

College: Walla Walla

Summary

Our first goal was to create a Digital and Information Competency (DIC) Rubric that can be used as a measurement tool at the course level across all disciplines as well as at the institutional degree outcome level. Our second goal was to use language that would make sense to the end users, i.e. students.

Participants

Our team consisted of two faculty librarians and two English composition faculty.

Outcomes

We believe our rubric provides a usable measure for digital and information competency. That said, our rubric is stronger in measuring information competency than it is in measuring digital competency. We were not expecting that piece to be as challenging as it has proven to be. Though we have implemented the current version of our rubric, we are still working to strengthen the digital competency component.

Assessment

We created a clearly-worded rubric with concrete measures for cross-disciplinary use within our institution.

On March 16th, we presented our Digital and Information Competency Rubric to our Learning Outcomes Committee to see if they felt it was adequate for measuring the Digital and Information Learning Outcome component of the WWCC Degree Level Learning Outcomes. In their initial review, the committee was pleased with the result and is looking forward to incorporating this rubric into our AA/AS Outcome Assessment process. Before the rubric is adopted at this level, the committee has invited further discussion. It is possible that the current rubric will be revised and enhanced as a result.

Our two English composition team members are piloting the current version of the rubric in their courses this quarter. We plan to ask other interested English composition faculty to pilot it in their courses starting Autumn Quarter 2012. Once we agree on a final version for the AA/AS Outcome Assessment, we plan to ask several instructors from several disciplines to pilot it in their courses as well.

Best Practices & Key Learning

The rubric team members are highly knowledgeable and creative people, and we worked well together. Each brought her own expertise and perspective to the table. The project became a synthesis of what each team member contributed. We learned a great deal from each other in the process. One team member shared with us the concept of “visual facilitation”, which is the idea that “if you can draw it you can measure it.” This concept became our guide as we created the rubric criteria.

College: Green River

Summary

This grant allowed a librarian (Katy Dichter) to work with three key I-Trans faculty to plan for the integration of Information Literacy into the I-Trans curriculum and pilot the ABE curriculum this quarter.

The I-Trans course that's currently being developed targets students in Basic 060 (ABE reading and writing) and attempts to get them ready for a learning community taught in the fall. The learning community combines Public Speaking (CMST&220) with a pre-college reading class (Reading 084).

Students in the ABE class were expected to produce an informational, source-based speech presentation by the end of this quarter in order to prepare them for public speaking. Katy worked with the ABE instructor to create IL sessions that included web site evaluation, searching a reference database, pulling main ideas from found information, and attributing source material. Anne Dolan, the ABE instructor, planned lab sessions to continue working with students on the concepts they learned in the library. ABE students also worked with the Writing Center on campus for the first time.

Acting as a bridge between the ABE faculty/curriculum and the learning community faculty/curriculum, Katy attended a curriculum development workshop with the learning community faculty (CMST faculty Jill Alcorn and pre-college reading faculty Julie Moore). At the workshop, the three created IL learning outcomes for both the ABE students and for the upcoming fall learning community.

Participants

Katy Dichter, Faculty Librarian

Anne Dolan, ABE faculty

Julie Moore, English/Reading faculty

Jill Alcorn, Communication Studies faculty

Outcomes

Original goals for the project included:

- intentional IL outcomes for I-Trans curriculum
- IL curriculum materials for I-Trans (worksheets, lesson plans, libguides, etc.)
- IL assessment instrument such as a rubric

We did successfully create IL outcomes and materials.

The part of this project that was related to our information literacy plan was the intention to create integrated IL that could be taught by the non-library faculty. That happened, but not as much as I would have hoped. The ABE instructor did end up teaching and assessing a lot of information literacy concepts, and the learning community faculty have agreed to implement IL homework and other exercises that do not involve a librarian. However, this project was a far cry from being something that allowed library faculty to have more time for other things! I think this is mostly because it's still very much a pilot and we are all still learning.

Assessment

Assessment of faculty work: the original goals for the project involved a lot of curriculum development, and curriculum was indeed developed. We have exercises, worksheets, powerpoint files, and student learning objects as data for this portion of the project.

Assessment of student learning: student presentations in the ABE class are this week, and Katy will attend the presentations to do an informal assessment of student learning. Anne and Katy never collaboratively created a rubric, but we still have one we used with PILR. **Best Practices & Key Learning**

Keep it simple! I think we tried to do way too much in the ABE class. Anne Dolan and I plan to meet with the Writing Center Director this summer to try to scale back the assignments in the ABE class to make them more manageable.

