The Complete Constellation:

Library Instruction for First Year Students

Oregon Library Association Conference
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Thanks for joining us!

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Part-time Reference & Instruction Librarians

Clackamas Community College

Video content with Guadalupe Martinez & Casey Sims, CCC Counselors / FYE Instructors

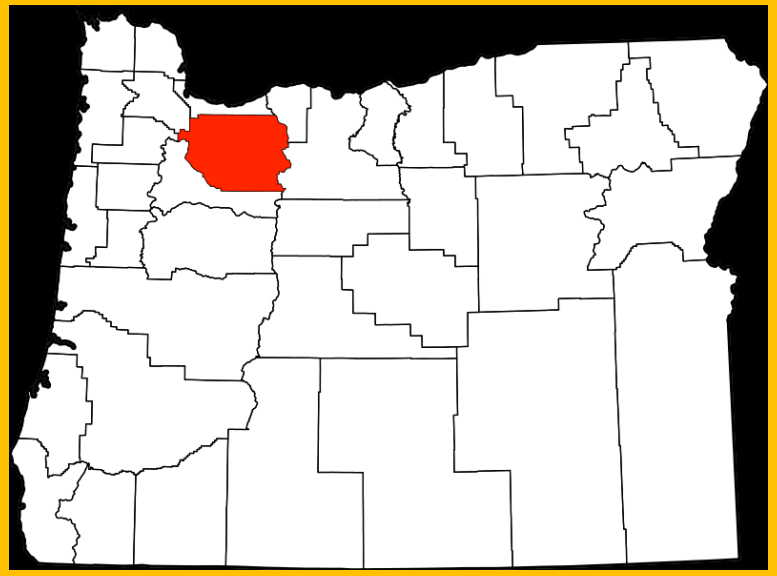
Clackamas Community College | LIBRARY

What is this project?
Why do we want to share it?

Tours > Instruction

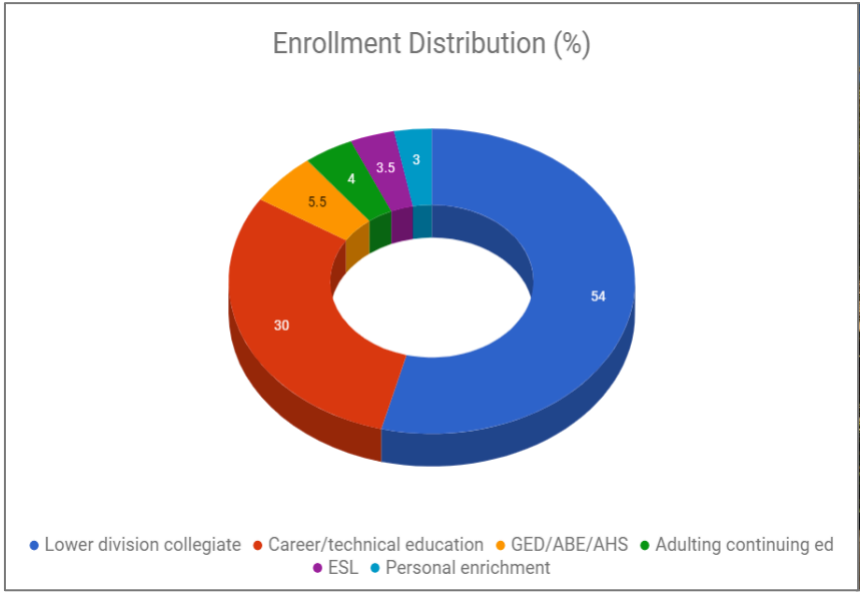
Library regular > Partner

Clackamas County



- Population ~390,000
  - 17.4% of OR pop.
  - Up 40% in 15 years
  - 10.1% minorities, growing in diversity
- 4th highest PCI in OR
  - 9.7% below poverty
- Educational attainment ~OR
  - Completion gap persists esp w/ Spanish speaking pop.

