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ABSTRACT

This report describes the grant proposals which funded an end-user instruction program for upper division and graduate students enrolled at a state university in California, and reviews the implementation and the evolution of the online instruction program originally funded by a $3,500 California State University Northridge Instructional Improvement Grant. Statistics are provided on the usage by databases searched; observations of the five principal instructor-librarians; analyses of the evaluation forms completed by students; and projections for the co-existence of the online instruction program with the increasingly popular CD-ROMs. Appendixes include: (1) the grant proposal and final reports; (2) a bibliography on online bibliographic databases; (3) a selective guide to database searching offering lower costs and simplified searching; (4) the student evaluation form; and (5) a sample flier for promoting faculty online seminars. (CGD)

ELECTRONIC LIBRARY INSTRUCTION PROGRAM

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ABSTRACT

This paper describes the grant proposal which funded an end-user instruction program for upper-division and graduate students enrolled at California State University Northridge. The implementation and the evolution of the online instruction program originally funded by a $3,500 CSUN Instructional Improvement Grant is reviewed. Statistics on the usage by databases searched, observations of the five principal instructor-librarians, analysis of the "Evaluation Forms" students completed and projections on the co-existence of the Online Instruction Program with the increasingly popular CD-ROMs are given. Appendices include the grant proposal and final reports, a bibliography "Online Bibliographic Databases; A Selective Guide to Database Searching Offering Lower Costs & Simplified Searching," the student "Evaluation Form," and a sample flier for promoting the Faculty Online Seminars.

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INTRODUCTION

In Autumn 1986 the Science Reference Librarians at California State University Northridge decided to apply for an Instructional Improvement Grant which would give students and faculty an opportunity to learn how to search the online databases available through DIALOG's and BRS' Classroom Instruction Programs. The grant proposal "Electronic Libraries Instruction Program" was submitted and the grant was funded as requested at the end of December 1986. The funds were spent between January 1987 through December 1988. Electronic Libraries Instruction Program (ELI) had two components, the classroom program for upper division and graduate students and the Faculty Online Seminar Series. The faculty program brought representatives to the campus from DIALOG, BRS, and LEXIS/NEXIS/MEDIS. Over 100 people attended the Online Seminar Series and over 500 students and faculty participated in the ELI program. Although initiated by the Science Librarians the program proved to be so popular that by the second term the Business and Social Science Librarians also participated.

Our limited number of search stations during the grant implementation necessitated that most instructional sessions be on a one-to-one basis. This factor coupled with the busy schedules of the reference librarians meant that the grant

funds were spent rather slowly. In the near future we expect to have a classroom equipped with several PC's with modems which will be a more ideal setting for an online instructional program.

DATA ANALYSIS

The following tables were generated as part of an annual report on the Reference Department's database services. The statistics compiled reflect the usage made of the grant money when interest was the most intense from all departments. The first few months of the grant activity, December 1986 - April 1987, were primarily directed toward the Health and Biological Science students. The Library did have several CD-ROM products available for students to use, namely ERIC, and the Wilson products, Applied Science & Technology Index, Social Science Index, Humanities Index, as well as Infotrac which had information sources of interest to the Business students.

Table 1 ranks the most frequently used databases. The fact that Medline outranks some other very popular databases probably is a reflection of the commitment of the science librarians to reach as many students as possible. Also, as the Business Librarian later points out, her instructional program was usually done in small groups, where only the first student logged into the database but several students

would actually do their searches before the last student logged the group off. Table 1 also ranks usage by disciplines based on the number of Database Accesses. Although the Communicative Disorders students were ranked last, one must also consider that fewer students are enrolled in that curriculum as opposed to education, engineering or health science. Table 2 is a detailed accounting of every database accessed from the period May 1987 - April 1988. Table 3 summarizes the major categories. CAPS stands for Communication and Professional Studies which includes the Health Science, Nutrition, Physical Education and Communicative Disorders disciplines.

TABLE 1

Ranking of Individual Databases
by Number of Times Accessed (BRS & DIALOG Instructional Passwords)
(25 times or more)

		# of Accesses	Cost
1.	Medline(1)	131	$318.4812
	Psychinfo	115	246.26
3.	ABI/Inform	83	403.10
4.	ERIC	78	229.93
5.	BIOSIS	53	191.49
6.	American History & Life	34	50.21
7.	Linguistics and Language Behavior	33	66.41
8.	Management Controls	31	43.17
9.	Health Planning	26	52.70
10.	Social Science Search	25	37.08
		609	$1638.30

Ranking of Disciplines
By Number of Database Accesses (BRS & DIALOG Instructional Passwords)
(30 times or more)

		# of Accesses	Cost
1.	Health Science	199	426.96
2.	Psychology	130	270.56
3.	Business	121	453.23
4.	Education	94	251.48
5.	Biology	72	228.30
6.	History	53	77.34
7.	(News, Popular Information)	44	42.99
8.	Engineering	38	72.75
9.	Communicative Disorders	33	66.41