The library faculty will re-visit the IL plan and discuss the viability of "training the trainer," or teaching other faculty to teach information literacy. It's an important goal for sustainability, and we need to talk about the best way to achieve it.

College: Tacoma

Summary

Mike Wood, adjunct librarian at TCC, used his Camtasia skills to create 3 video tutorials for some of our most frequently used databases -- CQ Researcher, JSTOR, and Gale Virtual Reference Library. This fulfilled part of our annual action plan, which called for us to create and market 12 research tutorials in order to better support online students.

Participants

Mike Wood, adjunct librarian

Outcomes

Our original goal was to create 2 - 4 database tutorials, and to begin marketing them to online classes. We have achieved this goal.

One unexpected result of choosing to link the tutorials from a Libguide is that we might be able to harness some of features built into Libguides to assess the tutorials' usefulness. For example, we are investigating whether the "Comments" field in Libguides panes can be changed into a "Rating" field.

Assessment

We plan to assess the usefulness to students of these 3 tutorials, and other tutorials created this Spring, next year after they have gotten some more use. For this quarter, our outcomes were simply to get the tutorials finished and to begin marketing them.

We have begun to market them by linking them from a "Database Tutorials" page in a libguide. According to our libguide statistics, during Spring quarter, this Libguide page has been viewed 222 times.

Best Practices & Key Learning

We discovered that for more complicated tutorials (i.e., those not recorded at our desks in Jing), it's helpful to first script and storyboard the tutorial in PowerPoint. Doing so results in a more professional and polished product.

We also learned that Camtasia is software best left to people like Mike who already know how to use it, because the learning curve is quite steep.

College: Highline

Summary

We emailed all HCC faculty and asked them to apply to participate in an Information Literacy cohort in spring quarter during which they would create or revise a research assignment for one of their classes. We accepted four faculty members based on who replied first. Next, we held a series of three workshops during spring quarter 2012. The first workshop covered a discussion of information literacy and its best practices. We prepared a binder with an introductory article and various handouts to guide them in creating/revising a research assignment (see below). Originally, the second session was supposed to be devoted to faculty working individually or collaboratively to revise/create the research assignment. However, faculty preferred to give an update of where they were in the process and get feedback from the cohort. We also created a LibGuide which we showed them during the second session (<http://libguides.highline.edu/ILfac>). During the third session, faculty discussed with the whole cohort the changes they had made to their assignment and how those changes are working in the classroom (if they're trying out the revision during spring quarter). A couple of the faculty members will be using the new assignment in the future, so we'll check in with them later to see how the changes affect student success on the assignment. We used a survey to gather assessment data (see the Assessment section below).

Citation for article: Mahaffy, Mardi. "Encouraging Critical Thinking In Student Library Research." *College Teaching* 54.4 (2006): 324-327. Academic Search Complete. Web. 7 June 2012.

Documents posted on the wiki:

- Goals of Research Assignments
- How To Write An Annotated Bibliography
- Role Playing
- Scaffolding the Research Process
- Student Learning Goals for Research Assignments
- Rubric for Information Literacy in Writing 101 – Concept Paper

Participants

Our four faculty participants were:

- T.M. Sell, Instructor of Political Science/Economics/Journalism – T.M. created a scaffolded assignment in which each student writes about the government and politics of another country.

- Jodi White, Instructor of Early Childhood Education – Jodi turned one research assignment into a series of research assignments in her EDUC 101/120/140 classes.
- Angi Caster, Instructor of English – Angi made revisions to a Jobs Essay from her English 205 class.
- Sherry Reniker, Instructor of English – Sherry made revisions to a Career Path Essay from her English 091 class.

Two full-time librarians planned and coordinated the cohort:

- Deborah Moore, Reference Librarian and Information Literacy Lead
- Hara Brook, Reference Librarian and Reference Services Lead

Outcomes

We feel we did achieve our original goal which we had intentionally kept simple. We really wanted to use this opportunity to see if faculty would find it beneficial to participate in a cohort such as this so that we might continue these in the future. We were pleased that faculty did respond positively to this opportunity. One thing we would like to implement in the future is some way to follow up with faculty once they implement the new or revised assignment to see if they think that their students did better on the assignments. Although we didn't explicitly ask faculty this question, one of the instructors wrote that he saw a "50 percent improvement in submissions over a research project for a similar class I taught in winter quarter." We didn't spend much time on the second part of our goal (revising/creating an assessment tool) due to lack of time, but we did provide faculty with several IL rubrics and we discussed how they could be implemented.

An unexpected benefit of this cohort was the similarity between the Career Path assignment for English 091 and the Jobs assignment for English 205. The instructors realized they are doing similar things during these courses which reach students at different points in their college careers. Although all English 091 classes include a Career Path assignment, this is not true of all English 205 classes. Still, the two instructors discussed possible ways to involve their English cohorts.

