

Assessment of Library Collections

Social Work

January 11, 2008

This is the report provided to the Council on Social Work Education for FIU's accreditation review in 2008. The text in bold font reflects stipulated parts of the accreditation template. The report was prepared by Tony Schwartz, Associate Director for Collection Management, University Libraries, with Andrew Grof, Social Sciences and Humanities Librarian and liaison to the School of Social Work, University Park (UP) campus; Stephanie Brenenson, Coordinator of Library Instruction, UP; Steven Switzer, Access Services Librarian, Biscayne Bay campus (BBC); Sarah Hammill, Distance Learning Librarian and liaison to the School of Social Work, BBC; Gail Clement, Head of the Digital Collections Center, UP; and Inna Ilinskaya, Electronic Access Services Librarian, University Libraries.

Introduction

Library resources and services for the School of Social Work are chiefly in Green Library, the research library of Florida International University on the UP campus. With its \$39-million renovation of the mid-1990s, it is one of the largest and best-equipped libraries in the state.

The FIU library system includes a smaller library at BBC (which offers some undergraduate courses in Social Work), a service desk at the Pines Center, a service desk at the Engineering Center, and three independent libraries for the College of Law, College of Medicine (opening 2009), and Wolfsonian-FIU Museum. The term *university libraries* in this report refers to the Green and the BBC libraries.

Certain basic strengths of collection development at FIU should be noted at the outset. First, the book-approval plan in the social sciences for the UP campus is fairly comprehensive. Next, the budget for faculty book and audio-visual requests is expansive, enabling the university libraries to meet all of them. Third, the collections of databases and other online resources are also fairly comprehensive—there are no gaps in Social Work. Finally, the university awarded the libraries in 2006 a recurring Strategic Initiative funding of over \$1-million to ensure coverage of the book-approval plan, the journals and databases.

For the School of Social Work, library resources and services are in good shape. An essential question for any program is whether collection development is keeping pace with the faculty's needs, given FIU's Comprehensive Doctorate High-Activity Research ranking in the Carnegie system. For collection development at the research level, library-faculty collaborations can be significant—as noted in this report on certain initiatives undertaken with the School of Social Work in 2005.

Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research

Green Library's overall holdings for all programs are estimated (in the *2005-2006 Annual Report*) to be 1,262,653 monographs (print or electronic); 24,316 current serial subscriptions; 2,763,220 microform units; 1,573 computer files; 3,687 manuscripts and archives; 8,152 maps; 102,398 graphic resources; 29,132 audio resources; and 13,397 film and video resources.

Description of the holdings pertinent to social work is difficult because there is no stopping rule on the outer limits of its cross-disciplinarity. Bounded simply, as a means of measurement, to Library of Congress subject class HV (social pathology, social and public welfare, criminology), the university library's holdings include 14,456 monographs (print or electronic) and 253 audio-visual resources.

Indicative of some of the cross-disciplinarity are the libraries' holdings in four fields:

- gerontology or geriatrics: 1,020 monographs
- child welfare: 1,917 monographs
- children and family services: 3,238 monographs
- addictions: 673 monographs

As shown in [Table 1](#), FIU ranks seventh of the 51 Association of Southeastern Research Libraries for books classed as Social Work, General Works published since 2000.

Ranking		Number of Titles
1	UNIV OF N CAROLINA, CHAPEL HILL	19,060
2	UNIV OF CENT FLORIDA	13,891
3	GEORGE MASON UNIV	13,446
4	EMORY UNIV	11,794
5	UNIV OF TENNESSEE	11,778
6	DUKE UNIV LIBR	11,563
7	FLORIDA INT UNIV	11,247
8	VANDERBILT UNIV LIBR	11,020
9	VIRGINIA COMMONWEALTH UNIV	10,311
10	VIRGINIA TECH	10,250
11	FLORIDA ATLANTIC UNIV	10,058
12	UNIV OF N CAROLINA, GREENSBORO	9,868
13	UNIV OF KENTUCKY LIBR	9,820
14	UNIV OF S FLORIDA	9,624
15	FLORIDA STATE UNIV	9,270
16	UNIV OF FLORIDA	8,840
17	TULANE UNIV	8,827
18	COLLEGE OF WILLIAM & MARY	8,651
19	UNIV OF S CAROLINA	8,651
21	UNIV OF MIAMI	8,383

