latest copyright date and /or when the book last circulated and the following MUSTIE factors.
 - M=Misleading or factually inaccurate
 - U=Ugly (worn and beyond mending or rebinding)
 - S=Superseded by a truly new edition or a better book on the subject
 - T=Trivial (of no discernible literary or scientific merit)
 - I=Irrelevant to the needs and interests of the College curriculum
 - E=The material may be obtained expeditiously Elsewhere through interlibrary loan or reciprocal borrowing.

- Weeding of the government document collection will commence using the discard procedure designated by the Federal Depository Library Program. Items which are superseded will be discarded as they are received in accordance with FDLP Guidelines. Because the State of Wyoming temporarily does not have a Regional Depository to facilitate weeding, the Wyoming State Library and the University of Wyoming have instituted a storage procedure which will serve to assist weeding for the current time. Weeded documents will be stored at the Wyoming State Library until the Regional Depository Pilot Program has been resolved with the FDLP.
 - The recent Program Review survey indicated people using Hay Library wanted more fiction titles added to the collection. At approximately the same time, the Library Funding Amendment Committee decided to increase the number of leased fiction titles in the McNaughton Program. The Plan has been increased by 100 titles to 400 titles to provide additional fiction for library users. McNaughton fiction titles are now being catalogued to allow better access to the collection. Other formats of fiction will be added to the collection as budgets permit.
 - The Program Review Survey also indicated users wanted more current paper resources (89%). Collection development efforts are being targeted towards more paper reference materials.
3. Maintain Hay Library's visibility on and off campus by marketing library resources (paper and electronic) to students, faculty, staff and community users.
- An innovative marketing plan will be implemented using such strategies as bathroom buddies, dormitory posters, Mustang Cruiser, Facebook and Tabletents.
 - After this implementation, library usage statistics consisting of gate counts, check out statistics, database usage and webpage statistics will be compiled. These statistics will be compiled yearly to compare Hay Library's visibility on and off campus.
4. Provide excellent client services by maintaining a knowledgeable, well trained, professional staff.

- In the recent program review survey, clients gave the library staff a 90% plus approval rating for individual attention, knowledgeable answers, professional behavior and quality client service. This level met the 90% criteria level established earlier. This criteria level will be surveyed again in the Fall Semester of 2010 using the nationally known LibQual survey.
 - Staff training will continue through all available venues such as webinars, state and local training and yearly professional conventions. Weekly staff training has been implemented to keep staff knowledgeable about the growing number of electronic resources now available to students, staff and faculty. Membership in state and national Library Associations will be encouraged and paid for by Library funds. Wyoming Library Association, American Library Association, and Association of College and Research Libraries conferences provide staff training yearly.
 - In the Perceived Needs Section of the recent Library Program survey, a fourth of those responses indicated a need for a permanent staff member being on duty during weekend hours. This will be accomplished by having the evening clerk work additional hours on Sunday evening. Regular staff will work rotating shifts on Saturday afternoon. Night and weekend usage statistics will be compared with previous years when only student workers were staffing the Library.
5. Provide comfortable space where library users can browse, study independently, gather for group work, or attend cultural events.
- A new instructional area is being constructed consisting of a large flat screen television with Internet/computer connections and several new portable tables and chairs. This area will be used for library instruction, information literacy classes and other library events. Faculty will be encouraged to use this area for instructional or cultural purposes. If students find the chairs in the new instructional area comfortable, more chairs may be added to other locations in the Library at a later date. New carpeting for part or the entire Library is being considered when funding becomes available. Library users will

be surveyed to discover if they like and/or use the new instructional area.

- One of the current three AV rooms was renovated to provide a large table with chairs and a whiteboard for group study. Signage for all the group study/AV rooms was changed to reflect the available use for the room. Keys for these rooms will be catalogued and checked out to library users. Usage statistics can be kept to compare on a yearly basis.