Assessment

Our project outcome was: faculty will get individualized assistance with revising/creating a research assignment to help students become more information literate. Faculty will also get assistance in revising/creating an assessment tool to measure student success in IL.

To gather data, we had faculty report out during the last meeting. In addition, we had them respond to the following questions:

1. During our first session, we gave you a binder with the Mahaffy article and handouts designed to help you rethink your research assignment. Which handouts from the binder did you find most useful when examining your research assignment? How did you apply that information? If you did not find the handouts useful, what other resources would you recommend?
2. The three sessions were designed to provide group discussion time so you could hear what the others in the cohort were doing (successes, challenges, etc.). Do you feel that three sessions were enough? Please explain.
3. What kind of follow-up would you like from the cohort librarians during the next year?
4. We would like to offer this cohort in the future. What suggestions do you have for us?

Our data show:

1. The faculty found the “Student Learning Goals for Research Assignments” handout most useful when examining their own research assignments. One faculty member wrote: “The Learning Goals handout was a very helpful worksheet. For one thing, it gave me some appropriate language for my own learning goals statement. In addition, ranking the goals gave me the opportunity for some new, interesting thinking. Although I use scaffolding and revision extensively now, the section on page 5 helped validate what I’ve been doing. The section on Alternative Research assignments also helped me to refine what I wanted to do in my project.” She also added: “The Scaffolding the Research Process was another indispensable guide for helping me get organized with my revision. I was glad to have it in the packet. All in all, I found the black folder very helpful and I feel it was instrumental in giving me direction for my work.”
2. Three faculty members felt that three sessions are ideal, and one suggested we have a discussion web since it’s so hard to get together. Although having an online component is a good idea, one faculty member liked the group discussions the best: “It might have been better if we had all been able to meet at the same time, as what other people said about what they were doing was probably the single most useful part of the project.” [There was only one meeting which all six participants attended together; every other time, we were missing at least one cohort member.] Another faculty member wrote: “The librarians’ comments on each instructor’s work were very helpful, often answering questions I had had, too, or expanding on various possibilities.”
3. One faculty member was excited to learn about LibGuides and how they can help her students. Two others had similar suggestions: that the library send regular reminders about what we can offer and that we let faculty know when we change something on the library web site. [We do already send reminders, so maybe we need to look for new ways to reach faculty who might overlook these types of messages from their inboxes.]
4. Suggestions include: “It might be useful to have one-on-one time with instructors and librarians. It might also be useful for that librarian to be the one who talks to the class if a library session is

scheduled.” Also: “Maybe a group of discipline-diverse faculty with librarians in a roundtable to [think about] assignment-design on what is worth researching! What is the point of our research projects?”

Best Practices & Key Learning

We librarians learned that we might need to have more than three in-person meetings with faculty members during the quarter, both to make sure all the content is covered and to ensure they have multiple check-in points as they actively work on the assignment. However, this may be difficult – it was already very hard to find a time when all six of us could meet. We should explore online components which could help with this.

We also found the cohort offered us a good opportunity to share typical student questions and problems we often encounter at the reference desk. The faculty were sometimes surprised by what students are asking the librarians. We think the cohort structure really allowed us to talk about learning, teaching, and assessment as peers – everyone learned from everyone else.

In response to our question about what suggestions they have for future cohorts, Caster wrote: “Variety of disciplines involved. I really enjoyed hearing Jody’s [sic] experiences and, oddly, Sherrie’s [sic](even though we are both writing instructors. . .). It helped me scaffold as well as see the synthesis among competing regulations in the Education field.”

We also learned that faculty want to look at innovative ideas to reach our high number of “diverse” students. We all recognize the “disparate and boundless needs” of students, in terms of what they need to learn about research and writing. One instructor noted the need to move beyond traditional approaches: “Traditional, derived from ‘accepted-truth’ pedagogy and based on generalized assumptions about students and the traditional topics they research.”

Some things we might try in the future based on this experience include:

- Provide faculty with information about LibGuides and a tour of our new library web site in Fall 2012
- Offer faculty the Mahaffy article, the Scaffolding the Research Process handout, and a consultation with a librarian in a one-on-one session.

College: Tacoma

Summary

Report on Assessment Project #1 for Tacoma Community College

Our assessment project was twofold:

During the 2011-12 academic year, we embarked on an initiative to create and market Libguides for our one-shot classes, rather than relying on paper handouts. During Spring, when we estimated there would be a sizeable number of students using libguides in a significant number of classes, our plan was to assess the usefulness of the libguides to students. This constituted one element of our grant proposal.