22	UNIV OF N FLORIDA, CARPENTER LIBR	7,457
23	EAST CAROLINA UNIV	7,351
24	NORTH CAROLINA STATE UNIV	6,863
25	FLORIDA A&M UNIV	6,563
26	FLORIDA GULF COAST UNIV	5,790
27	WAKE FOREST UNIV	5,583
28	UNIV OF W FLORIDA	4,401
30	UNIV OF S FLORIDA, ST PETERSBURG	3,598
31	MISSISSIPPI STATE UNIV	1,835
32	UNIV OF MEMPHIS	1,437
33	DUKE UNIV, LAW LIBR	1,175
34	UNIV OF FLORIDA, LAW LIBR	1,157
35	NEW COL OF FLORIDA	931
36	UNIV OF N CAROLINA, LAW LIBR	462
37	NORTH CAROLINA CENT UNIV	439
38	UNIV OF S FLORIDA, MENTAL HEALTH	420
39	FLORIDA A&M UNIV COL OF LAW	416
40	NORTH CAROLINA CENT UNIV, LAW SCH LIBR	393
41	UNIV OF FLORIDA, HEALTH CTR LIBR	260
42	UNIV OF N CAROLINA, HEALTH SCI LIBR	253
43	FLORIDA STATE UNIV, LAW LIBR	244
44	FLORIDA INT UNIV COL OF LAW LIBR	214
45	DUKE UNIV, MED CTR LIBR	139
46	FUQUA SCH OF BUS LIBR, DUKE UNIV	113
47	EMORY UNIV, HEALTH SCI CTR LIBR	43
48	UNIV OF S FLORIDA, HEALTH SCI CTR	22
49	RINGLING MUS OF ART LIBR	19
50	FLORIDA SOLAR ENERGY CTR	11
51	UNIV OF FLORIDA, HEALTH SCI CTR, JHEP	9

The table derives from a new technology, the WorldCat Collection Analysis System. It is not, however, an efficient means for the kind of title-by-title analyses that would be involved were some universities treated as aspirational peers. To build collections, the university libraries use other benchmarks, such as the database holdings of the largest libraries and the citation-ranked journal literatures.

Biscayne Bay library holdings

With the move of the School of Social Work from BBC to UP a few years ago, all social work journal back-files were moved to UP. Given the few courses, all undergraduate, still offered at BBC, there was an appropriate shift in the two campuses' collection development plans: BBC acquisitions lessened and UP acquisitions increased (but not tremendously—Green Library's book-approval plan has always been free of subject limitations).

FIU Broward Campus

Sandra Kwavnick heads library services at the Pines Center on the Broward Campus. She has a B.A. in Library Studies from Concordia University. Her professional experience before coming to FIU in 1994 was in the libraries of McGill University and Nova Southeastern University Law Center. The Pines Center has a state-of-the-art computer lab with the full range of FIU on-line resources. Print materials are largely a function of interlibrary and intercampus loan services. Ms. Kwavnick provides library instruction—on identifying relevant databases and choosing search strategies—to the academic programs tailored to the specific needs of each course, and to individual students by appointment.

Print Books

Through its approval plan Green Library receives nearly all academic and professional-level titles in the social sciences (and humanities) published in the U.S. or U.K. The plan generally excludes textbooks and popular-audience titles. (In the sciences, approval books are mostly limited to the university presses, owing to the greater specialization and cost of such titles, but with customizations in the plan's profile to cover trade-publisher titles for graduate programs.) The BBC library, as a college-level organization, makes title selections for all books.

Except for a brief period, the approval plan has run on time. The exception is noteworthy. At the beginning of FY07 (July 2006), the library had to delay the start of the plan. The Faculty Senate passed a resolution on the importance of the plan, the University accelerated its budget allocation, the aforementioned Strategic Initiative Award followed that spring.

Because the library is still receiving books published in 2006 along with current ones, the approval-plan report for FY05, summarized in Table 2, provides the most recent complete picture. Since there are no subject limitations, variances in coverage of different fields simply reflect the proportions of a particular literature that are geared to textbooks or to popular books (which are generally excluded from the plan).

Library of Congress Class	Total Books	Acquired	% Acquired	Cost
SOCIOLOGY				
HM: General and Theoretical	441	200	45%	\$7,313
HN: Social History	259	140	54%	\$5,192
HQ: Family, Gerontology	874	389	45%	\$13,172
HS: Societies	5	3	60%	\$98
HT: Communities	188	112	60%	\$4,884
HV: Social Pathology, Social and Public Welfare, Criminology	1,106	430	39%	\$14,709
HX: Socialism, Utopias	48	17	35%	\$614
Totals	2,921	1,291	44%	\$45,982

Online Books

Of the total 55,000 *NetLibrary* books owned by the university libraries, 277 titles have *social work* as a keyword descriptor. For the four select fields, the online-book collections include 21 titles on *gerontology* or *geriatrics*; 25 on *child welfare*; 20 on *children and family services*; and 25 on *addictions*.