Section III B: Strengths, Limitations and Opportunities of Hay Library

Strengths of the Program

- ❖ The multitude of online resources which are available through Hay Library is exceptional. Many new databases are added each year due to funding made available through the Library Funding Amendment. These resources are available 24/7/365 to students both on and off campus through access to Mustang Cruiser. Online tutorials created by the academic librarians in the state add additional resources to the large selection of electronic resources. The Library Funding Committee will continue to purchase library resources in the future due to permanent funding from the Wyoming Community College Commission.
- ❖ A dedicated, customer service oriented staff helps keep Hay Library customer centered. In the recent Library Program Survey, evaluations from students, faculty and staff gave Library Staff high marks for customer service, professional behavior and knowledgeable answers.
- ❖ Library Instruction is available to any faculty member who requests a presentation for their class. Adjunct faculty receive a brief orientation to Library services at the beginning of each semester.

- ❖ Inter-Library Loan service is an active part of the services provided by Hay Library. Each year usage statistics keep growing as enrollments increase. A prompt ILL service both local and nationally provides resources not owned by Hay Library.
- ❖ Last year Hay Library celebrated 40 years as a Federal Depository Library. As a Depository Library, Hay Library can provide special information resources to the residents of Southwestern Wyoming. Materials received from the Government Printing Office help support Western's curriculum in the areas of geology, anthropology, political science, sociology and nursing.
 - ❖ Information Literacy instruction, although in its early stages from Hay Library, is an essential life-long skill students will need as they enter into the 21st century. Hay Library will explore various avenues to present Information Literacy education to students of all ages. Hay Library will continue to try to integrate Information Literacy training into more college classes.

Limitations of the Program

- ❖ With the dramatic increase of electronic resources and the trends toward social networking, Hay Library needs an electronic librarian who can dedicate his or her time to the effective use and instruction of online resources. This person could prepare online Libguides to help users distinguish which databases would best suit their needs and tutorials to help use the Hay Library Homepage more effectively. Interaction with database vendors and the WWCC IT Department would be another important segment of this person's job description. Timely integration of databases into the Hay Library Webpage remains problematic at times due to the workload of the WWCC IT Department.
- ❖ Marketing of Hay Library resources and services remains an issue especially in the community. In the recent Library Program Survey, it was apparent library users were not aware of some of the services offered by Hay Library.
- ❖ The book, periodical, AV and government document collections in Hay Library need extensive weeding. These collections need to be

weeded to provide additional room for new materials and update the collection. With this action, stacks would appear more inviting to users and provide better usage of the current paper resources.

- ❖ Student worker training remains problematic although major strides have been made to assure a thorough training program is in place. A checklist of training items has been compiled with a notebook of additional training materials. With the addition of the Evening Clerk position, more supervision of the student workers is occurring. Student workers have a difficult time staying focused on customer service when left unsupervised.

- ❖ Furniture and carpeting in the Library needs to be updated. Much of the carpeting and furniture is the original furnishings from the 1980's. New client chairs and new desks for the staff would add much to the décor. A larger Information Commons desk in the front of the Library would give students a central reference point for information. Additional electrical outlets for student laptops are another need to be addressed later.

Opportunities

- ❖ Identify cultural events Hay Library could use to market services and facilities.
- ❖ Market availability of the new instructional area for faculty and community use.
- ❖ Market and provide better customer service with permanent staff on Saturdays.
- ❖ Weed the collection using a systematic approach and faculty assistance when available.
- ❖ Use Library Staff Word of Mouth Marketing for electronic resources.

Section III C. Creating an Action Plan

First Year: 2010-2011			
Task or Action	Purpose	Measure of Success	Who is Responsible?
❖ Complete Weeding of 1/3 of the book shelves (875 shelves/yr)	Discard older, non circulating books to update collection	Weed non-circulated books older than 5-10 years depending upon subject area.	Library Director & Associate Librarian
❖ Weed 1/3 of Periodical Collection (218 shelves/yr.)	Discard periodicals older than 5 years which are available online to lower WYLD fees	All periodicals 5 years or older and available online will be discarded	Library Director & Library Assistant-Technical Services
❖ Weed 1/3 of Government Document Collection (70 shelves)	Store older government documents to lower WYLD Consortium fees	Government documents older than 5 years will be placed in storage	Library Assistant-Public Services & Associate Librarian
Plan marketing strategies for Hay Library	Market Hay Library to campus and community users	Complete plan by May, 2011	Library Director, Staff and WWCC Marketing Team
❖ Market new Instructional Area and Library services to students and faculty.	Increase student and faculty awareness of the new instructional/meeting area	Host three faculty and/or student activities in the new area per academic year	Library Staff & Marketing Team
❖ Identify cultural events to market Hay Library	Market Hay Library to campus and community users	Host two cultural events in the Library per academic year.	Library Staff