(1)Does not include about 80 Medline using Grateful Med

TABLE 2

INSTRUCTIONAL SEARCHES
12 Months: May 1987 - April 1988

GENERAL FIELD DISCIPLINE Database	Number of Times Database Accessed Di-a-log	 B R S*	 To-tal	Cost of Access	Hours of Access	Average Minutes per Access
MULTIDISCIPLINARY						
BIBLIOGRAPHY						
Book Review Index	2		2	5.15	.343	10.32
Books in Print	1		1	2.09	.139	8.34
Subtotal	3		3	7.24	.482	9.64
NEWS, POPULAR INFORMATION						
National Newspaper Index	7	4	11	10.79	.719	3.90
Newspaper Abstracts	1		1	0.60	.040	2.40
Newsearch	4	4	8	6.33	.622	4.67
PAIS (Public Affairs Info. Serv.)	6	4	10	12.33	.822	4.93
Magazine ASAP	2	1	3	2.23	.149	2.98
Magazine Index	10	1	11	10.71	.714	3.90
Subtotal	30	14	44	42.99	2.866	3.91
REFERENCE						
+Biography Master Index	4		4	3.53	.235	3.53
Foundation Directory	1		1	0.35	.023	1.38
Foundation Grants Index	1		1	0.30	.020	1.20
OCLC		1	1	1.32	.088	5.28
Ulrich's Periodical Directory	1		1	1.58	.105	6.30
Subtotal	7	1	8	7.08	.471	3.53
LAW (GENERAL) & GOVERNMENT INFORMATION						
Congressional Record Abstracts	1		1	.05	.003	0.18
Federal Register Abstracts	1	1	2	1.01	.067	2.01
GPO Monthly Catalog	4	1	5	6.08	.405	4.86
Legal Resource Index	3		3	11.12	.741	14.80
Subtotal	9	2	11	18.26	1.216	6.63
MISCELLANEOUS						
Dialindex	10		10	9.75	.650	3.90
Library & Info. Science Abstracts	5		5	15.65	1.043	12.54
Information Science Abstracts	1		1	1.16	.077	4.60
Dissertation Abstracts	5	2	7	10.15	.677	5.80
Subtotal	21	2	23	36.71	2.447	6.38
(MULTIDISCIPLINARY) TOTAL	70	19	89	$112.28	7.685	5.18

TABLE 2

INSTRUCTIONAL SEARCHES
12 Months: May 1987 - April 1988

GENERAL FIELD DISCIPLINE Database	Number of Times Database Accessed Di-a-log	 BRS*	 To-tal	Cost of Access	Average Hours of Access	Minutes per Access
COMMUNICATION AND PROFESSIONAL STUDIES						
COMMUNICATION DISORDERS						
Linguistics & Language Behavior Abs.	19	14	33	66.41	4.427	8.05
HEALTH SCIENCE [See also Colleague, Grateful Med, MEDLINE (full cost)]						
Cancerlit	5	1	6	13.73	.915	9.15
Chemical Exposure	1		1	0.38	.025	1.50
+Embase (Exerpta Medica)	7	2	9	12.62	.841	5.61
+Medline (See also table for Grateful Med, MEDLINE)	131	10	141	318.48	21.232	9.03
Nursing & Allied Health	5	1	6	6.54	.436	4.36
Occup. Safety & Health	3		3	14.12	.941	18.84
Health Planning & Administration	26		26	52.70	3.513	8.10
Drug/Alcohol Abuse		5	5	5.03	.335	6.18
Alcohol Use/Abuse		2	2	3.09	.206	4.02
Subtotal	178	21	199	426.96	.474	.58
HOME ECONOMICS						
+CAB Abstracts	8		8	7.55	.503	3.77
Food Science & Technology Abstracts	13		13	73.48	4.898	22.62
World Textile Abstracts	1		1	2.24	.149	8.94
PHYSICAL EDUCATION						
Sport	19		19	21.62	1.441	4.56
(COMM. & PROF. STUDIES) TOTAL	238	35	273	$598.26	39.88	8.76
EDUCATION						
ERIC (Cost includes login for all DIALOG Searches)	78	1	79	229.93	15.328	11.64
Educ. Test. Serv., Test Coll.		2	2	.14	.009	.27
Except. Child Educ. Resources	12	1	13	21.41	1.427	6.59
(EDUCATION) TOTAL	90	4	94	$251.48	16.764	10.70

TABLE 2

INSTRUCTIONAL SEARCHES
12 Months: May 1987 - April 1988

GENERAL FIELD DISCIPLINE Database	Number of Times Database Accessed Di-a-log	 BRS*	 Total	Cost of Access	Hours of Access	Average Minutes per Access
ENGINEERING & COMPUTER SCIENCE						
ENGINEERING						
Compendex	6	1	7	12.48	.832	7.13
+Inspec	8	1	9	29.63	1.975	13.17
Metadex	1		1	1.04	.069	4.14
NTIS	12		12	13.39	.892	4.44
Aerospace	2		1	6.42	.428	1.28
TRIS (Transportation)	1		1	1.58	.105	6.30
Enviroline	3		3	6.83	.455	9.12
Pollution Abstracts	1	1	2	1.38	.092	2.76
Subtotal	34	3	38	72.75	4.850	8.314
COMPUTER SCIENCE						
Computer Database	1	1	2	0.51	.034	1.02
(ENGINEERING & COMPUTER SCIENCE) TOTAL	35	4	3	$78.81	4.925	7.58
SCIENCE & MATHEMATICS						
GENERAL SCIENCE						
+Sci Search (Sci. Citation Index)	15		15	16.70	1.114	4.46
BIOLOGY						
Acquatic Sci & Fisheries	1		1	2.40	.160	9.60
+BIOSIS (Biological Abstracts)	53	1	54	191.49	12.766	14.18
Life Science Collection	4		4	4.80	.320	4.80
Oceanic Abstracts	4		4	1.50	.100	1.50
Zoological Record	9		9	28.14	1.876	12.48
Subtotal	71	1	72	228.30	15.222	12.68
GEOLOGY						
Geo Archives	1		1	0.17	.800	.66
Georef	8		8	12.00	.011	6.00
Subtotal	9		9	12.17	.811	5.41
PHYSICS						
SPIN	1		1	1.83	.122	7.32
(SCIENCE & MATHEMATICS) TOTAL	96	1	97	$239.03	17.269	10.68