Reference Collections

Of some 18,000 books in Green Library's reference collections, 33 are on Social Work. For the four select fields, 21 pertain to *gerontology* or *geriatrics*; nine to *child welfare*; 12 to *children and family services*; and 12 to *addictions*.

Of some 8,600 books in the BBC library's reference collections, 21 are on Social Work, 18 on *gerontology* or *geriatrics*; eight on *child welfare*; 12 on *children and family services*; and five on *addictions*.

Serials

Green Library has 75 print journals under the Social Work fund and 130 online journals in the Library of Congress subject class of Social Work.

FIU's journal collections may be assessed against eight citation-ranked literatures relevant to Social Work:

- Social Work: the library has 26 (87%) of the 30 titles in Social Work
- Social Issues: the library has 31 (94%) of the 33 titles
- Sociology: the library has 67 (72%) of the 93 titles
- Social Sciences, Interdisciplinary: the library has 51 (93%) of the 55 titles
- Applied Psychology: the library has 39 (78%) of the 50 titles;
- Clinical Psychology: the library has 59 (71%) of the 83 titles
- Crime and Penology: the library has 18 (82%) of the 22 titles
- Public Administration: the library has 21 (88%) of the 24 titles.

For these eight literatures taken together, the library has 312 (80%) of the 390 titles. The School of Social Work determined in 2005 and again in 2007 that none of the 78 titles that are not in the collections is an acquisitions priority.

The 2005 review led to the cancellation of 13 outmoded journals and to the acquisition of *The Cochrane Library* database and eight new journals: *Ethical Human Psychology & Psychiatry*; *Journal of Evidence-Based Social Work*; *Journal of Poverty*; *Journal of Social Work Practice in the Addictions*; *Substance Abuse*; *Trauma, Violence and Abuse*; *Child Maltreatment*; and *Prevention Science*.

The library has all five JSTOR Arts & Sciences collections. Of the library's online-journal packages, some 17 of them—those of the American Anthropological Association, Berkeley Electronic Press, Blackwell Publishing, Cambridge University Press, Elsevier, Emerald Press,

Haworth Press, Ingenta, Kluwer, OCLC FirstSearch, Oxford University Press, Project MUSE, American Psychological Association, SAGE, Springer, University of Chicago Press, and Wiley—are relevant to Social Work.

Databases

The library's collections of databases and other electronic resources (about 300 in number) are available at all times with off-campus access through a user-authentication proxy server.

The core databases owned or leased by the library for Social Work include:

- *Social Work Abstracts*
- *Social Services Abstracts*
- *Social Sciences Full Text*
- *Social Sciences Citation Index*
- *The Cochrane Library*.

Other online library resources owned or leased of interest to Social Work include:

- *Abledata*
- *Access UN*
- *AgeLine*
- *ASSIA: Applied Social Sciences Index and Abstracts*
- *CQ Researcher*
- *Contemporary Women's Issues*
- *Criminal Justice Abstracts*
- *Criminal Justice Periodicals*
- *Education Full-Text*
- *ERIC*
- *Ethnic Newswatch*
- *Fact Search*
- *GenderWatch*
- *Health and Psychosocial Instruments*
- *Index to Current Urban Documents*
- *Medline*
- *Mental Measurements Yearbook*
- *NARIC's Instant Disability Information Center*
- *NASW Register of Clinical Social Workers*
- *PAIS International*
- *POPLINE*
- *PsycARTICLES*
- *PsychINFO*
- *Sociological Abstracts*
- *Worldwide Political Science Abstracts*.

Special Collections and Archives

Vicki Silvera, Head

The focus on these collections is generally on Cuba, the Caribbean, and Miami. Of particular interest in the social sciences are the *Collected Papers of Senator Jack Gordon* (for whom FIU's Institute for Public Policy and Citizenship Studies is named). His *Papers* pertain to his work with the Dade County School Board over the struggle for desegregation in South Florida, and to his travels for the U.S. Department of State.

Government Documents

Sherry Moseley, Head

Green Library is a selective Federal depository. Among its areas of collection development are gerontology and geriatrics (864 items), child welfare (799 items), children and family services (2,678 items), and addictions (603 items). In addition, it receives a broad range of publications from Florida state and local governmental agencies. Two milestones were reached in 2002 when FIU was granted European Documentation Center status by the European Union (the only such center in the state, other than the University of Florida) and full United Nations depository status.