<p>Increase Staff involvement in training or professional organizations</p>	<p>Maintain a knowledgeable, well trained staff.</p>	<p>Each staff member participates in either (1)an off-campus training session or (2)professional organization activity off campus</p>	<p>Library Director & Staff</p>
<p>Tasks Dependent on Funding (Provide estimated cost)</p>	<p>Data to Justify Need, and consequence of Not Funding</p>	<p>Who is Responsible?</p>	
<p>Carpeting of the Front Section of the Library Anticipated Cost: \$43940.00</p>	<p>Library carpeting is continuing to disintegrate because of age. Library appearance will continue to be compromised.</p>	<p>Library Director, Vice President for Student Learning, Vice President for Administrative Services.</p>	

Second Year: 2011-2012			
Task or Action	Purpose	Measure of Success	Who is Responsible?
❖ Complete Weeding of 1/3 of the book shelving (875 shelves/yr)	Discard older, non circulating books to update collection	Weed non- circulated books older than 5-10 years depending upon subject area.	Library Director & Associate Librarian
❖ Weed 1/3 of Periodical Collection (218 shelves/yr.)	Discard periodicals older than 5 years which are available online to lower Consortium WYLD fees	All periodicals 5 years or older and available online will be discarded	Library Director & Library Assistant-Technical Services
❖ Weed 1/3 of Government Document Collection (70 shelves)	Store older government documents to lower Consortium WYLD fees	Government documents older than 5 years will be placed in storage	Library Assistant-Public Services & Associate Librarian
Track statistics of circulation, gate counts, databases and web page use after marketing campaign.	To maintain Hay Library's visibility on and off campus	Increase of 3% total for all measures compiled	Library Director, staff and Marketing Team
Increase Staff involvement in training or professional organizations	Maintain a knowledgeable, well trained staff.	Each staff member participates in either an off-campus training session or professional organization activity off campus	Library Director & Staff
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and consequence of Not Funding	Who is Responsible?	
Carpeting of the remainder of the Library Anticipated Cost:	Library carpeting is continuing to disintegrate because of age. Library appearance will be compromised further as the carpet wears.	Library Director, Vice President for Student Learning, Vice President for Administrative	

		Services.
Electronic Librarian position Anticipated Cost: \$60,000	Hay Library needs a full time person to interact with database vendors, track use and operability. This person would act as a liaison with the WWCC IT Department and do database instruction.	Library Director and V.P. of Student Learning
Remainder of Library Carpeting Anticipated Cost: \$39400.00	Library carpeting is continuing to disintegrate because of age. Library appearance will continue to be compromised.	Library Director, Vice President for Student Learning, Vice President for Administrative Services.

Third Year: 2012-2013			
Task or Action	Purpose	Measure of Success	Who is Responsible?
<ul style="list-style-type: none"> ❖ Complete Weeding of 1/3 of book shelving (875 shelves/yr) ❖ Weed 1/3 of Periodical Collection (218 shelves/yr.) ❖ Weed 1/3 of Government Document Collection (70 shelves) 	<p>Discard older, non circulating books to increase circulation</p> <p>Discard periodicals older than 5 years which are available online to lower WYLD Consortium fees</p> <p>Store older government documents to lower WYLD Consortium fees</p>	<p>Weed non- circulated books older than 5-10 years depending upon subject area.</p> <p>All periodicals 5 years or older and available online will be discarded</p> <p>Government documents older than 5 years will be placed in storage</p>	<p>Library Director & Associate Librarian</p> <p>Library Director & Library Assistant-Technical Services</p> <p>Library Assistant-Public Services & Associate Librarian</p>
Market library services available to community through Hay Library	Make community members aware of the services available to them through Hay Library.	Publish two major articles in local newspapers about the services available through Hay Library.	Director & Staff
Re-Evaluate Student Worker Training and Handbook	Maintain a knowledgeable, well trained student worker staff.	Appraise student worker evaluation forms for better performance.	Library Director & Staff
Increase Staff involvement in training or professional organizations	Maintain a knowledgeable, well trained staff.	Each staff member participates in either an off-campus training session or professional organization activity off campus	Library Director & Staff
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and consequence of Not Funding	Who is Responsible?	
New Information Commons Desk and 2 new staff desks with table	Current desks are old and do not accommodate all the needed uses required of them. The Information Commons Desk does not exist at this	Library Director, Vice President of Student Learning and Vice	