TABLE 2

INSTRUCTIONAL SEARCHES
12 Months: May 1987 - April 1988

GENERAL FIELD DISCIPLINE Database	Number of Times Database Accessed Di-a-log	 BRS*	 To-tal	Cost of Access	Hours of Access	Average Minutes per Access
SOCIAL AND BEHAVIORAL SCIENCES						
GENERAL SOCIAL SCIENCE						
Social Sci Search	24	1	25	37.08	2.472	5.93
GEOGRAPHY						
Geobase	7		7	4.28	.285	2.46
HISTORY						
America History & Life	34		34	50.21	3.347	5.88
Historical Abstracts	19		19	27.13	1.808	5.70
Subtotal	53		53	77.34	5.155	5.84
POLITICAL SCIENCE						
U.S. Political Science Documents	1		1	1.19	.079	4.74
PSYCHOLOGY						
Psychinfo	105	4	109	232.14	15.476	8.52
Mental Health Abstracts	15		15	24.30	1.620	6.48
Subtotal	120	10	130	270.56	18.037	8.32
SOCIOLOGY						
Family Resources	1	2	3	3.89	.259	5.18
Sociological Abstracts	23		23	34.31	2.287	5.97
Subtotal	229	13	242	428.65	28.576	7.01
(SOCIAL & BEHAVIORAL SCIENCES) TOTAL	228	5	233	$410.64	27.376	7

TABLE 3

INSTRUCTIONAL SEARCHES
12 Months: May 1987 - April 1988

GENERAL FIELD DISCIPLINE Database	Number of Times Database Accessed Di-alog	 B R S*	 To-tal	Cost of Access	Hours of Access	Average Minutes per Access
SUMMARY						
MULTIDISCIPLINARY	70	19	89	$112.28	7.120	5.22
BUSINESS & ECONOMICS	120	4	124	$453.23	30.215	14.62
ARTS	11		11	$13.72	.915	4.99
HUMANITIES	23	22	45	$47.93	3.195	4.26
CAPS	238	35	273	$598.26	39.880	8.76
EDUCATION	90	4	94	$251.48	16.764	10.70
ENGINEERING & COMPUTER SCIENCE	35	4	39	$78.81	4.925	7.58
SCIENCE & MATHEMATICS	96	1	97	259.3	17.269	10.68
SOCIAL & BEHAVIORAL SCIENCES	229	13	242	$428.65	28.576	7.08
TOTAL (DIALOG & BRS)	912	102	1014	$2243.39	149.424	8.84

OBSERVATIONS AND DISCUSSION

The Electronic Library Instruction (ELI) program for students who participated in our program also included brief instructions on DIALOGLINK software's type ahead and print functions. Students could type in their search strategy with the librarian reviewing the input. Once the search strategy was approved the F5 key was pressed to initiate the search. The DIALOGLINK software had been programmed for add-on service macros that included logon through the user number and password. It was decided since our instruction program was conducted in two supervised library offices, it would be most efficient to automate the logon procedure and not instruct students in the details of logon procedures. The instructional program emphasized database selection, choosing descriptive keywords and/or subject headings, and boolean logic.

HEALTH SCIENCE - Classroom demonstrations were given to 12 classes in Health Science and Communicative Disorders reaching over 200 students. About 50% of the students returned for their half-hour online instructional time. Of those students, 108 completed and returned the evaluation forms. In general most students were eager to use the computer to help generate a bibliography. The students who were accustomed to using a computer had a distinct advantage in adjusting to

function keys and observing the monitor for the online interaction. The Communicative Disorders students were primarily interested in two databases MEDLINE and LLBA. Occasionally PSYCHINFO was also searched. Most of the health science students fell into two categories- environmental studies or health administration. MEDLINE was the first choice of all students but with the librarian's instruction Health Planning & Administration, Occupational Safety & Health, Environline, Pollution Abstracts and NTIS were also demonstrated. The statistical analysis showed that these students were online an average of 8.76 minutes. However the student-librarian instructional program included discussion of search strategy and then review of relevant citations. Most sessions took over a half hour. The Evaluation Forms showed 99% of the participating students wanted access to an online service and would be willing to pay for such a service. Most of the students indicated that they would be willing to pay about $5.00 for a computerized search. Occasionally students would write in their observations. A sample of the type of comments received is " I found this session very useful and essential in retrieving information that I had not found after several hours in the printed indices. I learned a great deal about the on-line system with which I was completely unfamiliar."

BIOLOGICAL SCIENCES

Online search demonstrations were given to 12 classes in the biological sciences as a part of routine bibliographic instruction sessions. In this way, approximately 150 students were exposed to the concept of computer searching of bibliographic databases. This basic introduction always resulted in in-class discussion about how the students could do searching themselves. Around 60 students responded by making individual appointments to learn search techniques. Students were required to do some basic research on their topics before going online. For instance they were told that they would have to provide the proper scientific name for any organism they wished to search as well as any specialized terminology that might apply to their topic. Frequently they came into their online sessions with one or two relevant articles in hand. Experience proved that the more the student knew about his/her topic, the more (s)he got out of the online search experience. BIOSIS was the most heavily used database; there was also some light activity with Oceanic Abstracts and Zoological Record. The sessions emphasized simple boolean searching using key words. In the few cases where biosystematic and concept codes were used, it was found that the retrieval was usually too unwieldy. Students in the biological sciences were very enthusiastic about online searching. Most indicated a willingness to pay a small fee ($5-$10) to do such searching on their own.