CCC Library

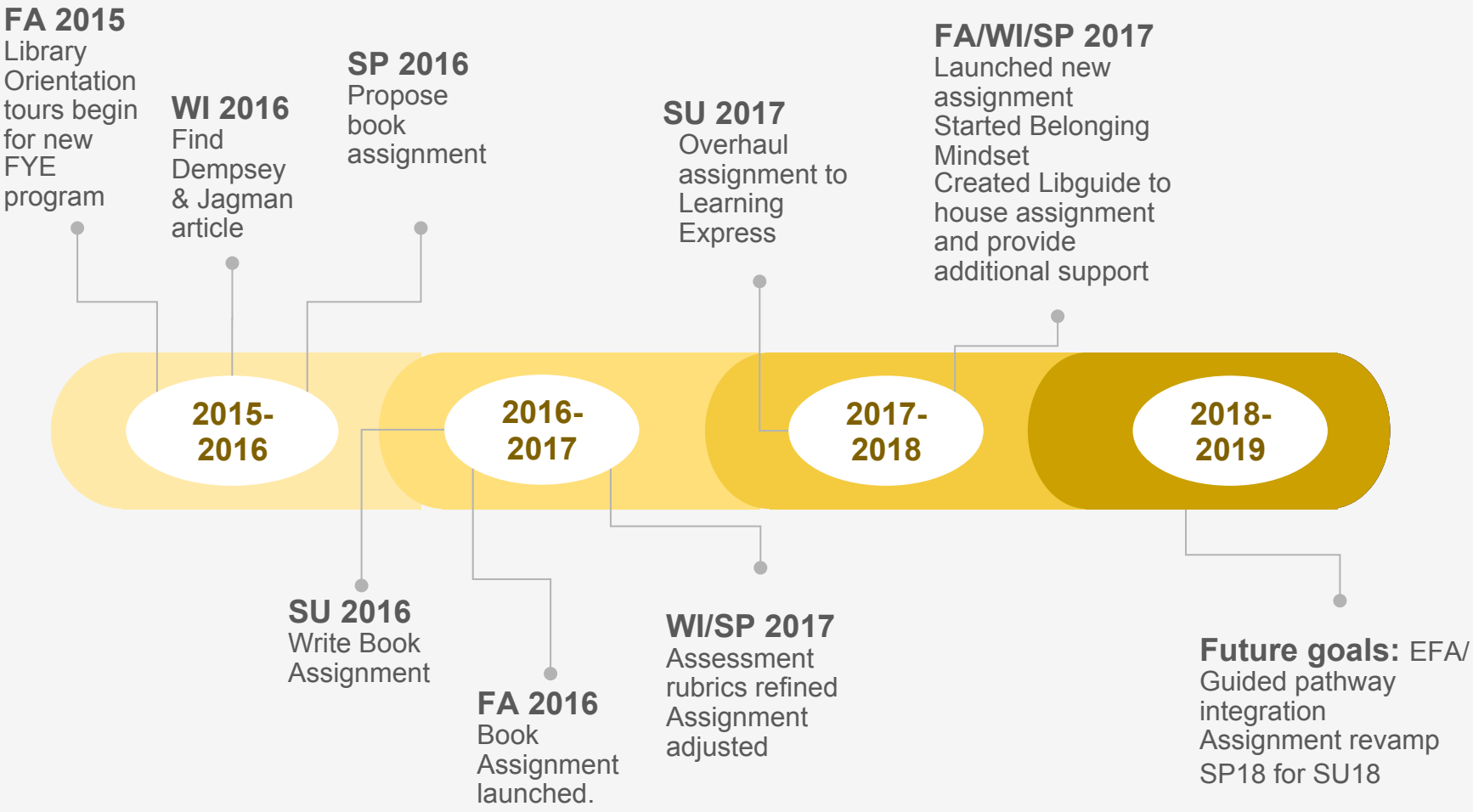


FA17 Headcount: 13,096

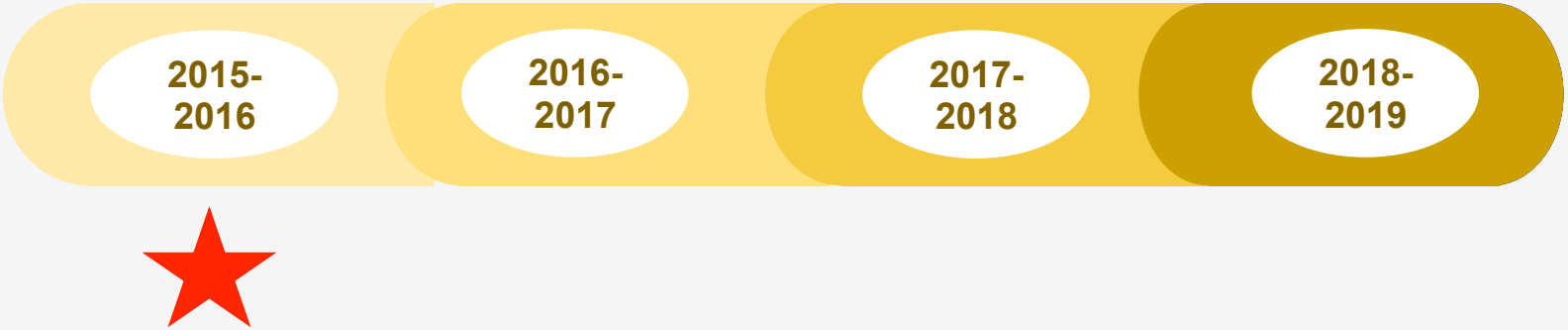
FYE101 @ Clackamas

- New & booming
- Learning Outcomes
  - Build relationships
  - Develop effective student behaviors
  - Utilize campus resources
  - Set education goals
  - Metacognition
- Broad range of students

Enough info. Let’s hear from the instructors.


FA 2015
Library Orientation tours begin for new FYE program
WI 2016
Find Dempsey & Jagman article
SP 2016
Propose book assignment
SU 2016
Write Book Assignment
FA 2016
Book Assignment launched.
SU 2017
Overhaul assignment to Learning Express
WI/SP 2017
Assessment rubrics refined
Assignment adjusted
FA/WI/SP 2017
Launched new assignment
Started Belonging Mindset
Created Libguide to house assignment and provide additional support
Future goals: EFA/ Guided pathway integration
Assignment revamp SP18 for SU18
2015-2016
2016-2017
2017-2018
2018-2019

Traditional library tours



We are here

Year 1 (15-16) :

Library orientation tours

The CCC Library is housed in the Dye Learning Center which also houses the Writing Center, a Computer Lab, and Math and Science tutoring.

Why is it important to have FYE students visit the library?

Then we found inspiration!

