# LSTA Library as Instructional Leader

Research Team Meeting – June 10-11, 2009

Highline Community College

## Goals:

* Explore outcomes for integrating information competency learning components
* Formative assessment along a 4-year progression
* Identify strategies for working with individual faculty

## Questions for the Research Team

* Project Outline – what will we do?
* Who are our students? What is the scope of this project?
* What do we know about them?
* What do we want to know? What are our research questions?
* How will we do the research
* Next steps, including the July 16-17 Workshop

## Ideas to consider:

* Sharing results (Teaching and Learning, TESOL, etc.)
* Focus on including IC in classroom experience
* Connect with Washington State Adult Learning Standards
* CASSAS – can IC help improve scores?
* Librarians need to better understand Dev Ed vs. ABE vs ESL
* Develop Big 6 levels for each of the 6 levels of the ABE & ESL standards
* Questions:
	+ Does IC integration make a difference at each of these levels
	+ Are libraries/librarians important to students in their courses?
	+ Do students who take courses with IC achieve more?
	+ What will our focus and our involvement mean 4 years fro now?
	+ Are students more successful at transition?
	+ Can we find correlations between IC and retention?

## Discussion of readings:

* Remediation doesn’t make up for broader deficiencies
* Roselle’s 6 patterns could be examined for our interventions
* IC is not a cure but a diet
* Readings remind us of stages of learning – and that getting students to the next point matters more than where they started from
* We don’t always communicate the learning standards within a college
* Consider how we might work with integrating technology; technology may not be a large challenge
* Consider library anxiety & whether students think of the library as a resource “for them”
* Role of faculty development in promoting IC as a shared responsibility (Consider how to connect with Noreen Light’s faculty development work?)
* We need to be realistic about learning outcomes and expectations for the project
* The number of students in our target group may be much larger than we realize – many students arrive underprepared for college level courses
* Role of Universal design
* Consider role of current initiatives at various colleges
* ABE/ESL/Dev Ed faculty in to the conversation
* How to work with the Council on Basic Skills?

Lindauer, Bonnie Gratch.  “Preparing Basic Skills Students to Succeed With Information Competency: Sabbatical Report for Spring 2007.” Roseberg [sic] Library, August 20, 2007. [Full Text PDF available at [www.topsy.org/sabbprojreplong.pdf](http://www.topsy.org/sabbprojreplong.pdf)]

Roselle, Ann. "Preparing the Underprepared: Current Academic Library Practices in Developmental Education." *College and Research Libraries.* 70.2 (2009): 142-156. [[Full-text](http://www.ala.org/ala/mgrps/divs/acrl/publications/crljournal/2009/mar/index.cfm) available to current ACRL members]

 Bailey, Thomas. “Challenge and opportunity: Rethinking the role and function of developmental education in community college.” New Directions for Community Colleges 145 (2009): 11-30. [Full text available from Wiley InterScience at <http://www3.interscience.wiley.com/journal/122268233/abstract>]

Juzwiak, Chris, and Monette Tiernan. “Pedagogies of visibility: The full E-mersion and beyond.” New Directions for Community Colleges 145 (2009): 79-94. [Full Text available from Wiley InterScience at <http://www3.interscience.wiley.com/journal/122268238/abstract/>]

Data needed:

## Major Project Elements by Year

Year 1: Collaboration & education

Year 2: Develop project specifications, research design, and pilot

Year 3: Implement research

Year 4: Analyze findings

Year 5: Publish results

## Summer Workshop Ideas

### Goals:

* Lay a foundation of understanding of ABE/ESL
	+ Provide a statewide look at the target population of students
	+ Terminology
	+ Standards
	+ Environment
* Learn about expectations & deliverables for the grant over the coming 4 years
* Ask ABE/ESL/dev ed faculty to help us design questions and talking points for engaging faculty
* Consider what this project might be able to offer to your own college

### Thursday Afternoon

* Statewide data – momentum points, transition, etc.
* ABE/ESL Panel discussion about student needs
* Basic Skills 101

### Friday Morning

* Work with Rosemary on how to incorporate information literacy into ABE/ESL (variations for levels, etc.)
* Details about the grant and its various components
* Brainstorm how to structure the research project pilot for fall

# Fall

Workshop in November 5 & 6 or November 19-20

(Thursday afternoon and all day Friday)