PHYSICAL SCIENCES AND ENGINEERING

Classroom demonstrations were given to about four (4) engineering classes, reaching about forty (40) students. Several of the students made appointments for personal instruction and searching. Some students were also referred for instruction by librarians at the reference desk. Approximately sixteen (16) engineering students did individual searches. The technology was very appealing to these students, their interest in library searching on the computer was far greater than has ever been shown for the paper products. (The engineering students have been more difficult to attract to library research than students in most other subjects.) One noticeable characteristic was their quick grasp of Boolean logic, because they have already been taught computer logic. However, relating words and truncation ("wild card" is the phraseology most of them understand, from computer training) to Boolean searching was a conceptual leap which required some effort, and coaxing, to make.

BUSINESS

Approximately 200 business students participated in the end-user instruction program. Of those, about 3/4 received the

instruction during their regularly scheduled classes, and about 1/4 set up appointments with the business librarian to get their instruction on a one-on-one basis. The students who participated during scheduled classes came in groups of anywhere from 3 to 16 individuals. They were instructed in simple online search techniques (boolean logic, limiting search to specific fields, etc.) and in how to write up the search strategy and execute it online. The databases used were ABI/Inform and Management Contents. In the larger groups, there wasn't time for everybody to get on the computer; however, some of these students came back later for private, hands-on sessions. To save time, in the large groups only the first student would get to log on to the system and the last student would log off. This threw the statistics off somewhat in that it showed fewer ABI/Inform and Management Contents searches than were actually done. A large number of the students were very enthusiastic about online searching. Eighty-two (i.e. more than 50%) of them filled out evaluation forms; of these only three said that they would not use an online index if made available to them, and 27 did not want to have to pay for its use. The remaining 55 would both use an online index and pay for its use. The students who set up appointments for one-on-one instruction had been invited to do so by the business librarian during conventional library instruction classes. These students received the same instruction as the students who were taught in groups, and

most of them accessed the same two databases. Almost all of these students filled out evaluation forms, all of them said that they would like to have access to online services such as the one they had just learned to use, and only six of them did not want to pay for such a service.

SOCIAL SCIENCES

Online search services and strategies were demonstrated to twenty-seven students in three separate history classes as a segment of a two and one-half hour bibliographic instruction presentation. The classes were all "proseminar" classes dealing with Twentieth Century European History, U. S. Colonial History and Twentieth Century U. S. History. After service presentation and demonstration, students individually scheduled appointments with a database search librarian. Search strategies developed by the students were jointly analyzed and refined. Subsequently, students, under librarian supervision, searched America: History and Life or Historical Abstracts. Greatest appeal for students included: free term searching, online ability to narrow search to a very specific area of subject interest through use of boolean connectors, and the convenience of a printout of relevant citations and abstracts. Most frequently mentioned limitation related to database coverage in terms of database start dates (America: History and Life began in 1964, and Historical Abstracts

started in 1973.) Most students used the service as an updating check supplementing bibliographic citations which had been gathered manually. Several students owned personal computers and expressed interest in contracting individually with the service vendor in order to perform online searching from home.

INTRODUCTION OF CD-ROM

Shortly after our Electronic Libraries Instruction Program was funded, the Reference Department offered on a one month trial basis the MEDLINE database on CD-ROM from Cambridge from February through March 20, 1987. Patron and librarian response to the product was very positive. "Suggestions for improvement included having a database with a greater time span, having other or more general databases, and having the option to print brief entries." (Magnuson, 1987, p.2.)

Since the Library has to carefully plan and find funding for the purchase of computer stations and CD-ROM products, it was not until September 1987 that our first annual subscription of CD-ROM products were introduced. An Academic Computing Grant funded the leasing of three (3) Wilson databases, AST, HI and SSI and one DIALOG database, ERIC. ERIC on CD-ROM was made available October 1987 and has been the most heavily used CD-

ROM to-date. The Library has subscribed starting September 1988, to three (3) more databases, MEDLINE from DIALOG, PsychInfo from Silver Platter, and ABI Inform from UMI. In addition the Library purchased in September 1987 Dissertation Abstract database (1861-1984) from UMI. In May 1988 the Reference Department tried MEDLINE CD-ROM from DIALOG on a one month trial basis and decided to subscribe to it. To date the ERIC database has been the most popular CD-ROM database. Interestingly, the ERIC online database was also heavily used in the online instruction program. It was the fourth most popular database after MEDLINE, PsychINFO and ABI/Inform.

CONCLUSIONS

The Electronic Library Instruction program, funded by a California State University Northridge Instructional Improvement Grant, succeeded in its goal to reach hundreds of students. The grant proposal as originally stated was expanded to include students from a wider range of disciplines. The allotment of $3,500 extended over a longer time frame because of the limited number of available computers with modem and available experienced database searcher librarians. The usage made of the ERIC database by the online program was consistently high even though the Library also had ERIC on CD-ROM which was also very heavily

used. When one considers that the on-line instruction program used over 60 different databases, many of which are not currently available on CD-ROM, there is no doubt that the on-line program will continue to be an important part of our information technology outreach program.

BIBLIOGRAPHY

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Magnuson, Barbara. "Cambridge Scientific Abstracts CD/ROM Free Trial at California State University, Northridge. Evaluation." Unpublished Report. Northridge, Ca., California State University Northridge Library Reference Dept., 1987.