“I Felt Like Such a Freshman”: First-Year Students Crossing the Library Threshold

by Paula R. Dempsey and Heather Jagman

Dempsey, Paula R., & Jagman, Heather. (2016). "I Felt Like Such a Freshman": First-Year Students Crossing the Library Threshold. *Portal: Libraries and the Academy,16*(1), 89-107.

Big Ideas

"I Felt Like Such a Freshman": First-Year Students Crossing the Library Threshold

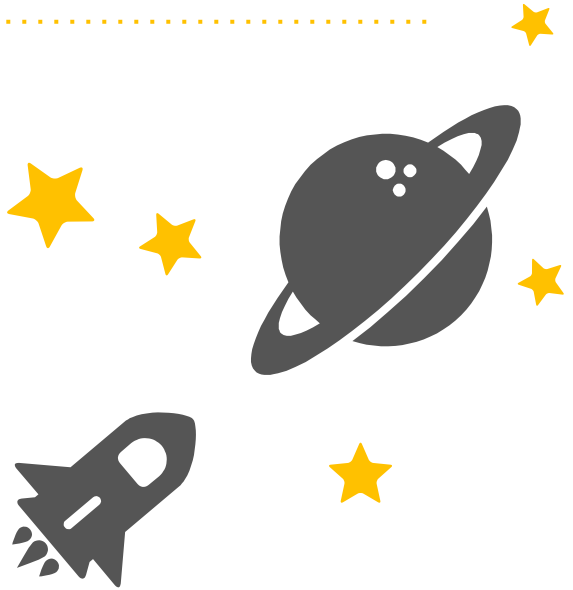
Paula R. Dempsey and Heather Jagman

abstract: Qualitative analysis of reflective essays by first-year students in an academic skills course documented outcomes related to the Association of College and Research Libraries Framework for Information Literacy for Higher Education. Student narratives showed how novices encounter the clusters of concepts described in the Framework as "Scholarship as Conversation," "Searching as Strategic Exploration," and "Research as Inquiry." Assessing students' metacognition—that is, their thinking about the learning process—revealed that they connected personal identity with academic conversations, developed strategies for exploring subject classification, and balanced persistence with help-seeking. The open-ended exercise was effective as a collaborative approach to academic engagement and information literacy.