<p>Anticipated Cost: Staff Desks and table:\$4765.84 Information Commons Desk: \$12,350.00 See Appendices for blueprint</p>	<p>time. An Information Commons Desk would give library users a central point for general library information, computer questions, and reference interviews. The Desk would be located directly in front of the main entrance to the Library. (See Appendices for blueprints).</p>	<p>President of Administrative Services</p>
<p>Digitization of Hay Library's Herbarium collection Anticipated Cost: Outsourcing cost - \$6000.00</p>	<p>Hay Library's Herbarium collection is a unique resource to the State of Wyoming. Although the University of Wyoming has a herbarium collection, it is available to only a select few onsite only. Hay Library's collection would be available to everyone online. WWCC Biology faculty would have a substantial new resource for class use.</p>	<p>Library Director and E-Librarian</p>

Appendices

WESTERN WYOMING COMMUNITY COLLEGE
Online Research Tools
COURSE OUTLINE/SYLLABUS
Fall 2010

INSTRUCTOR NAME: Connie Hollin
CONTACT INFORMATION: chollin@wwcc.wy.edu
307-382-1702

Office Location: Hay Library
Hours Available: when needed by appointment

COURSE NUMBER: LIBS 2490
CREDITS: 2
PREREQUISITES: ENGL 1010 and CMAP 0910

TRANSFERABILITY:

Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS: There is no required textbook BUT, you will be reading many articles and may want to budget some money to purchase a new print cartridge or make copies (usually 10 cents a page).

COURSE DESCRIPTION:

This course is an introduction to the research process and methods for retrieving information in a library or through online sources. This process will then be used to develop and create a blog on the topic of your choice to share your knowledge of various evaluated resources.

Development of a research topic and the creation of effective strategies for finding relevant information are discussed and practiced.

The following information literacy skills are emphasized:

- Understanding the research process
- Selecting appropriate print and electronic sources to answer research questions
- Effectively using Web search engines and WWCC Information and Library Services' electronic resources to find information

- Evaluating, organizing, and correctly citing the information found.

Students receiving credit for LIBS 2490 Online Research Tools cannot receive credit for HMDV 2490 Research in the Information Age.

Course Objectives & College-Wide Goals for Student Success:

Listed below are this course’s primary goals and the measure of successful completion of these goals. All of the course goals reinforce WWCC’s Goals for Student Success:

WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Primary Learning Goals and integration of the Goals for Student Success:

What students will learn in this class (Course Goals):	Which WWCC Goals will be addressed:	What skills will be measured (Course Competencies):	How the skills will be measured (Assessment):
Determine the nature and extent of the information needed	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Define and articulate the need for information • Identify a variety of types and formats of potential sources for information • Consider the costs and benefits of acquiring the needed information • Reevaluate the nature and extent of the information need 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities
Access needed information effectively and	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information 	<ul style="list-style-type: none"> • Select the most appropriate investigative methods or information retrieval systems for accessing the needed 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class