This year, we also created and taught one section of a 2-credit research class (LS 102), linked with one section of an English 102 class. The second element of our grant proposal called for us to assess the effectiveness of the two sections we originally intended to teach in the Spring, but since we only taught one section, we assessed only that one section.

Participants

All TCC Librarians -- Kendall Reid, Melissa Adams, Mike Wood, Melinda Ackles, Becky Sproat, Rachel Goon (created and assessed libguides)

Melissa Adams, librarian (designed and taught LS 102 in Spring; assessed LS 102)

Sheri Gietzen, English 102 instructor (linked her class with the LS 102 class in Spring)

Outcomes

Regarding the Libguide assessment project, we found that 97% of students found Libguides to be “pretty helpful” or “very helpful,” which suggests that we should continue to create Libguides for assignments/classes. We found that 80% of students who responded to the survey used the Libguides for “accessing the library’s databases.” Somewhat surprisingly, we found that 37% of students used the Libguides to “better understand their instructor’s assignment.” This suggests that we might investigate collaborating with discipline faculty about how best to use the Libguides as an auxiliary source for assignment explication.

In the pre- and post-test for LS 102, we had mixed results. Some students enrolled in LS 102 clearly showed improvement in the ability to navigate to databases and choose relevant and appropriate articles for a given task. But a few students actually did worse on the test after having taken the class; they seemed to have lost the ability to identify citation styles or to navigate to an appropriate database

when they were able to do those things before they took the course. It is possible that these apparent ability regressions are the result of over-thinking or of applying new skills inappropriately. We will continue to do pre-and post-testing in the Fall, when we will teach one section each of LS 101 and LS 102.

Assessment

We assessed libguides by designing a short survey in Survey Monkey and distributing it to students (via their instructors) in the classes that we knew were using Libguides in Spring quarter. The survey was designed to find out students' sense of the usefulness of their libguide for helping them succeed in their assignment(s), and also to find out what students were primarily using the libguides to do (e.g., to access databases, to learn to effectively search the Web, to better understand their assignment, to cite sources, etc.).

To assess the effectiveness of LS 102, we created a survey that was administered as a pre- and post-test to students enrolled in LS 102. The survey was also administered to a control group of students enrolled in a second section of English 102 that was not concurrently enrolled in LS 102, but that was taught by the same English instructor as the one that was linked with LS 102. The purpose of the survey was to measure student's ability to select appropriate search tools and appropriate information sources, and to evaluate found information.

Best Practices & Key Learning

We found that the exercise of assessing whether an initiative is helping students improves our motivation to continue that initiative (and tweak it as necessary). Now that we have some evidence that students are using Libguides and finding them helpful, we have more energy to continue to create them. We also want to continue periodic assessment to find out how we can continue to improve them.

Regarding the LS 102 assessment project, we learned that pre-and post- tests are useful not only for measuring what students have learned, but also as an additional guide to help us keep our outcomes for the class in mind. After this first "trial run," we will likely tweak the assessment test to make sure it accurately reflects the skills we are teaching in the course. We also recognize that our sample size was very small, and that we need to continue to collect data in order to draw more meaningful conclusions in future quarters.

College: Green River

Summary

This LSTA grant brought together three faculty members from different departments and with different disciplinary strengths to collaborate on improving student research papers and presentations in the social sciences. Our goal was to “teach the teachers” in the Social Sciences division and share with them resources they could adapt for use with their own classes.

Jamie Fitzgerald of English and the head of the Writing Center, Michelle Marshman from History and Gender Studies, and I met regularly over two quarters to discuss how we teach students to do research and write research papers, identify key access points for teaching information skills, problem-solve sticking points where students – and faculty- run into difficulties, and share in the creation of materials to teach information literacy skills. In our proposal we had written that we wanted to present our findings/ resources to the social sciences division, but we realized part way through the process that it made so much more sense to engage the participation of social sciences faculty immediately. We wanted to know if the issues that we identified were shared by them and if there were other information literacy issues we hadn’t prioritized. We met with the entire Social Sciences division to introduce our project, talk about information literacy, and solicit feedback. Our discussion was productive, though it was temporarily sidetracked by a heated debate on APA citations for articles retrieved from databases.

Working with the entire Social Sciences division was the right move, but it slowed down the process. We didn’t make the progress I had expected to, but at the same time we started a conversation and laid the groundwork to continue to work together. As a librarian new to Green River, that was an essential step for me. Jamie Fitzgerald and I plan to continue working on the project over the summer. We will all return to the division in the fall to continue the conversation and assess its impact.