APPENDICES

A. 1. Grant Proposal & Letter of Acceptance 8p.

A. 2. Interim and Final Reports for the Instructional Improvements Grant "Electronic Libraries Instruction." 3p.

A. 3. Evaluation Form 1p.

A. 4. Sample flier for Faculty Online Seminar Series 1p.

A. 4. ONLINE BIBLIOGRAPHIC DATABASES; A Selective Guide to Database Services Offering Lower Costs & Simplified Searching. 2 p.

GRANT PROPOSAL

INSTRUCTIONAL IMPROVEMENT PROJECTS COMMITTEE

California State University Foundation, Northridge

APPLICATION FORM
(Fill out completely)

AMOUNT REQUESTED: $3,500

PROJECT TITLE: Electronic Libraries Instruction Program

PROJECT DATES: January 1987 TO December 1987

NOTE: Attach proposal and submit 13 copies of proposal packet to the Instructional Improvement Projects Committee, in care of the CSU Foundation, Northridge office, ADM. 506.

1. This proposed project is best described as: (check one)

____ New or improved facilities acquisition
____ New equipment acquisition
____ Seminar(s)
____ Guest Lecturer(s)
____ Graduate program(s)
____ Teaching materials acquisition
__X__ Teaching method innovation(s)
____ Teacher training program(s)
____ Other (specify) _____

2. a. Is this an application for: (check one)

__X__ New Project
____ Revision or resubmission
____ Renewal

b. If submitted previously, complete the following:

Previous Proposal Title _____

_____

Dates Submitted: _____

3. Will acceptance of this award incur responsibility on the part of the University to continue the project or the personnel beyond the period of the grant/contract?

Yes____ No__X__ (If Yes, describe in full): _____

_____

_____

4. Are Human Subjects involved?

Yes____ No__X__ Standing Advisory Committee Approval Date____

5. Is Animal Experimentation involved?

Yes____ No__X__ Standing Advisory Committee Approval Date____

6. Check any which apply below. In the case of affirmative answers, attach a statement justifying this application.

Is this project:

____ Part of work leading toward an earned degree

____ Related to preparation of a textbook

____ Part of work leading to royalties or profit

IV. SUPPLIES

Item	Units	Price	Total

SUBTOTAL: _____

V. TRAVEL

Destination	Purpose	Dates	Method

SUBTOTAL: _____

VI. OTHER COSTS (SPECIFY) Each participant (faculty or student) will need
bout 1/2 hr. online instructional time. With hourly charges of $15.00, $3,500
ould allow approximately 500 people hands-on experience. Put in another way,
is amount would support up to nine faculty seminars reaching about 200 .
aculty members and reach about 20 upper division or graduate seminar
a ~~monthly basis it would permit an average of one group per week~~
nstructional time.

SUBTOTAL: $3,500

TOTAL BUDGET REQUESTED: $_____

BUDGET FINANCE SOURCES

From Department $_____
(Department is paying for equipment, telephone lines, paper supplies)

Requested from Instructional Improvement Projects Committee $3500

Other Sources (Specify) _____

TOTAL: $ $3,500

ELECTRONIC LIBRARIES INSTRUCTION PROGRAM

ABSTRACT: The program will consist of two parts, Electronic Libraries Instruction (ELI) which will be directed toward upper division and graduate students, and the Electronic Libraries Faculty Support (ELFS) program. The objective will be to introduce the rapidly growing field of user-friendly, computerized bibliographic databases. We will demonstrate the techniques needed for effective online searching and provide instruction on the contents and structure of information retrieval systems now accessible by home computers. Instructional Improvement Grant funds are being requested to pay for the online instructional time. The University will benefit in many ways. Our students and faculty will be able to use the latest information technology and the campus resources for research will be vastly extended in a cost effective way.

NEED: More and more information is becoming available only in machine readable format. The number of computerized databases has increased dramatically. The Directory of Online Databases currently provides descriptive information on 3169 databases. In 1979 only 400 databases were listed. A reverse trend is shown for printed indexes and bibliographies. The ALA Yearbook of Library and Information Services shows a total of 858 bibliographies and indexes in American Book Publishing Record in 1982, but only 530 were listed in 1985, a decrease of 328. Along with the startling growth of computerized databases has been the emergence of gateway systems in 1985/1986. The gateway systems usually offer some standardization and easier access to a variety of databases. Considering the proliferation of the personal computer and the advent of user-friendly software it is feasible that people should learn when and how they can effectively do their own online searching.

DESCRIPTION: We will investigate and develop instructional methods for educating inexperienced database users. Classes and workshops will be conducted in South Library, Rm. 216 where a computer with a modem and large screen monitor will be set up for demonstration and practice. We have already acquired access to very inexpensive (see *Progress to Date)* Classroom Instruction Programs which provide access to information in the fields of medicine, biosciences, education, engineering, business, social sciences and related interdisciplinary areas.

The ELFS program will offer to all faculty Online Information Seminars. The seminars will be announced in the University Information Bulletin. Descriptive fliers will be sent weeks earlier to all departments. Topics covered will be types of services, steps in developing a search strategy including selection of database(s). We will collect, synthesize and distribute literature which will

give a clear overview of the different systems. Information specialists from some of the major services will be invited to give demonstrations. After the seminar, there will be a laboratory session where faculty can conduct their own searches with information specialist(s) available for assistance.