efficiently	<ul style="list-style-type: none"> • See Issues from Multiple Perspectives • Solve Problems • Develop Life Skills 	<p>information</p> <ul style="list-style-type: none"> • Construct and implement effectively designed search strategies • Retrieve information online or in person using a variety of methods • Refine the search strategy if necessary • Extract, record, and manage the information and its sources 	discussions and activities
Evaluate information and its sources critically and incorporate selected information into knowledge base and value system	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from Multiple Perspectives • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Summarize the main ideas to be extracted from the information gathered • Articulate and apply initial criteria for evaluating both the information and its sources • Synthesize main ideas to construct new concepts • Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information • Determine whether the new knowledge has an impact on the individual's value system and take steps to reconcile differences • Validate understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners • Determine whether the initial query should be revised 	<ul style="list-style-type: none"> • Evaluation and grading of assignment and final projects rubric • Observation of class discussion and activities
Individually or as a member of a group, use information effectively to accomplish a specific	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from Multiple Perspectives 	<ul style="list-style-type: none"> • Apply new and prior information to the planning and creation of a particular product or performance • Revise the development process for the product or performance 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities

purpose	<ul style="list-style-type: none"> • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Communicate the product or performance effectively to others 	
Integrate many of the economic, legal, and a social issues surrounding the use of information and access and use information ethically and legally	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from Multiple Perspectives • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Understand many of the ethical, legal and socioeconomic issues surrounding information and information technology • Follow laws, regulations, institutional policies, and etiquette related to the access and use of information resources • Acknowledge the use of information sources in communicating the product or performance 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities

METHODS OF INSTRUCTION:

Lecture, Demonstrations, Participation, Team Work, Group Discussions, and Online Discussions/Blogging

All Assignments will be controlled-practical-exercises:

A controlled-practical-exercise is where you as the students are guided, step-by-step through a procedure, technique or operation. You will be guided through a set sequence, and as you complete each step, you will be checked by the instructor prior to continuing to the next step. A mistake is corrected before you proceed to the next step. Each weekly assignment will be a piece of the final project. You will want to go back and fix any problems so that your final project scores well.

METHODS OF EVALUATION:

Attendance Policy – As this is an online course, please plan to spend 2-4 hours each week working on assignments and learning the various topics on Blackboard

Grading Policy –

There are 500 possible points for this course divided as follows:

total)	8 Weekly Assignments	25 points each (200
total)	8 Weekly Discussion Boards/Blog Postings	25 points each (200
	<u>1 Final Project</u>	<u>100 points</u>

Totaling

500 points

Grading Scale -

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

Below 60% = F

Rounding Policy - Grade averages will be rounded up, i.e. 89.9% is rounded to 90%.

MAJOR UNITS OF STUDY:

Information Literacy-What is it?

What information do I need? (Know)

Where can I find the Information I need? (Access)

Evaluating information (Evaluate)

Using the information I found (Incorporate/Use Legally/Ethically)

Did I succeed? (Remember)

Creating a Blog/Discussion Board Posts

The first 8 weeks will be spent learning to access and evaluate the information you find through a variety of sources. We then will shift gears as you use these skills to create and write a blog (discussion board) using the information you find.

INCOMPLETE POLICY:

The grade of "I" (Incomplete) may be given after the mid-point of the course when unexpected circumstances, such as illness or military service, make it impossible for a

student who is passing the course with a “C” or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work. It is the student’s responsibility to initiate this process, but an Incomplete is assigned solely at the instructor’s discretion. Check the College Catalog for the entire policy.

APPROPRIATE STUDENT BEHAVIOR:

One of the College’s goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own.

Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others’ rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

STUDENTS WITH SPECIAL NEEDS:

It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

CHANGES TO THE SYLLABUS:

The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

STUDENT RESOURCES: A variety of resources are available for students, including both on-line and face-to-face methods.

Library—The library is accessible either on-campus in Rock Springs or via on-line through MustangCruiser. All students, whether on-campus or at a distance, need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

Smarthinking—Online Tutoring: Western Wyoming Community College is now offering each student 15 free hours of online tutoring. To log on to this service click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. Smarthinking services are free of charge to students.

Peer Tutor Center—All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. They can set up individual tutor appointments or they can work with a group. Tutoring services are free of charge to students.

Learning Center—Learning Centers are located on both the Rock Springs and Green River campuses, and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.