Topics we worked on:

- Getting started on research: moving from an idea or general topic to a researchable research question to a claim
- Evaluating resources and information: Evaluating web sites and writing an evaluative annotated bibliography
- Using information effectively and ethically: Summarizing and synthesizing information. Incorporating research into student work. Citing sources.
- Assessing the research, not just the writing or presentation.

Participants

Michelle Marshman, history/gender studies/social sciences

Jamie Fitzgerald, English/writing center

Jody Segal, library

Social Sciences division

Outcomes

This project has been a learning experience— in intended and unintended ways. My collaboration with the two other participants was ultimately productive, but the entire project moved more slowly than I expected. We won't begin to assess its impact until fall quarter. At the start, we all spent time trying to figure out what we were doing and how to merge our disciplinary approaches. Additionally, it was the Writing Center Director's first quarter at GRCC and my second, and we were both still figuring out how things work here. I was also challenged to find times to meet with the other participants, particularly this spring when their schedules conflicted. I did learn that for future projects I need to schedule adequate time for collaborative work, as well as give us each pieces to work on individually.

We also had trouble getting feedback from the division. After our division meeting, we distributed a folder of handouts and worksheets and asked faculty to take a look, comment, and pass it on. Our goal was to gather concrete feedback on what division members wanted us to focus on. Unfortunately, the folder and collected comments disappeared on someone's desk or into their recycling. The one IL area we got immediate – and heated - feedback on was citations. The division was divided on the goals of requiring citations: was it to train students in the exact rules of APA, teach them to use scholarly and other appropriate resources, ready them for transfer to four-year schools, make sure they weren't plagiarizing, or provide faculty with an assessment tool. While it seems possible – and advisable- to accommodate many and different goals with citations, the conversation was more divided. Jamie, Michelle and I will follow up on that at our next meeting with the division.

Constructive outcomes: We developed materials on using information effectively and ethically, including a sample rubric for assessing an annotated bibliography, presentations, and the use of information in a research paper. I think most importantly, we started a conversation and collaboration that will be ongoing. It was very clear to me that continuing to develop my relationship and credibility with division members will play a key role in the success of the project. A Google workshop I co-led this spring helped raise my credibility and profile with division members. A new digital storytelling project I'm working on with another division member will help as well.

Assessment

In our proposal we identified two markers with which to assess our effectiveness. The first was if social sciences faculty incorporated our materials into their curricula/ research projects, while the second was having faculty use our sample assessment rubric or their own to assess information competency goals. We distributed our rubric this spring and will follow up with faculty over the summer and fall. We will ask them to share the results with us and to reflect overall on whether or not student research projects were stronger with the focus on IL skills. I will collect that data as part of the library's ongoing self-assessment.

Best Practices & Key Learning

I have added my observations and reflections throughout this form. I think our success was in starting a broad conversation about information skills and how they might improve the quality of student research. I think the materials we distribute will be useful for faculty to adapt or work off of, rather than simply adopt. I think the exposure was useful for me and I'll continue to build on it. I also think it is challenging to create a conversation that seems relevant across a division. Instructors are busy and want ideas, tools, examples, and resources that pertain to their specific courses and projects. Finally, I think that "teaching the teacher," which was our underlying goal, is essential, but difficult. I am working on developing the best ways for me to accomplish that.

College: Pierce

Summary

Pierce College "College Success" (COLLG) program courses are designed to support the development of personal and academic skills that are fundamental to a successful college experience. For this project library faculty redesigned the set of self-paced IL assignments used in 3 COLLG courses. (The redesign of the COLLG 105 assignment was completed in the spring 2011 mini-grant process and the redesign of COLLG 104 and 106 assignments were completed in this grant cycle.) For each class, we created a 2 page assignment worksheet, online instructional videos housed on a LibGuide, and an answer key for the college success instructor. We also worked with the discipline instructor to assess students' work on the COLLG 105 assignment and made slight formatting revisions based on the assessment. The COLLG 104 assignment asks students to search the library catalog for print books and then electronic books. COLLG 105 focus on distinguishing between scholarly and popular periodicals and briefly guides students through a ProQuest search. The COLLG 106 assignment asks students to evaluate 2 websites and then guides students through a Google domain operator search.

Participants

Librarians: Jennifer Rohan, Sarah Frye, Emily Wood, Laurie Shuster

Faculty: Tracy McDonald, College Success faculty

Class name(s): College Success COLLG104, 105, and 106.

Outcomes

Our original goal was to work programmatically with College Success and to continue exploring a more intentional model of IL instruction and assessment in these classes. We planned to redesign the remaining two assignments for the College Success series of classes to make them more meaningful for the students and for college level research.