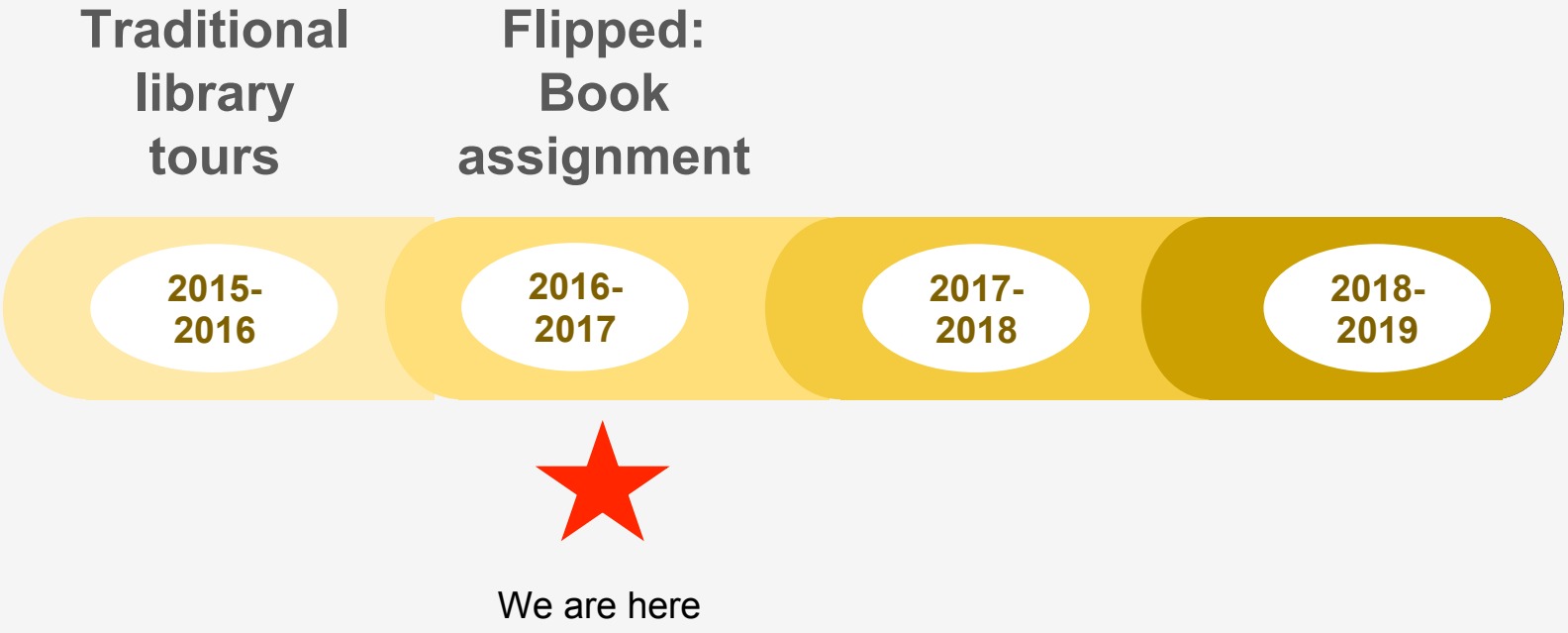
Concern about having enough time to "cover" an ever-growing list of IL concepts in a traditional, librarian-led session is misplaced. Instead, designing a "supportive liminal environment" allows students to practice new ways of thinking and to develop a new identity as an academic learner