Writing Lab—From 1:00 to 3:00 p.m. M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

WESTERN WYOMING COMMUNITY COLLEGE
Online Research Tools
COURSE OUTLINE/SYLLABUS
Fall 2010

INSTRUCTOR NAME: Connie Hollin
CONTACT INFORMATION: chollin@wwcc.wy.edu
307-382-1702

Office Location: Hay Library

Hours Available: when needed by appointment

COURSE NUMBER: HMDV 2490
CREDITS: 1
PREREQUISITES: None

TRANSFERABILITY:

Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS: There is no required textbook BUT, you will be reading many articles and may want to budget some money to purchase a new print cartridge or make copies (Usually 10 cents a page).

COURSE DESCRIPTION:

This course is an introduction to the research process and methods for retrieving information in a library or through online sources. This process will then be used to develop and create a blog on the topic of your choice to share your knowledge of various evaluated resources.

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The following information literacy skills are emphasized:

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- Effectively using Web search engines and WWCC Information and Library Services' electronic resources to find information
- Evaluating, organizing, and correctly citing the information found.

Students receiving credit for HMDV 2490 Research in the Information Age cannot receive credit for LIBS 2490 Online Research Tools

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Listed below are this course's primary goals and the measure of successful completion of these goals. All of the course goals reinforce WWCC's Goals for Student Success:

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Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information

- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Course Primary Learning Goals and integration of the Goals for Student

Success:

<p>What students will learn in this class</p> <p>(Course Goals):</p>	<p>Which WWCC Goals will be addressed:</p>	<p>What skills will be measured (Course Competencies):</p>	<p>How the skills will be measured (Assessment):</p>
<p>Determine the nature and extent of the information needed</p>	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Define and articulate the need for information • Identify a variety of types and formats of potential sources for information • Consider the costs and benefits of acquiring the needed information • Reevaluate the nature and extent of the information need 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities
<p>Access needed information effectively and efficiently</p>	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from Multiple Perspectives • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Select the most appropriate investigative methods or information retrieval systems for accessing the needed information • Construct and implement effectively designed search strategies • Retrieve information online or in person using a variety of methods • Refine the search strategy if necessary • Extract, record, and manage the information and its sources 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities
<p>Evaluate information and its sources critically and incorporate selected information into</p>	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from 	<ul style="list-style-type: none"> • Summarize the main ideas to be extracted from the information gathered • Articulate and apply initial criteria for evaluating both the 	<ul style="list-style-type: none"> • Evaluation and grading of assignment and final projects rubric • Observation of class discussion and

knowledge base and value system	<p>Multiple Perspectives</p> <ul style="list-style-type: none"> • Solve Problems • Develop Life Skills 	<p>information and its sources</p> <ul style="list-style-type: none"> • Synthesize main ideas to construct new concepts • Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information • Determine whether the new knowledge has an impact on the individual's value system and take steps to reconcile differences • Validate understanding and interpretation of the information through discourse with other individuals, subject-area experts , and/or practitioners • Determine whether the initial query should be revised 	activities
Individually or as a member of a group, use information effectively to accomplish a specific purpose	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from Multiple Perspectives • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Apply new and prior information to the planning and creation of a particular product or performance • Revise the development process for the product or performance • Communicate the product or performance effectively to others 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities
Integrate many of the economic, legal, and a social issues surrounding the use of information and access and use information ethically and legally	<ul style="list-style-type: none"> • Communicate Competently • Retrieve information • See Issues from Multiple Perspectives • Solve Problems • Develop Life Skills 	<ul style="list-style-type: none"> • Understand many of the ethical, legal and socioeconomic issues surrounding information and information technology • Follow laws, regulations, institutional policies, and etiquette related to the access and use of information resources • Acknowledge the use of information sources in communicating the product or 	<ul style="list-style-type: none"> • Evaluation and grading of assignments and final projects rubric • Observation of class discussions and activities

		performance	
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Lecture, Demonstrations, Participation, Team Work, Group Discussions, and Online Discussions/Blogging

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METHODS OF EVALUATION:

Attendance Policy – As this is an online course, please plan to spend 2-4 hours each week working on assignments and learning the various topics on Blackboard

Grading Policy –

There are 500 possible points for this course divided as follows:

total)	8 Weekly Assignments	25 points each (200
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Evaluating information (Evaluate)

Using the information I found (Incorporate/Use Legally/Ethically)

Did I succeed? (Remember)

Creating a Blog/Discussion Board Posts

The first 10-12 weeks will be spent learning to access and evaluate the information you find through a variety of sources. (We will spend longer if needed) Then if time permits will shift gears as you use these skills to create and write a blog (discussion board) using the information you find.

