

Library Newsletter

December 2008

Volume 2, Issue 2

Western Technical College
THE ESSENTIAL EXPERIENCE

"I still find each day too short for all the thoughts I want to think, all the walks I want to take, all the books I want to read, and all the friends I want to see."

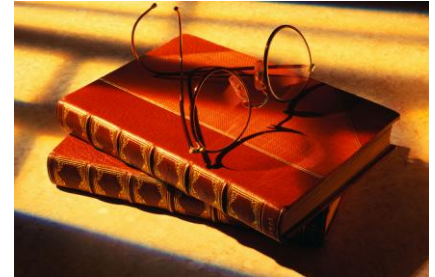
by John Burroughs

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*Western Technical College Library
Academic Resource Center / Second Floor
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From the Director

Major Renovations, Minor Changes, and More Collaboration

As the 2008 calendar year comes to a close, a variety of programs, resources, and services have helped to shape our future and provide momentum as the new year approaches. New staff, increased statistics, and streamlined processes have enhanced the way the library does business in promoting a better teaching and learning environment.

The library instruction program has been a key factor in these overall efforts. Library staff has seen an increase in the number of library instruction sessions conducted for faculty, students, and staff. In addition to conducting the traditional class-related sessions in the library, various other instructional sessions have been held throughout campus and beyond. A nearly 25% increase in the total number of sessions scheduled has resulted in even more demand. The new library instruction area, completed during this past summer, has played a vital role in achieving our goals.

Besides increasing basic print resources available in the General Collection and Reference areas, a concerted effort was made to enhance our electronic resources. New curriculum-related electronic periodical databases such as *Campus Research*, the *NetLibrary* collection of ebooks, and basic reference material via *CREDO Reference* have had a tremendous impact on our ability to provide valuable resources to our library users. Updated materials from EBSCOhost and ProQuest have also been acquired.

The Library Computer Lab has seen a variety of changes during the calendar year. An emphasis on customer service has been the focal point. More collaborative efforts with library users and Western faculty, as well as a concern for gathering relevant statistics, has been emphasized.

A new integrated library system (ILS) will be implemented and fully operational by August 2009. Many of the business aspects

of the project, including budget and technical reports, were undertaken during 2008. The Wisconsin Project for Automated Libraries (WISPALS) will be exciting and provide new opportunities for everyone. The WISPALS Library Consortium will align Western Technical College with ten other WTCS technical colleges/academic libraries and assist immensely in allowing for the seamless transition of students into the UW Colleges/UW System.

This year brought forth an abundance of new resources, services, and programs. 2009 is just around the corner with even more changes and enhancements. The projects that await us are exciting and library staff looks forward to these new challenges and opportunities in the days to come.

HAPPY HOLIDAYS!!!

Ronald G. Edwards

Featured Program – Supervisory Management

by Jeffrey Lind

As a new instructor here at Western, I was challenged with understanding what “the essential experience” means to me and to my students. In my mind, the essential experience meant providing students with the right environment, the right tools, and the right information in order for students to apply the competencies of the course to a realistic workplace scenario. The students actually had to do something that simulated what they might experience in the workplace. With that in mind, I began to design the Managing for Quality course this semester, in accelerated and online formats – a course that I have never formally taught before.

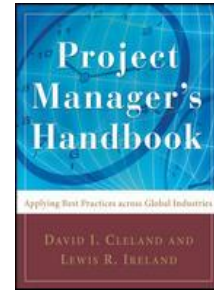
As part of the course design, students were assigned to continuous improvement teams that culminated in a continuous improvement project. Student continuous improvement teams (CI teams) were challenged to improve a process or a series of processes that result in a completed product or the delivery of a service. The group project assignment was deliberately designed to have less structure in order to maximize student creativity and to maximize the transfer of course competencies to a real life situation. The goal was to have the CI teams practice the Plan-Do-Check-Act method of continuous improvement. The accelerated, face-to-face, class had six weeks to complete their projects. The online class had eight weeks to complete their projects.

To be successful, the CI teams depended upon effective leadership, active team member participation, follow through of the PDCA cycle, and the willingness by all to seek out knowledge not yet presented within the context of the classroom. Successful teams applied the tools and information available to them in their textbooks and those

provided by the instructor on a trial and error basis. After investing substantial time toward their projects, all teams experienced frustration and mental anguish after discovering that they were not headed in the right direction, primarily resulting from not following the PDCA cycle correctly. For example, most groups jumped right into the “DO” stage without effectively planning for change or fully understanding the process they were trying to improve. This situation replicates what often happens in the workplace. With guidance from the instructor at mid-point, successful groups re-applied the PDCA cycle more effectively and then re-aligned their projects accordingly. Each CI team was responsible for demonstrating the course competencies by creating a presentation that explained their group’s continuous improvement project to the rest of the class.