-Dempsey & Jagman, 2016, p. 90

Real collaboration with FYE

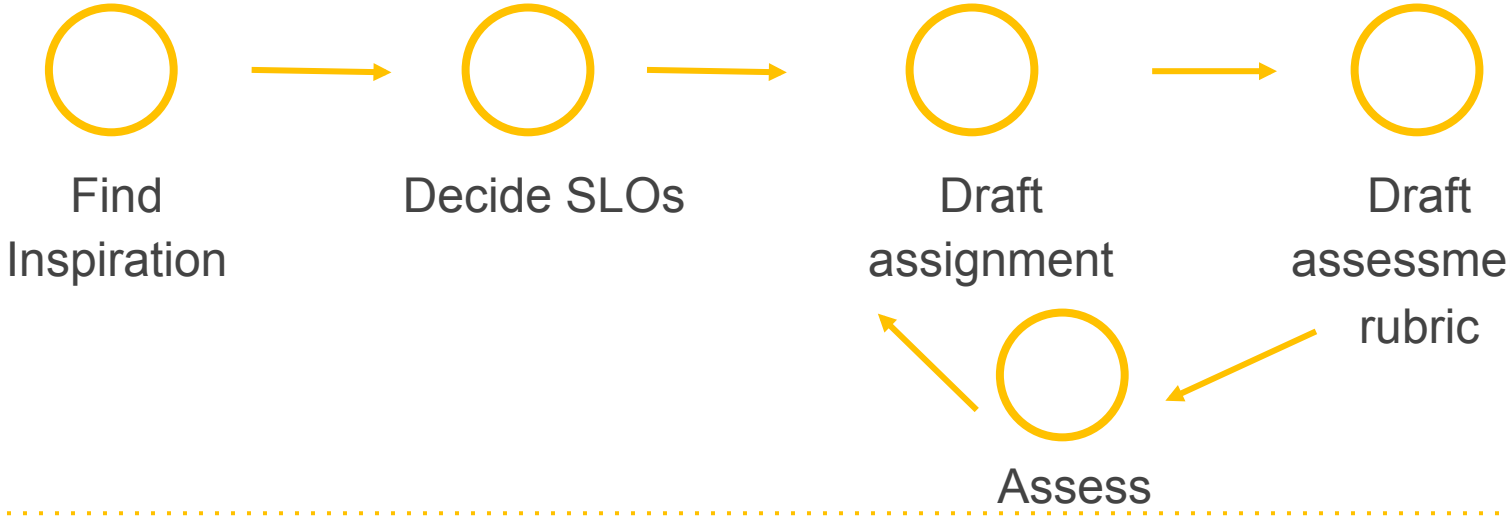


In late Spring 2016, we met with three FYE instructors to discuss integrating the assignment


Traditional library tours
Flipped: Book assignment
2015-2016
2016-2017
2017-2018
2018-2019
We are here

Year 2 (16-17)

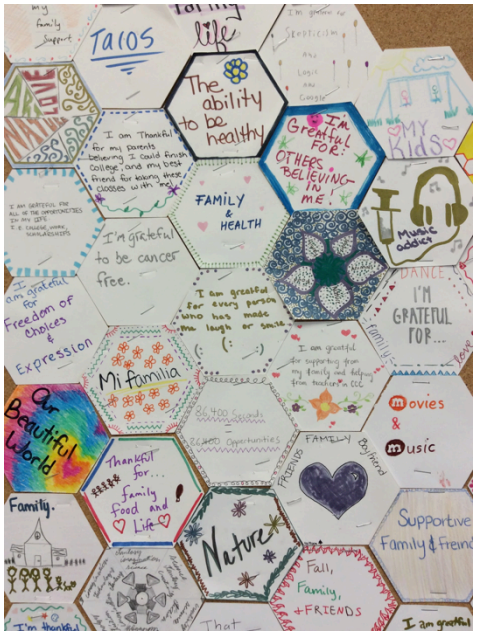
Book assignment



Assignment SLOs

The assignment SLOs we desired:

1. Use the CCC Library catalog
2. Find a library item on the shelf using call #
3. Check out an item
4. Reflect on the library experience



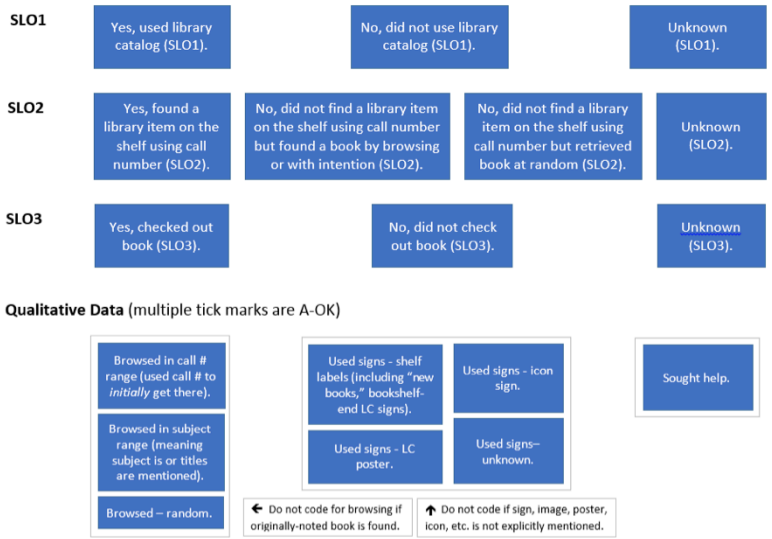
Assignment

1. Think of a book or topic of interest to you that might be in the CCC Library.
2. Search for it in the catalog
3. Write down the book's call #
4. Find a library item on the shelf using the call #
5. Check out an item & get a receipt
6. Reflect on the library experience

Developing an assessment rubric

We worked through three assessment rubrics, refining based on what we learned.