Yes, the new assignments are definitely more meaningful for students and applicable to college level research. The previous editions of the COLLG assignments focused on trying to teach too many things to students and they needed more of an instructional component in order for students to be able to complete them independently. Students frequently needed help completing most of the questions on the old assignments. Occasionally, students have questions about the new COLLG 105 assignment, but it's pretty rare. The comments about ebooks and Google site search from the student beta-testers this quarter were quite genuine and not prompted by librarians. In other words, we didn't ask students what they learned, only if the format and questions were easy to follow. Students freely offered the comments about what they learned as they turned in the assignments to librarians.

We worked much more closely with discipline faculty Tracy McDonald during this grant project. Last spring, one of the key goals of the project was to find out who was the lead instructor for the College Success classes and to build a relationship with her. This year we were able to easily contact Tracy to assess the COLLG 105 assignment and to gather her input on the prototypes of the new COLLG 104 and 106 assignments. This new relationship is an unexpected gem we gained as a result of this work.

As with the last grant, the brainstorming process between the 4 project librarians was very effective. Looking at the College Success assignments from 4 different perspectives helped us establish the basics of what we wanted students to learn and the tools necessary to help them learn.

Assessment

The COLLG 105 assignment has been “live” for 3 quarters (Fall 2011, Winter 2012 and Spring). Instructor, Tracy McDonald, met with library faculty in April. She provided copies of students’ work and we discussed our collective observations. Students have successfully completed most sections of the assignment, except for one section at the end consistently yielding incorrect answers. We all thought a slight re-wording of the instructions for that section would alleviate the problem. The changes have been made and the revised assignment is ready to go for Summer quarter. We’ll meet again in the Fall to see if the changes have worked.

COLLG 104 and 106 assignments have been beta tested by approximately 10 student volunteers. Students easily completed the assignments and said they learned new things from working on them. Several students were surprised that the library has ebooks and thought it was valuable to learn how to find and navigate them. Others commented on the usefulness of the domain operator search in Google to help generate credible results without having to wade through a lot of iffy websites first. These assignments are ready to go for Summer quarter. Tracy and the library faculty plan to meet to review students’ work as we did with COLLG 105.

Tracy is very pleased with the content, format, and instructional videos for the new COLLG assignments. Students are successfully completing the COLLG 105 assignment and Tracy is singing the praises of the library to her colleagues.

Best Practices & Key Learning

Much of our learning is described in the answer to the previous question.

In addition, we learned that creating a project time line with goals and a deadline is essential to completing a complex project with multiple participants. We needed time to brainstorm, create a draft assignment, beta test it, and revise the assignment. Sometimes the “test and revise” process needed two or three cycles to generate an assignment that worked. Meeting with Tracy after the COLLG 105 assignment had been “live” for a couple quarters helped us to identify areas for small revision as we

worked to continuously improve the assignment. We will be able to take this model for improvement and apply it to the COLLG 104 and COLLG 106 assignment as needed.

Each librarian also had a specific primary “role” for the project. One librarian was the assignment designer, three brainstormed ideas and tested the drafts, and one librarian was the project coordinator. Having these roles helped us keep the project streamlined and “on track” because we each knew our area of focus instead of deciding who was going to take responsibility for a task at each stage of the process.

Creating a two page assignment on these very large IC topics was a challenge; we needed to distill down to the most important concepts a successful beginning college student would need to know for each topic. Working through this gave us the opportunity as individuals to figure out what are the key items for each concept and to hear what our colleagues thought. The discussions helped us learn about each other as colleagues, exchange teaching ideas, and to develop our teaching skills as designers of self-paced learning activities.

College: Bellingham

Summary

Kathy Follman, Nursing, and Jane Blume had a telephone interview with Julie Planchon Wolf at UW-Bothell to find out what skills the students would need when they transferred into a BSN program

Created three assignments for the three quarters of LPN to RN Bridge program at BTC: introduction to evidence-based practice in nursing and CINAHL, APA in-text citations and references using principles of the Reading Apprenticeship program, research refresher for capstone research project. Also, created a Nursing LibGuides with special emphasis on Evidence based practice.

<http://btc.ctc.libguides.com/nursing>. Created student and faculty IL surveys.

Participants

Kathy Fullman, Nursing instructor, Nursing 211

Julie Samms, Nursing instructor, Nursing 221, 231

Jane Blume, Library director, Nursing, 211, 221, 231

Outcomes

Have used the surveys in other classes in addition to the Nursing classes. Results will be used for accreditation. The Nursing LibGuides is useful to refer students to, but we need to do a better job advertising them. Grateful to see the results of the second and third quarter students and enjoy working with the nursing faculty and students in more depth.