The ELI program, Phase I, will be directed toward upper division seminar or graduate research classes in Health Science, Communicative Disorders, and Engineering. The students will be shown the databases of potential interest to their particular field. An overview of printed indexes as well as the computerized databases will be presented. The mechanics of online searching will be explained and demonstrated. Students will have the opportunity to do an online search using BRS and/or DIALOG Classroom Instructional Programs' inexpensive passwords.

PROGRESS TO DATE: Instructional passwords have been obtained from two major online vendors-DIALOG and BRS. A preliminary version of this grant proposal was submitted August 1986 to DIALOG and BRS. Both organizations found our "*Electronic Libraries Instruction Program*" worthy and granted us passwords to their Classroom Instructional Programs. The online charges are $15.00 per hour instead of the costs which can range from $45-$200+ per hour. With this very inexpensive, flat-rate charge we now have access to hundreds of databases covering a wide range of disciplines.

In addition, for the ELFS program many online services have been contacted for complimentary demonstrations. So far three services, Dow Jones News/Retrieval, Easynet, and Mead Data Central have agreed to do seminars.

The Library is purchasing equipment and telephone lines so that online databases can be demonstrated to large groups. These online information seminars will be conducted in South Library, Room 216.

The IMC has been contacted and they will provide a large screen monitor.

EVALUATION: All faculty seminars and student workshops will be evaluated by the participants with separate criteria for content attributes and instruction. We will use the evaluation forms to provide an effective mechanism in building programs that will be responsive to participant needs.

GLOSSARY:

BRS is an information retrieval service with about 130 databases in business/finance, education, life sciences, medicine/pharmacology, physical/applied sciences, social sciences/humanities and reference/ multidisciplinary.

Database is a computer-readable collection of data. Different types of databases include (1) reference databases which refer to another source,(e.g., a document, an organization, or an individual), (2) Source databases which contain the original source data.

DIALOG is an information retrieval service with more than 250 databases in a broad scope of disciplines. They have the full range of database types, directories, full-text, and bibliographic citations.

Dow Jones News/Retrieval is an information retrieval service which offers Business and Investor services, company/industry data and news, quotes and market brokerage services, as well as general services on world news, sports, weather, shopping, travel and electronic mail, education and entertainment.

EASYNET is a gateway service to most of the information retrieval services, including DIALOG and BRS. It offers user-friendly menus to over 700 databases.

Gateway refers to natural-language interfaces which eliminate the inconsistencies among databases and the information services. Usually access to the different information retrieval services can be done through the gateway service so that subscriptions to all the services are not necessary.

Mead Data Central is an information retrieval service which has specialized in supplying full text, online information. Their major services are LEXIS (extensive files of federal and state case law, codes, regulations, and other authoritative legal materials), NEXIS (full text of more than 150 information sources including leading newspapers, magazines, professional journals, newsletters and wire services) and MEDIS (medical service of clinical, biomedical and pharmaceutical information.)

Online databases are computer-readable collections of data available for interactive access by users from remote computer terminals and microcomputers.

BIBLIOGRAPHY:

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Directory of Online Databases. 7 (July 1986), v.

Friend, Linda. "Identifying and Informing the Potential End-User: Online Information Seminars." Online 10 (1986) 47-56.

Hewes, Jeremy Joan. "Gateways to On-line Services." PC World 3 (May 1985), 148-156.

Hubbard, Abigail. "An Integrated Information Management Education Program...defining a new role for Librarians in helping end-users." Online 10 March 1986), 15-23.

Hurych, Jitka. "After Bath: Scientists, Social Scientists, and Humanists in the Context of Online Searching." The Journal of Academic Librarianship 12(1986) 158-65.

Martin, W. "Touring an Informational Wonderland." Classroom Computer Learning 4 (1985), 52-57.

Ojala, Marydee. "Views on End-User Searching." Journal of the American Society for Information Science 37 (1986) 197-203.

Steffen, Susan Swords. "College Faculty Goes Online: Training Faculty End Users." The Journal of Academic Librarianship 12(1986), 147-51.

Tenopir, Carol. "Four Options for End User Searching." Library Journal 111 (July 1986), 56-57.

Ward, Sandra N., Laura M. Osegueda. "Teaching University Student End-Users About Online Searching." Science and Technology Libraries 5 (1984), 17-31.

CALIFORNIA STATE UNIVERSITY FOUNDATION, NORTHRIDGE

Northridge, California 91330 (818) 885-2906

December 18, 1986

TO: Marcia Henry
Reference Librarian

Snowdy Dodson
Reference Librarian

FROM: William Freeman, Chair Wm Freeman
Instructional Improvement Projects Committee

SUBJECT: Approval of Award

Congratulations! The Instructional Improvement Projects Committee has selected your proposal for an award. The Committee recommended 21 awards out of the 51 applications received, and these allocations were approved by the Foundation Executive Committee on December 17, 1986. You were allocated $3,500.00 for the project, "Electronic Libraries Instruction Program".

Your account number is 4266.07.000. Please contact Donald Miller in the Foundation Accounting Office regarding procedures for expenditure of this award. Mr. Miller can be located in the south wing of the Bookstore Building; the entrance to the Accounting Office is on the west side of the building. The duration of this grant is limited to one year from date of the receipt of the award, therefore the expiration date has been established as December 18, 1987.

The attached sheet contains additional important information relative to your award. The reporting forms, as described in the attachment, are enclosed for your convenience. Please complete these in accordance with the outlined schedule and return them to me in care of the Foundation Office (ADM. 506). If you have questions regarding any of the procedures, please call the Foundation Office at 885-2906.

Again, congratulations on your award and best of luck on the success of your project.

WF:cam

Att./Enc.

