Library Moves to Increase Role

Bolstered by the encouraging assessment data from the Spring 2010 College Success courses, the library is looking for new ways to be at the center of the academic experience at Harold Washington College. The library assesses five learning outcomes that are based on its departmental learning objectives. Students are expected to be able to:

1. Identify key concepts and terms (keywords, synonyms and related terms) that describe the information they seek.
2. Construct search strategies using appropriate commands, including Boolean operators.
3. Retrieve information in a variety of formats using various information resources.
4. Evaluate web sites for authority, credibility and currency.
5. Recognize the legal and ethical importance of citations and cite information accordingly.

Among the noteworthy results are extraordinary student improvement in the areas of search strategy construction and recognizing the difference between keyword searching and natural language searching. Other areas show improvement, as well. Direct assessment of student skills indicates strong gains in SLOs one, four, and five; and lesser gains in SLO three. It should also be noted that, on the whole, students leave the information literacy sessions much more confident of their abilities.

In light of these accomplishments, the library has put together a wide array of information literacy offerings and is eager, as always, to develop even more educational experiences for our students. Librarians have taught or are currently teaching information literacy to a SENCER class, which combines English, biology, and library coursework; to numerous college success classes, which are meant to help our new students prepare for the academic rigors that await them; and to scores of individual sessions from all across the curriculum.

With such heavy demand for the library—indeed, the library classroom is practically booked solid throughout the months of September and October—one might think that the library would be trying to put the brakes on their instruction sessions. “Not true,” says librarian John Kieraldo. “We are always looking to expand our role, and the fact that there is so much demand just reinforces how much we need to think about new ways to engage with our students.”

The library is considering experimenting with a la carte instruction sessions, where instructors can pick and choose from a menu of instructional offerings to tailor to their classes’ specific needs. For instance, in the future, instructors may be able to choose from components such as Library Introduction, Search Strategies and Databases, Open Internet Searching, Primary and Secondary Sources, Advanced Searching, and more. Furthermore, the library has begun feeling out the district and the Illinois college community about the desire for a for-credit information literacy class offering. Exciting things are afoot in the library classroom!

New Acquisitions

The HWC Library acquires new books in all subject areas year-round. Here are some of our latest acquisitions in the areas of Latina(o) Studies and in Early Childhood Education. Suggestions for new acquisitions are always welcome. Contact us at hwc-library@ccc.edu with your suggestions.

Hispanic Heritage Month
Just Like Us: The True Story of Four Mexican Girls Coming of Age in America by Helen Thorpe; The Horse in the Kitchen: Stories of a Mexican-American Family by Ralph M. Flores; Daughters of the Stone: A Novel by Dahjma Llanos-Figueroa; Dominoes and Other Stories from the Puerto Rican by Jack Agueros; Latino Spin: Public Image and the Whitewashing of Race by Arlene Davila; Violence and Activism at the Border: Gender, Fear, and Everyday Life in Ciudad Juarez by Kathleen Staudt.

Early Childhood Education
The Story in the Picture: Inquiry and Art-making with Young Children by Christine Mulcahey; Play and Imagination in Children with Autism by Pamela J. Wolberg; Possible Schools: The Reggio Approach to Urban Education by Ann Lewin-Benham; The Emotional Development of Young Children by Marilou Hyson; Understanding Assessment and Evaluation in Early Childhood Education by Dominic F. Gullo; Educating and Caring for Very...
Young Children by Doris Bergen; Playing to Get Smart by Elizabeth Jones; Storytime: Young Children’s Literary Understanding in the Classroom by Lawrence R. Sipe; The Light in their Eyes: Creating Multicultural Learning Communities by Sonia Nieto; Little Kids, Big Worries: Stress-busting Tips for Early Childhood Classrooms by Alice Sterling Honig; Addressing Challenging Behaviors in Early Childhood Settings by Dawn Denno.

**Special Collections at HWC Library**

The HWC Library has a variety of special collections on display and available for check-out by students, faculty and staff. Visit the library soon and check out some of the books from the following collections:

I. **Assessment Collection** — great for faculty and administrators, this collection contains a full range of books covering many subjects relevant to assessment including assessing student learning; designing and assessing curricula; memory and academic learning; American community colleges; literacy in America, and much more.

II. **Child Development Association Collection** — a collection of children’s stories and poems that are ideal for reading to the very young.

III. **College Guides and Scholarships** — handbooks, guidebooks and directories that are chock full of information on colleges and universities in America and throughout the world; financial aid, including scholarships, grants and fellowships; and information on studying abroad.

IV. **ELL Collection** — this collection features paperback books that are less than 100 pages in length and are specifically written for readers who are learning English as a second language. Books in this collection include biographies, contemporary novels and classic literature and plays, such as Oliver Twist, Jane Eyre, Macbeth and Romeo and Juliet.

V. **Global Initiative Chicago (GIC) Collection** — is a collection of books for students and faculty covering a wide range of subjects from environmental ethics and justice, to capitalism and other economic issues; to global food issues; to fossil fuels, climate change and green technologies.

VI. **Teaching, Learning and Technology Collection** — another great collection for faculty and administrators, this collection focuses on how media and technologies impact teaching and learning in higher education institutions. This collection also includes books on college teaching in general (and is not only focused on media and technology). Also on display near the special collections are newly purchased books, both circulating and reference books, as well as circulating dictionaries and thesauri. We look forward to seeing soon at the library!

**Library Database Profile — The Oxford English Dictionary**

The multivolume Oxford English Dictionary, available in the reference section of the library, is also available as a Web-based subscription resource via the library Web site. The Web version provides ongoing revisions and updates and the Web interface underwent a face lift at the end of 2010. Widely considered the authority on the English language, the OED provides much more than merely definitions. It is a historical dictionary with meanings, pronunciation, etymologies and usage in literature and periodicals of some 600,000 words, past and present.

Every member of the HWC community can access the library’s databases from off campus. Students have their logins set up automatically when they become registered students. Faculty, staff and administrators who do not already have a login set up should e-mail the librarians at hwc-library@ccc.edu.

**About the HWC Library:** The Harold Washington College Library will provide a well-organized and easily accessible collection of materials – print, as well as non-print and electronic – primarily to support the college curriculum and services for students at the home campus and for students in our distance learning programs. The Library faculty will be available all hours the Library is open to offer students instruction and assistance, either individually or in formal bibliographic instruction sessions.

**Librarians:**

Sherry Ledbetter <sledbetter@ccc.edu>, Chairperson, ext. 5762
Todd Helt <thelt@ccc.edu>, ext. 5685
John Kieraldo <jkieraldo@ccc.edu>, ext. 5761
Celia Perez <cperez2@ccc.edu>, ext. 5635
Don Baird <dbaird@ccc.edu>, ext. 5760
Versie Barnes <vbarnes02@ccc.edu>, ext. 5760
Michelle Carnes, <mcarnes1@ccc.edu>, ext. 5760

http://hwclibrary.ccc.edu/