NURS 211 First quarter RN students.

Students researched their EB topic in assigned groups then wrote a summary about the information and posted the results on Angel in a discussion board. In addition each student had to comment on 2 other topics. The students were engaged in this assignment and thought it was a good way to introduce EBP. They were introduced to literature searches and had to use some basics of APA formatting. This project met my expectations in that it introduced students to EBP and research, along with APA formatting and scholarly writing.

Kathy Follman RN MN

NURS 221 & 231 Second and third quarter RN students

Students in second quarter conducted a nutrition project and then compiled their research and results into a written paper. Students in third quarter completed a research paper about new research on cancer. The students did very well on both assignments and I noted a huge improvement in their writing and citation skills as opposed to previous quarters. I did not expect them to be able to format their papers in APA format. In previous quarters students have struggled with this and not done very well on

these assignments. This quarter over 75% of the students were able to format their papers in APA format with minimal errors. Students felt that having Jane come in to class was extremely helpful. I will definitely continue to schedule Jane to come in and do these teaching sessions, they were invaluable for student learning.

Julie Samms RN, BSN

Assessment

Student and faculty surveys; comparing the results of the homework assignments and papers to the previous quarter's homework and papers.**Best Practices & Key Learning**

I need to thank Julie Planchon Wolf for the great work that she does with UW-Bothell students. Julie Samms, a masters student there, reports that Julie PW comes in every quarter to teach more research skills in the Masters of Nursing program. Julie S advocated to have a series of increasingly more in-depth research/IL workshops for the LPN to RN Bridge program.

During this grant, I took Reading Apprenticeship training. It was exiting to apply these principles to IL and to see the results from combining the two.

College: Spokane

Summary

Our project consisted of two separate initiatives:

A. Applied Education, Trade Journals Project: In order to give all students in our Professional/Technical programs introductory exposure to Information Literacy skills and research tools, as taught at the SCC Library, our librarians partnered with Technical Writing faculty in the College's Applied Education (APLED) Department to create a standardized IL activity aimed at teaching students about trade journals in their fields.

Secondary objectives included teaching students about professional associations in their field (and accompanying publications) and about library service in general (as a lifelong learning skill).

- * Procedure outline for pilot project
- * Pre-test and Post-test
- * PPT presentation: "What's a Trade Journal?"
- * Assignment 1: Exploring Trade Journals
- * Worksheet1: "How to Find Trade Journals" (and a 2nd version of this worksheet)
- * Pre- Post-test Results
- * Assignment 2: Article Analysis - Audience Analysis
- * Assignment 2: Article Analysis - Rubric

B. Biology 160: This project looked at how Information Literacy could be infused across the Biology 160 curriculum. The goal was to look at the ACRL Standards for IL in the Sciences and align an IL assignment with outcomes based on those standards by creating a Biology lab (Lab11) in the new revision of the college's Biology 160 Lab Manual.

We generated the following teaching tools and data which are posted on the grant wiki:

- * ACRL Standards for Science - revised for SCC Biology
- * Pre-test and Post-test Questions
- * Pre-test / Post-test Results
- * Lab 11 - new lab curriculum for Bio 160
- * Lab 11 - pdf

Participants

A. Applied Education, Trade Journals Project:

- Librarians: Nancy Coffey and Janine Odlevak

- APLED121 Instructors - Pilots: Kelly Robertson, Kelly Malcolm, and Dennis Reardon

- APLED121 Instructors - Planners: Dennie Carlson, Lannie MacAndrea, Dennis Reardon, Michele Grover, Kelly Malcolm, and Kelly Robertson

Our working group of 2 librarians and 6 discipline faculty (instructors of Applied Education 121: Applied Written Communication) created a pilot program. Three instructors piloted the project with their students during Spring Quarter 2012. Students in APLED are divided into discipline cohorts. Our pilot students represent the following program cohorts: Heavy Equipment, Fluid Power, Greenhouse Management, Floral Design, and Culinary Arts.

B. Biology 160:

- Librarian: Linda Keys

- BIOL106 Instructors - Planners: Methea Sapp and Erin Griffin

During Winter 2012 our working group of 2 discipline faculty and one librarian reworked the ACRL IL Standards to make them specific to SCC students. We researched IL in the sciences, read many articles, including those with suggested assignments, and then created our own assignment based on what we needed our students to learn. During Spring 2012 we piloted a new assignment in half of the Biology 160 sections, as well as 3 other Biology classes. The students were given a pre-test, an instructional session with a librarian, and a post-test.