INCOMPLETE POLICY:

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STUDENTS WITH SPECIAL NEEDS:

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Smarthinking—Online Tutoring: Western Wyoming Community College is now offering each student 15 free hours of online tutoring. To log on to this service click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. Smarthinking services are free of charge to students.

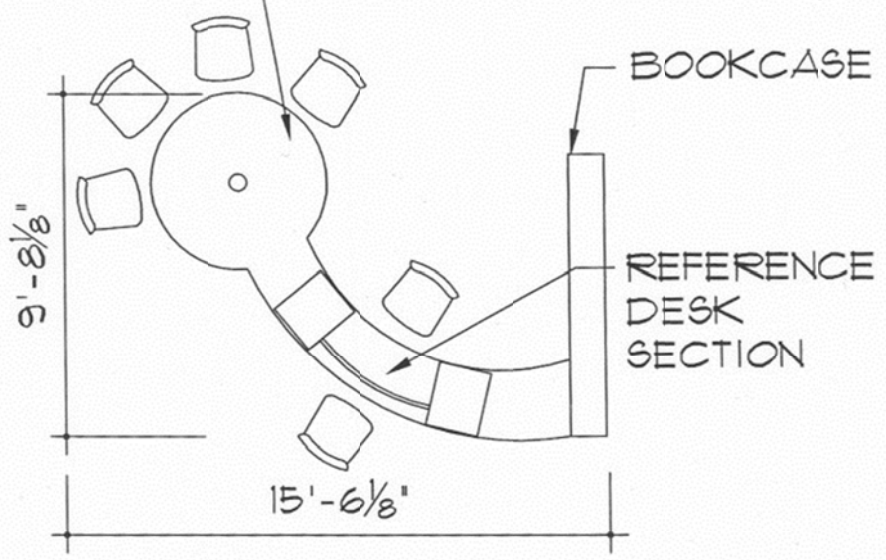
Peer Tutor Center—All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet

and maintain these requirements. They can set up individual tutor appointments or they can work with a group. Tutoring services are free of charge to students.

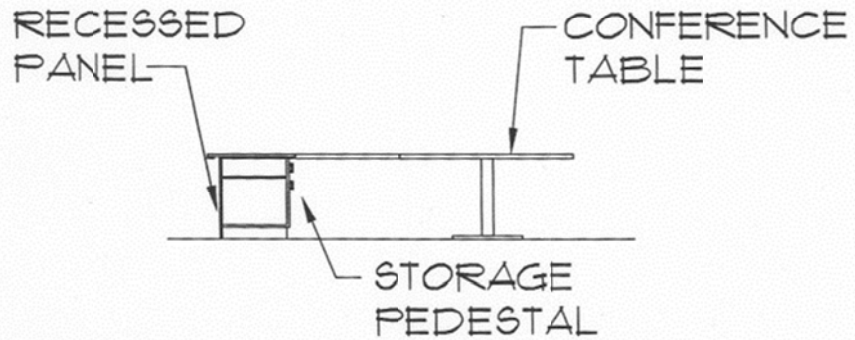
Learning Center—Learning Centers are located on both the Rock Springs and Green River campuses, and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.

Writing Lab—From 1:00 to 3:00 p.m. M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

CONFERENCE
TABLE SECTION



PLAN VIEW



SIDE VIEW



DYAMI P.C.

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REFERENCE
DESK

SCALE	DRAWING NO.
1/4" = 1'-0"	SK-3
PROJECT NO.	
0843	DATE
072406	FILE NAME