CC: Mrs. Judy Kirksey

INTERIM REPORT
on
Grant from
INSTRUCTIONAL IMPROVEMENT PROJECTS COMMITTEE

29

(Please submit Interim Report to the Instructional Improvement Projects Committee in the Foundation Office, ADM. 506 by the end of the first week of September.)

Project Director(s) Marcia Henry and Snowdy Dodson

Telephone Number(s) x3012

Title of Project/Program ELECTRONIC LIBRARIES INSTRUCTION PROGRAM

Project/Program Objectives:

Introduce the rapidly growing field of user-friendly, computerized bibliographic databases to students and faculty. Demonstrate the contents and structures of databases and offer effective techniques for online searching.

Progress Toward Objectives to Date:

ELI (Electronic library instruction for students) - twelve classes in the sciences having approximately 200 students, were given a classroom demonstration of the key databases-e.g. BIOSIS (print version, Biological Abstracts), MEDLINE (Index Medicus), COMPENDEX (Engineering Index), NTIS (Government Reports Index), etc.

In addition to reaching about 200 students, a little less than half that number have returned so far for their personal half- hour session with a librarian and were instructed in detail how to conduct their own online search. Sixty nine (69) students to-date completed and returned the evaluation form. The students' responses have been very positive.

ELFS(Electronic Library Faculty Support) - There were two university-wide seminars covering the user friendly systems of Knowledge Index (from DIALOG) and BRS Colleague. They were attended by 67 faculty members from a wide range of departments- Engineering, Biology, Economics, Sociology, History, Health Science, Communicative Disorders, Geography, Pan African Studies, Journalism and Management Science.

FUNDS EXPENDED OR ENCUMBERED TO DATE:

$3,356.29

ESTIMATED COMPLETION DATE: December 18, 1987

1986-87

FINAL REPORT
on
Grant from
INSTRUCTIONAL IMPROVEMENT PROJECTS COMMITTEE

(Please submit to Instructional Improvement Projects Committee in the Foundation Office, ADM. 506, no later than 30 days after conclusion of project.)

Project Director(s) Marcia Henry and Snowdy Dodson

Telephone Number(s) x3012

Title of Project Electronic Libraries Instruction Program

Project Objectives:

Introduce the rapidly growing field of user-friendly, computerized bibliographic databases to students and faculty. Offer online seminars to faculty and students covering the major online vendors. Work on an individual basis with students and faculty to demonstrate the content and stmucture of databases and offer effective techniques for online searching. Collect, synthesize and disseminate information on the most popular, user-friendly database services.

How the Objectives Were Met:

List specifically how the objectives were met. If they were not met, list reasons why they were not met.

Three online seminars were organized and announced in the University Bulletin. Fliers were distributed to Departments two weeks prior to the seminar. The UIB carried the announcement in the Coming Events two weeks pric and the full description the week of each seminar. In addition to the online seminars given by outside information analysts, classroom demonstrations of online searching were given by the science librarians to twenty three graduat and /or upper division classes in health science, communicative disorders, biology, engineering, psychology, geography. A two page bibliography was developed "Online Bibliographic Database Services Offering Lower Costs & Simplified Searching" was distributed to classes and interested patrons at th Library's reference desks. The librarians were able to work with hundreds of students on an individual basis and reach even larger groups through classroo demonstrations.

Will the activity developed through the project be continued? Yes X No ____

If not, what are the major reasons?

Project Budget Detail:

Total amount allocated:	$ 3,500	Total amount expended: $ 3,500
How was it divided?		
Personnel	$	$
Equipment	$	$
Duplication & Reproduction	$	$
Supplies	$	$
Travel	$	$
Other Costs (Specify) Online computer charges	$ 3,500	$
TOTAL	$ 3,500	$ 3,500

Evaluation:

How would you evaluate the results of this project?

Excellent. The program, to date, has reached about six hundred people. Almost one hundred faculty and students attended the Online Seminars, more than 300 students were reached through classroom demonstrations, and about 250 students were given individual instruction by librarians. Student and faculty responses have been very positive.

Students and faculty who have participated to date in the individual instruction program were asked to fill out the attached questionnaire. Over two hundred students and/or faculty completed the form.

A sample of the type of flier distributed for each Online Seminar is also attached, as well as the two page bibliography developed for this program.

(You may wish to submit documentation.)

EVALUATION FORM

ELECTRONIC LIBRARIES INSTRUCTION PROGRAM

1/2 hr. online instructional time

Class (course name - number) Date

Student's Name Major

Have you ever accessed an online service Yes____ No ____
(Either yourself or another person for you)

After completing your database search please answer the following questions:

Name(s) of databases searched

Were you able to retrieve relevant citations? yes___No___

Would you like to have access to a service where you can do your own online literature search? yes_____ No ____

Would you be willing to pay for the service? yes __no__

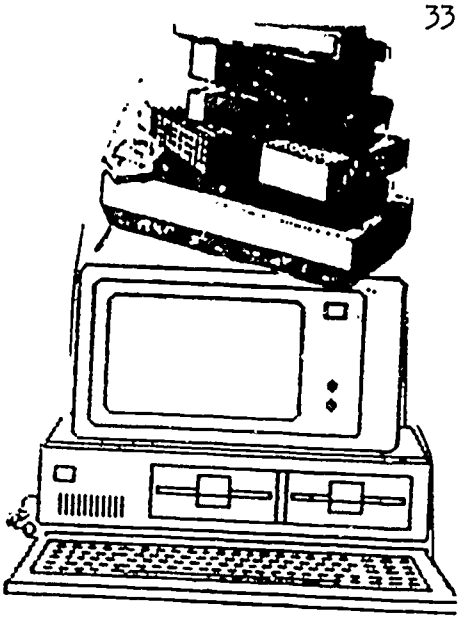
How much? $-----per 1/2 hr. regardless of how many citations retrieved ($1-$5, $5, $5-$10)