Sound and Image Resources

Mayra Nemeth, Head

Green Library's collections of about 13,000 sound and image resources include 86 video recordings in the field of Social Work.

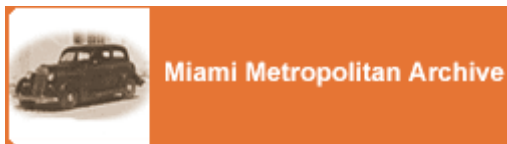
Digital Collections

Gail Clement, Head

The Digital Collections Center develops and preserves digital information resources of interest to scholars, educators, learners, and citizens. Established in 2004, it is in the formative stage of its partnerships with other library units, faculty, and regional and international organizations. The resources and services it is creating will advance FIU's institutional stature in the scholarly communication system at large, while also contributing to the cultural richness and civic engagement of the South Florida community.

Of general importance to all programs is the *FIU Digital Commons*, aimed at capturing, storing, providing access to and preserving the scholarly and creative output of the FIU faculty, staff, and students. Examples of resources for this institutional repository are theses and dissertations, teaching materials, conference papers, patents, invited lectures, datasets, art and specimen slides, video or audio performances, technical reports, working papers, electronic journals, and supplementary materials accompanying a publication.

A digital collection of interest to the School of Social Work should be singled out.



<http://miami.fiu.edu/index.htm>

The *Miami Metropolitan Archive* contains digitized historical records, reports, photographs, oral history interviews, and other information resources from various municipal, civic and cultural organizations. Topics covered include local architecture and urban planning; local history; social and political movements; real estate records; and community development.

Budget for social work library resources for the last, current and upcoming academic years

No university library could make a complete accounting of either allocations or expenditures by academic program. Three main factors may be singled out. One is that online journals tend to be acquired in large, multi-disciplinary packages. As noted above, FIU has at least 17 packages relevant to the School of Social Work.

Second, accounting for databases is complicated not only by their multi-disciplinarity but by many of them being paid for indirectly, by Florida Center for Library Automation funding.

Third is the cross-disciplinarity of academic programs' research and curricular interests. As noted, the book-approval plan has no subject limitations in the social sciences (or humanities) and is treated as a lump-sum budget expenditure, without disciplinary allocations.

Thus, Table 3 is a quite conservative picture of expenditures—reflective of what expenditures can be gleaned from the library's accounting system than what FIU actually invests in resources for the School of Social Work.

	FY06	FY07	FY08
Print books: Library of Congress class HV: Social Pathology, Social and Public Welfare, Criminology	\$15,297	\$15,909	\$16,545
Databases: limited to <i>Social Work Abstracts</i> and <i>Social Services Abstracts</i>	\$6,227	\$6,555	\$6,883
Print journals	\$26,409	\$27,799	\$29,189
Online journals	\$19,614	\$20,221	\$20,828
TOTALS	\$67,547	\$70,484	\$73,445

On a broader note, the FY07 resources budget of \$5,541,415 (not counting endowments, credits, and grants) is more than \$1-million over the FY06 budget; indeed, FIU alone in the Florida state university system had an increased resources budget that year. The FY08 budget of \$5,938,341 reflects nearly \$400,000 of additional funding to cover inflation.

Circulation or utilization data for items relevant to social work

Collection usage statistics for Green Library are of two types: general book circulations and reserve collection circulations.

- In 2006, general book circulations in subject class HV were 2,994; in 2005, 2,621.
- In 2006, reserve collection circulations in subject class HV were 235; in 2005, 219.

Table 4 shows utilization data for the core databases of Social Work:

Numbers of queries per search session				
	2005	2006	6 months of 2007	Annual average
<i>Social Work Abstracts</i>	4,255	2,578	1,563	3,320
<i>Social Services Abstracts</i>	24,196	25,252	13,153	25,251
<i>The Cochrane Library</i>	224	975	404	669

Ideal data would be for search *sessions* rather than total searches (because sessions relate to the numbers of log-ins, whereas a lot of searches might simply reflect troubles finding the right search terms). Table 4 is not ideal in that respect because session data are not available for all of the databases; accordingly, to have comparable figures, the numbers of total searches are shown.

The relatively low use of *Social Work Abstracts* stems from its difficult vendor-based search platform (Silver Platter). FIU decided last year to shift every Silver Platter-based database to a different vendor (Ebsco) that has a better platform once each Silver Platter subscription ends; *Social Work Abstracts* is the last such shift—its Ebsco-based platform starts October 1, 2007.