On the last night of the class, the accelerated format class presented their CI projects. Each team was given a general template to follow for their presentation (the PowerPoint template also acted as a template for their groups to apply the course competencies). On average, group presentations lasted twenty to thirty minutes in length (presentation length was not a criteria however). Group presentations were evaluated using the Holistic Critical Thinking Scoring Rubric designed by Dr. Peter Facione and Dr. Noreen Facione (Facione, 1994). Students and instructor completed the scoring rubric for a composite evaluation of each CI team project and presentation.

As the instructor, I observed each team demonstrate all the course competencies through their



improvement project and presentation. Some teams were able to demonstrate their competency in their learning more than other teams; moreover, one team’s improvement efforts resulted in a potential annual savings of \$250,000 for Gunderson Lutheran Eye Clinic. The other two CI teams also experienced success in their improvement efforts as both projects resulted in changes that can be applied to real processes that exist within Western Technical College systems. There is no better test of a student’s understanding than their demonstration of concepts and the appropriate use of tools in a real world scenario. In summary, I believe that the student performances in the Managing for Quality course, fall 2008, exemplified what it means to obtain the Western “essential experience.”

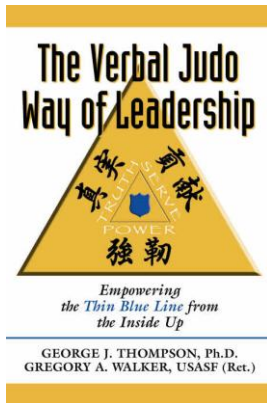
Bibliography

Facione, P. A. (1994). *California Academic Press*. Retrieved August 20, 2008, from http://www.insightassessment.com/pdf_files/rubric.pdf



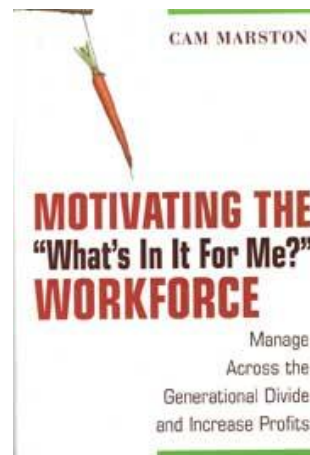
Library Resources for Featured Program

- *A survival guide to managing employees from hell : handling idiots, whiners, slackers, and other workplace demons* / Gini Graham Scott
Call number: HF 5549.5 E42 S36 2007

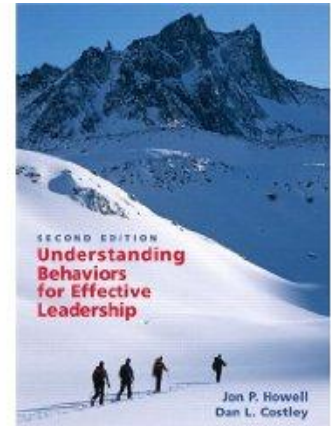


- *The verbal judo way of leadership : empowering the thin blue line from the inside up* / George J. Thompson, Gregory A. Walker.
Call number: HD 30.3 T462 2007
- *Leadership therapy: inside the mind of Microsoft*/Anna Rowley
Call number: HD 57.7 R69 2007
- *Know-how : the 8 skills that separate people who perform from those who don't* / Ram Charan
Call number:HD 57.7 C4737 2007
- *How Toyota became #1 : leadership lessons from the world's greatest car company* / David Magee
Call number: HD 9710 J34 T6528 2007
- *30 reasons employees hate their managers : what your people may be thinking and what you can do about it* / Bruce L. Katcher
Call number:HF 5549.12 K38 2007

- *Understanding behaviors for effective leadership* / Jon P. Howell, Dan L. Costley
Call number: HD 58.7 H684 2006
- *Responsibility at work : how leading professionals act (or don't act) responsibly* /Howard Gardner, editor
Call number: HD 57.7 R467 2007
- *Motivating the "what's in it for me?" workforce : manage across the generational divide and increase profits* / Cam Marston
Call number: HF 5549.5 M63 M365 2007



- *Women in business : the changing face of leadership* / Patricia Werhane ... [et al.]
Call number: HD 6054.3 W636 2007
- *365 foolish mistakes smart managers make every day : how and why to avoid them* / Shri L. Henkel
Call number: HD 38.15 H46 2006
- *Management* / Peter F. Drucker, with Joseph A. Maciariello
Call number: HD 31 D773 2008