$_____per successful search, that is, at least one citation retrieved but no more that 10 citations ($1, $3, $5)

This application for online instructional time will be filed in South Library Room 201. If you wish to take advantage of your 1/2 hour of online instructional time, please report to Rm. 201 during the following laboratory times ((818) 885-3012)

Monday Tues Wednesday Thursday Friday

SAMPLE FLIER



The Library's Reference Department

presents a demonstration of

BRS Colleague

The First in a series of seminars

on

ONLINE INFORMATION SERVICES

WHEN: March 17, 1987

TIME: 10:00 a.m. - 4:00 p.m. - on a drop in basis

WHERE: South Library, Room 216

WHO: Judy Consales and Amy Greenwood will offer demonstrations for all interested faculty, staff and students.

WHAT: BRS Colleague offers user-friendly computer access to over 100 bibliographic databases in all disciplines: medicine, engineering, biology, chemistry, computer science, psychology, education, sociology and business. Examples of some unusual databases COLLEAGUE offers are: CCTL (full text of over 100 leading medical journals and classic medical textbooks),DISCLOSURE (10Ks, information on over 10,000 companies), PREV (specially indexed core of psychology and medical articles for up-to-date retrieval.)

Please stop by. You will be able to get hands on experience;do some literature searching. Please let your upper division and graduate students know about this seminar.

BACKGROUND INFORMATION

The Online Information Services seminars are being funded by an Instructional Improvement Grant entitled *Electronic Libraries.* In conjunction with this grant, the Reference Department can also offer, for 1987, 1/2 hr. instructional online time to upper division and graduate students accessing most of the databases on DIALOG and BRS.

FOR MORE INFORMATION - contact x 3012 (Marcia Henry or Snowdy Dodson)

California State University, Northridge
Library, Reference Department
Compiled by Marcia Henry
Fall 1988

ONLINE BIBLIOGRAPHIC DATABASES

A Selective Guide to

Database Services Offering Lower Costs & Simplified Searching

The following services are the most popular services available for use on home computers. Most of them require pre-registration for a personal password.

KNOWLEDGE INDEX

Knowledge Index
DIALOG Information Services, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304
800-3-DIALOG

Coverage: Access to over 50 of the 400 DIALOG databases
Costs: $35 one-time fee; $24.00/hr.
Hours Available: M-F 6 pm-5 am; Sat.8 am-midnight;Sun.3 pm- 5 am

AFTER DARK

BRS/Marketing Dept.
1200 Route 7
Latham, NY 12110
800-468-0908

Coverage: Access to about 75 of the 130 BRS databases
Costs: $75 one-time fee; $6-$38/hr. depending on database plus citation charges; $12 monthly min.
Hours Available: M-F 6 pm-1 am; Sat., Sun. all day

COLLEAGUE

BRS same address and telephone number

Coverage: Access to over 90 of BRS' databases
Costs: $95 one-time fee; $20 monthly minimum; cost varies with database and time of day. Non-prime time less expensive than prime (normal business hours)
Hours Available: M-S 6 am- 1 am; Sat., Sun. all day

EASYNET

Telebase Systems, Inc.
763 West Lancaster Ave.
Bryn Mawr, PA 19010
(215)526-2800; via modem(800)EASYNET

Coverage: gateway computer service offering offline menu-driven searching of 700 databases from 7 database services
Costs: no pre-registration required; $10 for up to 10 citations, some databases have surcharge; additional $2 per abstract telecommunications extra. Also available as IQuest on Compuserve; InfoMaster on Western Union's Easylink
Hours Available: depends upon the hours of the database service

ONLINE SEARCHING

DIRECTORIES

The Library has several directories which list databases and the vendors who carry them. The following are those directories which are updated periodically.

Directory of Online Databases. Santa Monica, CA: Cuadra Associates, Fall 1979- Ref Z 674.3 D47 Oviatt Reference Area

Online Bibliographic Databases; a directory and sourcebook 3rd ed., London: Aslib, 1983. Ref Z 699.22 H34 1983 Oviatt Reference Area

HOW-TO BOOKS

The following list is just a few of the most recent books the Library has received which explain the essentials of online searching of bibliographic databases. Consult the catalog under such subject headings as:

INFORMATION RETRIEVAL
ON LINE DATA PROCESSING
INFORMATION STORAGE AND RETRIEVAL

How to Look it up online; get the information edge with your personal computer, by Alfred Glossbrenner. New York: St. Martin's Press, 1987. QA 76.55 G57 1987

Databases: A primer for retrieving information by computer, by S. Humphrey. Englewood Cliffs, N.J.:Prentice Hall, 1986. QA 76.9 D3 H85 1986

Getting on-line; a guide to accessing computer information services, by M. David Stone. Englewood Cliffs, N.J.: Prentice-Hall, 1984. QA 76.55 S86 1984

Online research and retrieval with microcomputers, by N. Goldmann. Blue Ridge Summit, Pa.: Tab Professional and Reference Books, 1985. QA 76.55 G65 1985

The Microcomputer's user guide to information online, by Carol Hansen. Hasbrouck Hts., N.J., Hayden Book Co., 1984. Ref QA 76.5 H3546 1984