Equipment and technology available to social work (computers, copiers and printers)

Green Library has about 300 flat-screen computer workstations for public use and over 60 laptops for user check-out. There is wireless connectivity throughout the building and surrounding area. A proxy server enables off-site access to the subscription-based online resources. Those resources are cataloged and listed with links both alphabetically and by subject area on the library's web page.

The library has four computer-equipped classrooms: one has seating for 60, another for 40, and two are for Geographic Information Systems.

The library does not have environmental, safety, or security problems. Emergency procedures are posted by the elevators on each floor; the general emergency plan is up to date.

The library follows the highest preservation standards possible from acid-free paper and binding to temperature, light and humidity control. Items needing special care are housed in Special Collections with appropriately higher levels of conservation.

Circulation policies and procedures (to ensure that books or other materials required or recommended in social work courses are made available to students)

Undergraduates have an initial loan period of 30 days with two renewals of 30 days each. Graduate students, faculty and staff have an initial loan period of 120 days with two renewals of 120 days each. Renewals may be done online or in person. Reserve material circulation periods generally range from two hours to three days at the discretion of the instructor. Circulation policies are at <http://library.fiu.edu/Services/CirculationPolicy.aspx>. Audio-visual materials generally circulate for two weeks; policies at <http://library.fiu.edu/files/services/av/avtable.html>.

Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work)

Library materials are cataloged in the MARC format according to national standards of physical, bibliographical, and intellectual access (digital collections have other formats). There is no cataloging backlog of current mainstream acquisitions. A backlog of some materials that require original cataloging is not unusual for any university library; however, in that class of highly specialized research materials, Green Library's Cataloging Department has the proven expertise to be among the few in the nation that are authorized to contribute original records to the international database (OCLC).

FIU provides e-mail accounts to all faculty, staff, and students.

“Computerized search services” have evolved in the web environment to a range of reference activities—on-site, through classroom instruction, by e-mail, etc.—to assist patrons who have difficulty navigating among the 300 online resources leased or owned by FIU libraries. Sarah Hammill, the librarian for Social Work at BBC, is also the Distance Learning Librarian who leads off-campus services, providing online tutorials and e-mail “chat sessions” via courseware. Her outreach services extend to FIU alumni and to high-school groups.

When permitted by copyright agreement, all materials that professors put on course reserves are on-line, accessible remotely via high-speed internet connection.

Interlibrary loan and other resource-sharing services have had substantial online development this decade. The library is a member of the State University System, Southeast Florida Library Information Network, Association of Southeastern Research Libraries, Center for Research Libraries, SOLINET, and the Global Interlibrary Loan Framework (the last for Asian materials). The great majority of interlibrary loan journal articles and book chapters materials are e-mailed (in PDF format) to patrons within 72 hours of request. Books are delivered to faculty offices. Students are alerted by e-mail that books ordered through interlibrary or intercampus loan are ready for pick-up at the Circulation Desk. Reserve collections are largely online (subject to copyright agreements). All database and interlibrary loan services are provided at no charge to FIU students, faculty, and staff.

In interlibrary loan and document delivery services, the appropriateness of the partner library is mainly a matter of promised speed of delivery, rather than the size of that library's collections in Social Work. One could look to [Table 1](#) to find the largest collections in the region if a faculty wanted such advice (e.g., nearby University of Central Florida is ranked second in ASERL).

Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students)

The Reference Desk is staffed by professional librarians and senior library staff. Social Work faculty and students who need specialized assistance, particularly on such complex research projects as theses and dissertations, are referred to the Social Work liaison librarian. Handouts are available for commonly used databases. A research guide to Social Work research resources is on the library homepage at <http://library.fiu.edu/Research/SocialWork.aspx>.

Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?

On the University Park campus, Andrew Grof, the Social Sciences and Humanities Librarian, is the librarian for the School of Social Work. Mr. Grof has a B.A. in Philosophy (with minors in Education and Sociology) from New York University; a M.A. in Social Philosophy from Fordham University; and a master's degree in Library Science from City College, New York. His experience as a librarian in Social Work spans nearly three decades (eight years at Fordham and over 20 years at FIU). In addition to his work with the School of Social Work, Mr. Grof serves as the liaison to English Literature, Modern Languages, and Philosophy; and is also an adjunct professor in the English Department.