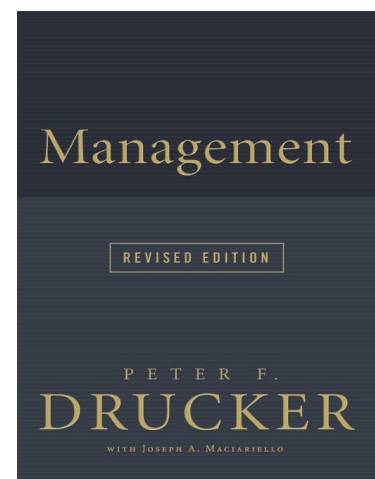


Journals

- HR Magazine
- IW-Industry Week
- Monthly Labor Review
- Safety & Health
- Sales Marketing & Management
- Training
- Workforce Management

EBooks

- *Develop your leadership skills* / John Adair
Call number: Netlibrary 2007
- *Decision making & problem solving strategies/* John Adair
Call number: Netlibrary



Going Digital

At times it seems like digitization is the topic of many conversations. It may even appear that a lot of people are doing it and that it's as easy as one, two, three. Can't be that difficult either, right?

Well, here's the scoop! Yes, it is something that warrants serious discussion. Making resources available to an unlimited number of people electronically and easily does seem to be a logical decision to make, especially if those materials had been sitting on a shelf and rarely used.

But becoming digital requires a lot of planning, time, commitment, and \$\$\$\$, at least in many cases. Before any digital project is started there are a number of questions that need to get answered.

- How will the materials be digitized?
- How will the materials be accessed?
- What materials will be digitized?
- Why these?
- Who is your audience?
- How will you market the materials?
- Who's going to oversee the initial project and manage it?
- Who else is going to be involved?
- Where's the \$\$\$ coming from to start/continue the project?

Thus, although it sounds like a good idea, *and it really is*, there is a lot more to the process than most people think. By the way, did I mention copyright, ownership issues, and preservation?

Year-Round Book Giveaway

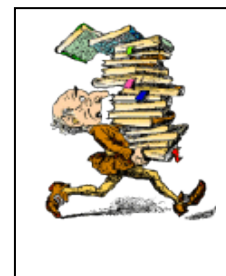
Free Books!

Remember our annual spring book giveaway? Now it's our **daily book giveaway!**

Books that have been withdrawn or are no longer needed will be available for the taking.

They are located in bookcases in our front entrance to the library. (We accept donations – please keep us in mind when clearing out your areas.)

Tell your students about the free books!



Global Climate Change and U.S. Law. Michael B. Gerrard, editor. ABA, 2008.

Need key information as it relates to United States law pertaining to global climate change? What about basic international and national legal approaches to the topic? Want information on how individual states are adopting their own programs regarding this issue? Then *Global Climate Change and U.S. Law* is the source. In addition, the book covers such areas as disclosure and corporate

governance, how the insurance industry is reacting to climate change, subsidies, tax policies, efforts to reduce greenhouse gases, emissions trading, and more. Finally, various voluntary climate change efforts are discussed. Although primarily a legal resource outlining a variety of key climate change issues, the book is useful for anyone concerned about this very crucial topic.



By Michael B. Gerard, editor and ABA, 2008

GREEN Web Resources

U.S. Green Building Council
www.usgbc.org

National Climatic Data Center
www.ncdc.noaa.gov

Energy Star
www.energystar.gov

Natural Resources Defense Council
www.nrdc.org



Need a One Hour Hiatus from the Rigors of Teaching?

Want to put a little more kick into next semester's syllabus? Are you concerned that some of your students may not know how to conduct research or be familiar with what resources are out there? Do you think they may not know the difference between doing a Google search and finding scholarly articles written by experts in the field? Or maybe you just want them to find out where the library is located?

Well, if you've answered yes to any of the aforementioned questions, then

why not schedule a library instruction session for your class? Sessions can consist of a general orientation, an overview of various resources and services the library provides, a specific class-related assignment alternative, or any combination of the above. Although normally about 50 minutes long, library staff can work with you to adjust this time frame, as well. Most sessions are conducted in the new Library Instruction area, but sessions can also be arranged in your classroom depending on the technology available.

So, even though the Holiday Break is upon us, and the spring semester is still a month away, plan early and schedule those sessions today.

To arrange for a library instruction session, please contact Ronald G. Edwards at 785-9552 or edwardsr@westernnc.edu.