Outcomes

A. Applied Education, Trade Journals Project: Expected outcome: Comparison of pre- and post-test data shows a 79% increase in students' ability to name a trade journal in their field, and a 51% increase in ability to name a professional association in their field. Note that, in accordance with pedagogical practice in our professional/technical program courses, students were allowed to use their notes on the post-test, however instructors observed most, if not all, students completing the post-test quickly; they did not appear to be struggling to recall information or making heavy use of their notes.

Qualitative responses indicated that most students did gain an understanding of what trade journals are, their functions, and ways to access them. Some students maintained their original misconception that a trade journal was a service manual, book, or a log.

Unexpected benefit:

Instructors noticed an unexpected benefit during the article analysis portion of the project. This regular curricular component of APLED121 includes instruction on three types of audience in technical writing:

high-tech, low-tech, and lay. The exploring trade journals portion of the project had the effect of clarifying the sources of these information types: scholarly journals, trade journals, and popular magazines respectively.

We had anticipated student resistance to the project as a whole, but were pleasantly surprised to experience and overwhelmingly positive involvement. During class sessions, students appeared very engaged. They asked lots of questions, had lots of comments, and exhibited an overall attitude of valuing the experience and the unexpected types of periodicals/articles they were discovering.

Because this was a pilot program, and because the librarians lacked deep subject expertise, both librarians and technical writing instructors liaised with the student cohorts' "core instructors" (professional\technical instructors in Culinary Arts, Heavy Equipment, etc.). We suspect that student engagement was significantly enhanced by students' knowledge that their core instructors were involved. We will need to maintain and further develop these faculty teams of three: core instructor, technical writing instructor, and librarian instructor.

Another unintended consequence was that both technical writing instructors and librarians have widened their understanding of useful teaching resources for student cohorts. Writing instructors, becoming more deeply aware of library resources, embraced the opportunity to widen the range of teaching resources they use, no longer relying mainly on the course textbook, but integrating even more library information resources. This widened the scope of what was taught and "raised the level of the class." In the case of librarians, we deepened our knowledge of information resource for cohort fields, created research guides for programs where none previously existed, and purchased a periodical database (outside of grant funding) specifically for professional/technical student research.

B. Biology 160: We started with specific goals and outcomes, and for the most part, we achieved them. (We will continue our work of interpreting student grades, post-test data, instructor feedback.)

There were unexpected results:

- We found that most of the Biology 160 students had not taken an English 101 class.
- From the pre-test, we also found that even though 75% of the students believed the library was an important part of their academic success, a much smaller percentage said they would actually use it, or that they planned to use it, or that they would use it independently of an instructor's requirement that they go to the library.
- Casual feedback from the instructors was that they were surprised to find that their student's knew so little about how to research and that their writing skills were so poor.
- Grading the assignments took more time that we expected.

Assessment

A. Applied Education, Trade Journals Project: Pre- and post-tests were given to assess students' knowledge of trade journals (their function, content, and specific titles of journals in a particular field). A question about professional associations in the students' field was also included. Resulting pre- and post-data were entered into the assessment data tool, Wassail, and reviewed by our group upon completion. Students selected two periodical articles which they later used for Assignment 2: Article Analysis which included analyzing audience.

B. Biology 160: Assessment included the assignment "Lab11", a pre-test, and a post-test. Feedback was also gathered from the instructors on how to improve the assignment and assessments. **Best Practices & Key Learning**

A. Applied Education, Trade Journals Project: We found that, without a collection of print periodicals to use as hands-on examples, the concept of the periodical, and various periodical types, was difficult to teach. We will endeavor to collect sample copies from our professional advisory partners in various fields over time, and use these as teaching aids enabling students to more clearly understand the differences between trade journals, scholarly journals, popular magazines, and other information formats including service manuals, books, etc.

In the middle of the project, we acquired a new periodical database for our professional/technical program students' unique research needs (Associates Programs Source Plus). On a campus where our ProQuest databases has been a familiar staple for faculty and students for many years, we face a learning curve as we start to use our new database, plus needing to dedicate time to creating support materials for its use (tutorials, research guides, etc.).

The project on the whole enhanced relationships between the three instructor groups: Applied Education, core instructors, and librarians. The resulting cooperative teaching will only benefit students and serve to make greater strides in infusing information literacy on our campus.

B. Biology 160: This project was an important step in infusing IL both horizontally and vertically into our science curriculum. It has more implications that we anticipated. Our results will lead to a long discussion with the English faculty about teaching writing for the sciences. We very much need their input. It will also lead to a reevaluation of other assignments we have currently in place in our other science classes (primarily Microbiology).