On the Biscayne Bay campus, Sarah Hammill is the librarian for the School of Social Work, as well as for Sociology/Anthropology, Political Science, and Psychology; she is also the Distance Learning Librarian. Ms. Hammill has a B.S. in Business Administration and Psychology from the State University of New York at Oswego and a master's degree in Library Science from Indiana University, Bloomington. She also has a graduate certificate in Conflict Resolution and Consensus Building from FIU. Ms. Hammill's distance learning work with WebCT includes designing course specific handouts, providing reference assistance in WebCT, holding "Office Hours" online and conducting chat sessions on library research. In addition, her work with The Weekend Academy at the Biscayne Bay campus has involved outreach to the North Miami high school students as a means to bridge the so-called Digital Divide, particularly for low-income students.

The role of librarian liaisons on each campus is six-fold: to collaborate with the faculty and encourage the inclusion of the library as an essential component in teaching and learning; promote the integration of research competencies into curricula; provide instruction to develop discipline-specific research skills; inform faculty of new and existing research tools, methods, resources, and services; collaborate with faculty to develop collections in their subject areas; and create and maintain relevant library subject pages and web guides.

With respect to strategic planning, technology development, and curriculum revision, the library participates on the university level (not at the program level) as a member of such governance processes as the Faculty Senate's Curriculum Committee and Graduate Studies Committee. The Associate Director for Collection Management is a member of both the program review and the accreditation bodies of the Office of Planning and Institutional Effectiveness.

Regarding opportunities for professional development, librarians have faculty (non-tenured) status with a well-defined process for promotion in rank from instructor to university librarian. All librarians have the master's degree in library science from programs accredited by the American Library Association. Position descriptions are up to date; each librarian makes an annual work plan. Of the 29 librarians (both campuses) about half have a second master's degree and two have PhDs. Professional librarian salaries are competitive on a national scale (beginning at the instructor rank at \$40,000). The library has regular budgets for professional and paraprofessional staff alike to attend workshops and conferences.

Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff.

The library has an online resource-order system for the faculty (and another online system for student recommendations). Faculty orders for books and audio-visual resources are processed immediately; there are no strict academic-program budget limits (the University Park campus library sets \$100,000 for such orders; the Biscayne Bay campus library, \$20,000). Orders for new journals are considered routine if the subscription cost is a few hundred dollars or so; for more expensive titles and for new databases, the library collections advisory committee has a review process, with a budget that is usually \$40,000 a year.

How often are new acquisitions in social work listed and reported to program faculty?

Acquisitions are shown in the online catalog at the time they are ordered. Materials in process requested by users for rush cataloging are made available within 24 hours. The entrance floors of both campus libraries have new-book areas to display recent acquisitions.

Traffic or other counts of users of social work collection or social work resources

Please see circulation and database usage statistics above.

Instructional sessions (number and type of presentations, number of participants, evaluation data)

All FIU undergraduates receive basic library instruction in using the library catalog and online indices through their English Composition classes. School of Social Work faculty may schedule class time with a librarian, usually the librarian liaison to the School of Social Work, for training on information skills and research strategy, including course-related databases and resources.

Table 5 shows Green Library classes for the School of Social Work for the past five years.

Table 5: Green Library Classes for the School of Social Work		
For "type of presentation," all are classroom presentations on information resources related to social work research sources		
	Numbers of Classes	Numbers of students
July 2002-June 2003		
SOW 3302: Introduction to Social Work	6	228
SOW 3403: Social Work Research	7	180
SOW 5109: Crises in the Lives of Women	1	8
SOW 5235: Social Welfare Policy and Services	1	16
SOW 7990: PhD Dissertation	2	6
July 2003-March 2004		
SOW 7990: PHD Dissertation	1	5
SOW 3232: Social Welfare Policy and Services	1	39
SOW 5710: Current Issues in Addiction Practices	2	30
May 2004- April 2005		
SOW 3232: Social Welfare Policy and Services	1	32
SOW 3202: Introduction to Social Work	4	136
SOW 3403: Social Work Research	3	157
SOW5404: Social Work Research Methodology	1	20
May 2005-April 2006		
SOW 3202: Introduction to Social Work	3	140
SOW 3403: Social Work Research	6	220

May 2006-April 2007		
SOW 3202: Introduction to Social Work	3	90
SOW 3403: Social Work Research	7	190
Total Figures	49	1,497
Average Per Annum	10	299

Certainly, the university libraries share the School’s goals in its mission statements for both the undergraduate and graduate programs to “prepare students to use critical thinking, research and technology to advance and evaluate social work practice.”

A summary of course evaluations by faculty and by students for the UP campus is shown below in the section on *Samples and results of assessment/evaluation surveys of library services*.

Location of library/social work collection relative to classroom and other social work student services.