How healthy is your community? Online Health Scorecard



Imagine an electronic, interactive, science-based document—a scorecard—that keeps track of health data in your community. A source where you can find answers to questions such as, “What is the biggest health concern in my community?” “Do we have a serious drinking problem?” “How does my community compare to others for immunizations?” “How many people died from heart disease?”

The scorecard helps address a couple of important issues. First, community-based health improvement efforts sometimes focus on recently emerged health issues rather than following a more proactive planning process.

Secondly, although there is accessible data on state and national Web sites, community leaders often don’t know where to find targeted data to help prioritize local efforts. While local data is crucial for effectively planning and implementing community-based interventions, this information can be

difficult to find.

To aid regional health improvement efforts, the La Crosse Medical Health Science Consortium’s scorecard provides health data on 20 counties in Wisconsin, Minnesota and Iowa. The data include demographics and risk factors; data comparisons at county, state and national levels; trend reporting; scored comparisons with national and state benchmarks; and much more.



Scorecard Web site:
www.lmhscscorecard.com

Benefits of the scorecard

- Visitors to the Web site can examine a county’s statistics over time (as far back as 1998) and compare data among the Consortium’s 20 counties, as well as with the state and the nation as a whole.
- To aid prioritization, each county can grade itself compared to selected benchmarks.
- Data can help determine the appropriateness of an initiative and monitor outcomes.
- Less time spent searching for and collecting data means more time spent on finding solutions.
- It’s an easily accessible source of data that links the user to the original data source whenever possible.

Email Reference Option

Email Reference service allows library users to submit reference questions electronically to library staff at Western Technical College. Here’s a quick overview of the process.



libraryreference@westerntc.edu

- Email Reference is available to all Western students, faculty, and staff
- Questions are submitted via the “Ask a Librarian” link
- Questions are received by Western Library staff
- Be as specific as possible in your query
- Questions may be submitted 24/7
- Library staff will respond to your question(s) within 24 hours (holidays, library closings, weekends, etc. will lengthen response time)

Although Email Reference may not be as in-depth as an in-person consultation, it does provide another option for Western students, faculty, and staff to utilize the resources and services of the Western Library.

Western Library

400 7th Street North
La Crosse, WI 54601

Phone:
(608) 785-9142

E-mail:
library@westerntc.edu

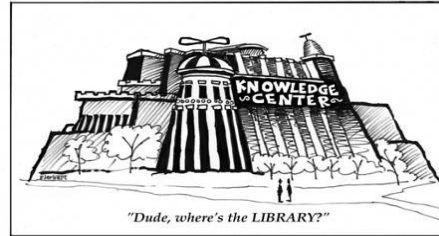
We're on the Web!

See us at:

westerntc.edu/library

We'd Like to Hear from You

- ❖ The Library welcomes recommendations for the purchase of books or other library materials. To request the Library to buy a certain book or other type of item, go to the Library's homepage www.westerntc.edu/library, scroll down the page and click on "Library Purchase Recommendation Form". Fill out the form and hit submit. The Library will notify you as soon as possible of our action in response to your request. The library will also contact you again when the title has been received and is available for your use.



Did You Know?

- ❖ As a convenience to Western faculty and students, the Library can proctor tests. The Library can also proctor tests from other institutions. There are restrictions and a form, indicating the name of the student, administration of the test and what should be done with the test once it is complete and any other special instructions that needs to be filled out prior to administering the test. This form is available at the circulation desk in the library or an email request can be made through library@westerntc.edu. Proctoring is available all times the library is open. The library will try to meet any requirements you may have, however, the library cannot provide direct in room supervision, testing for people with special needs or testing for more than 1 or 2 people at a time. Contact the Circulation Desk, x9142 or email library@westerntc.edu if you have any questions.

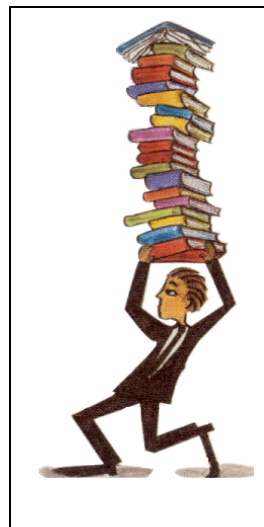
Library Staff:

Director of Library Services
Ronald G. Edwards

Circulation
Linda von Uhl
Nicole Clutter
Heather Turner

Cataloging
Deborah Blum

Computer Lab
Charlie Callan



Library Hours:

Monday – Thursday

7:30 a.m. – 8 p.m.

Friday

7:30 a.m. – 4 p.m.

Saturday

9 a.m. – 1 p.m.

Sunday closed

Any modifications to the above will be posted in advance