Green Library, located in the center of University Park campus, houses the School of Social Work and is a short walk from any of the classroom buildings used by the School (Health and Life Sciences, Engineering and Computer Science, Chemistry and Physics, Architecture, and Owa Ehan). The Biscayne Bay campus library and the Pines Center library service center are also both a short walk from any of the classroom buildings.

Library hours for the main library and social work collection library for the full calendar year (Are there requests for additional hours from social work students? If yes, discuss the library’s response.)

Both campus libraries are open 109 hours per week during the fall and spring semesters and 92 hours during summer session. Hours are extended during final exam and reading periods. Service desks are staffed at all times during open hours. Networked resources (the library and the state university library system catalogs, online journals and databases) are generally available at all hours throughout the year. The library has not received requests from students (in the School of Social Work or otherwise) to remain open for longer hours.

Strengths, areas of concern, projections for and assessment plans of the social work collection

The main strengths of the collection development process, noted at the outset, are fourfold: the breadth of the book-approval plan for the UP campus, the breadth of the collections of journals and databases, the libraries’ commitment to meet all faculty orders, and the recurring Strategic Initiative Award of over \$1-million to cover core resources.

Also noted, the essential question for any program is whether collection development is keeping pace with the faculty’s needs, given FIU’s ranking as a Comprehensive Doctorate High-Activity Research institution in the Carnegie system. Assessments of research-level library collections

are part of the university's program review processes (some fall under the Office of Planning and Institutional Effectiveness, others under the Faculty Senate Graduate Studies Committee).

Consultations are held with each college dean periodically on library resources and services. The 2005 meeting with Dean Ray Thomlison led to a redevelopment of the journal collections for Social Work. A meeting in July 2007 with Dean Thomlison, Program Director Paul Stuart, and Professor Mary Helen Hayden included review of the library's journal holdings in the eight citation-ranked literatures fundamental to the School: Social Work; Social Issues; Sociology; Social Sciences, Interdisciplinary; Applied Psychology; Clinical Psychology; Crime and Penology; and Public Administration. As noted, the library has 312 (80%) of the 390 titles. The faculty determined that none of the other 78 titles not in the collections was an acquisitions priority.

Samples and results of assessment/evaluation surveys of library services

Following is a summary of School of Social Work Faculty and Student Evaluations of Library Instruction, compiled by Stephanie Brenenson, Coordinator of Library Instruction, in July 2007.

Faculty and student evaluation forms are sent out to all classes that attend library instruction sessions. The evaluation results noted below were compiled from 10 social work classes from the past eight years, five were 3000-level courses, four were 5000-level courses, and one was not identified. They include sessions from various librarians and social work faculty. For all but one of the Yes/No questions, we found "Yes" responses between 90-100 percent of the time.

The only question that showed variation is the first question of the student evaluation "Is this class at the right level for you?" In two sets of evaluations, 15% of the students felt the session was "too basic" and only two students felt it was "too advanced". A strong majority of students found the sessions "just right".

FACULTY EVALUATIONS – SUMMARY OF COMMENTS

Limited comments are included below because faculty members often submit student evaluations without including their own and especially since repetition of similar comments is not included. When answered, Yes/No questions always received a "Yes" response.

- Do you feel the library session met the needs of your students? ___Yes ___No
Please comment.
 - I think it is wonderful that my 8:00 p.m. students get this information.
 - My experience is that these classes tend to contain students that represent a broad range of skills in the acquisition of data resource. Many will require repeat visits and continuing help.

- Did your class work on an activity or have a hands-on computer experience? _Yes _No
How would you rate this experience?

- Wonderful!
 - Excellent
 - Good. Perhaps a bit too fast.
- Did you feel the class was well organized? ___ Yes ___ No
- Did the instructor present the material effectively? ___ Yes ___ No
- Would you recommend this class to a colleague? ___ Yes ___ No
- What suggestions do you have to enhance or improve the class?
- None, it was perfect
 - Having a bit more time, say 2 hours so that they can work on searches while they are with the librarian.
 - I probably could do a better job in terms of [requiring] a specific assignment which would provide greater focus.
 - Librarian X is perfect and needs no improvement
- Any general comments or suggestions about the library instruction?
- Thanks
 - I am always happy with the classes ____ provides – she is always the best!!
 - Grateful it exists
 - Be sure to tell them where the social work reference materials are located.
 - Spend a bit more time on finding APA electronically or at reserve desk.

STUDENT EVALUATIONS – SUMMARY OF COMMENTS

Many comments by students addressed the same sentiments. Comments below are representative of the whole.

- Was this class at the right level for you? ___ Too Basic ___ Just Right ___ Too Advanced
- Please describe something new that you learned from this session.
- Basically everything, from the basic research to the more complex indexes.
 - I didn't know about a lot of the search engines or the mistakes I was making.
 - Interlibrary loan
 - Databases
 - I learned about website related to social work
 - The specific social work databases
 - Refworks
 - Searching using number codes
 - Getting organized. Really got to work on it.
 - How to sign on from home.

- How to use search engines
- How to find articles online
- I learned about truncation, and how to get access to a variety of information
- Truncation and Boolean searching
- How to get journals from the school website
- Nothing was learned in this session that I did not learn in a previous session
- How to use keywords to look for a specific topic
- It was a pleasure to learn how to do advanced searches
- Learned how to locate government documents
- Using “or” and “and”
- APA citation method
- Wildcards
- Where the library was
- How to restrict the search by age in PsycInfo
- How to find full text databases

- Did the hands-on portion of your class enhance your learning experience?

YES

- I learn better that way
- I was able to practice right there and then
- I got to work with my group partner, so we got to apply our topic to the hands-on portion
- It makes it more realistic and easier
- I learned a lot of ways of doing research in social work
- Doing it myself helped me to remember
- It helped me remember and practice what I heard
- Very complementary to the class content
- I love hands-on learning
- Using the computer helps to better understand the concepts
- Going step-by-step made easier to learn

NO

- Learned already
- The instructor moved too fast

- Was there anything confusing that you would like to have explained better?
If so, please explain.

- What is the difference really between all the different search engines
- Just more time with each group
- The term usage
- All my confusion was clarified
- Everything was straight forward

- More of a detailed instruction
 - How to get access from out of the library
 - Time was not enough to explain everything in its entirety
 - Some of the steps were very intricate.
 - APA format
 - The way inter-campus and inter library loan works.
 - Having to come up with all the keywords is a little confusing
 - How to get plenty full text articles
- In what way(s) was the library session useful for this course or assignment? Please comment.

- I was able to access social work electronic journals
 - Useful for research
 - Improved my strategies for searching databases.
 - Perfect fit for the class assignment
 - Taught me how to quickly find info on my current projects for class
 - Helped clarify research process
 - How to narrow down subject for paper in order to research it
 - It helped me to find articles for my papers
 - Social work needs all the research we can get
 - To find journal articles specific to your fields
 - It gave me new sources where I can research my classes
 - I only thought I knew how to do research before
 - I'm using all the new skills I acquired during this class to do research I need for the term paper.
 - I refreshed my memory with regard to the search process
 - Helped find websites linked with policies
 - Researching laws, regulations and government information
 - To relate topics to my work assignment
- Did the instructor encourage participation through questions and/or discussion? _Yes _No
- Did this class increase your ability to develop successful search strategies? _Yes _No
- Did the class content meet your expectations?

YES

- Very exiting info
- Better than expected. Liked the hands-on work
- It covered all areas of researching
- Any social work major
- I came out knowing how to go about researching info
- Gave essential search strategies
- My expectations were exceeded.

- The class was interesting, motivating and “affordable” to my basic level of knowledge of computers.

NO

- It was like the previous library instructions I had here, it has become redundant.
- Instructor did not focus on the students that did not have previous training.

- Would you recommend this class to a friend?

YES

- Interesting
- Because you get hands-on experience as to how to go about doing research
- Very informative
- Something everyone at the college level should know.
- Useful for expanding knowledge on researching.
- To learn different ways to search for a topic
- Because it helped me quite a bit
- Precious time learning the research process
- If they are not familiar with the FIU search engines or have difficulty with research
- Our library is always improving
- It is helpful in all classes requiring a research paper
- Because it helps you understand what the library offers.
- Yes, because library research is essential to college courses.
- Librarian X, the instructor, will take your hand and guide you in a very kind way.

NO

- What suggestions do you have to enhance or improve the class?

- More focus on class assignment issues and work
- Attend more sessions and learn more
- Class is perfect as it is right now
- Can the library instructor be available
- More hands-on and more personal assistance
- Done with a smaller group (this class had 30 students)
- Slow down a bit while teaching the different sites and giving examples.
- More time.
- Need more computers so more students can have hands on experience. (10 of the 27 students shared a computer)
- You need to slow down just a little not everyone is a fast learner.
- Go over the steps a little more slowly.
- I need more practice
- More individual attention; some students were more advanced and others held them back.
- Elaborate more on the specific needs of the students for their required assignment

- Have it right after we complete TILT, and build off that without repeating the basics.
- Additional hands-on activities
- Have more question and answer session at the end
- Candy.