- Fall Rubric - Tallied SLOs, signage use, and help seeking behavior
- Winter Rubric - Added feelings about the experience, pared down sign and help seeking detail
- Spring Rubric - Eliminated feelings



Spring 2017 Rubric

Reflection on book assignment

- Confusion about book organization and how to use call numbers (SLO1)
- Few used the catalog as instructed - most browsed or grabbed the first book they saw. (SLO2)
- Few asked for help

This confirmed some suspicions but wasn't the outcome we desired.

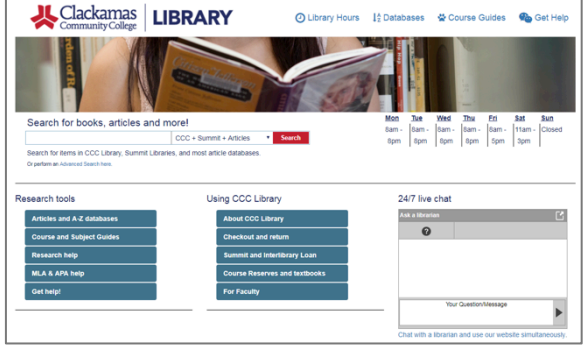
Why this might be...

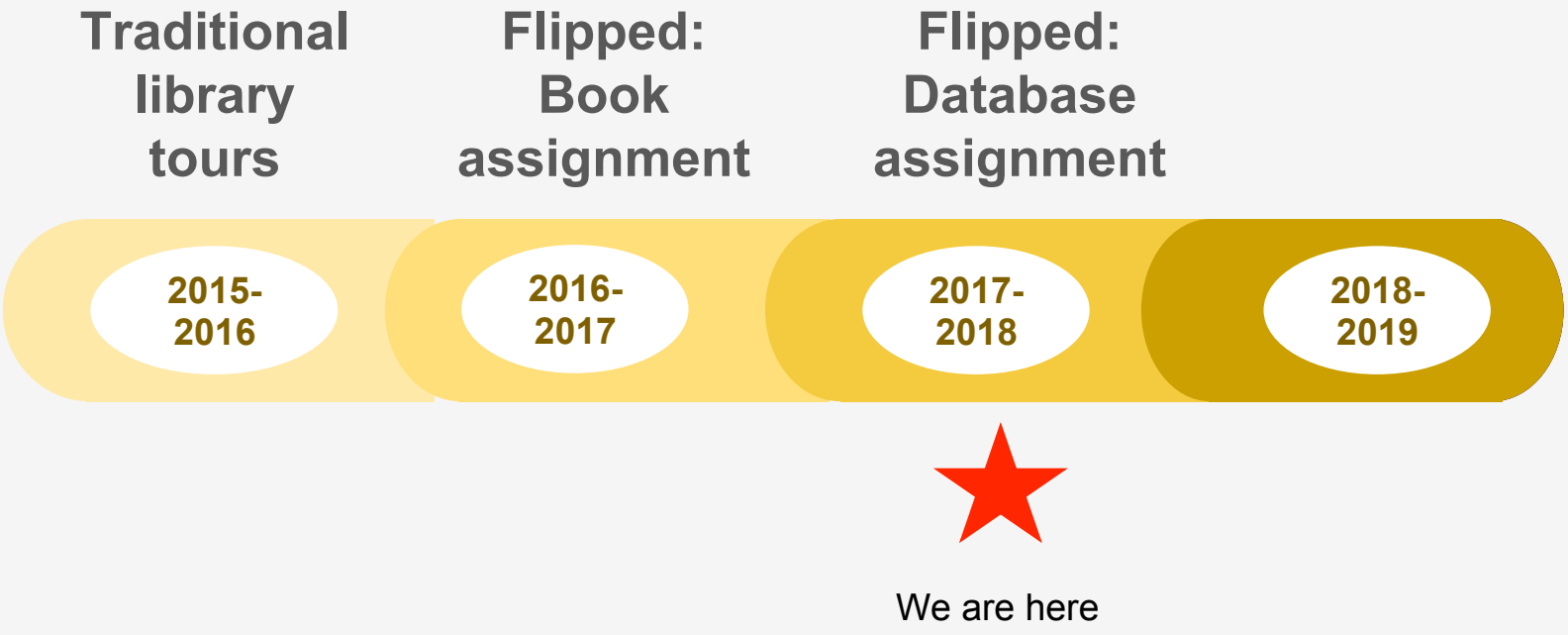
Year 3

AY 2017-2018

Goal: evolve FYE partnership

Context: punctuated equilibrium




Traditional library tours
Flipped: Book assignment
Flipped: Database assignment
2015-2016
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Year 3 FYE Assignment

Platform

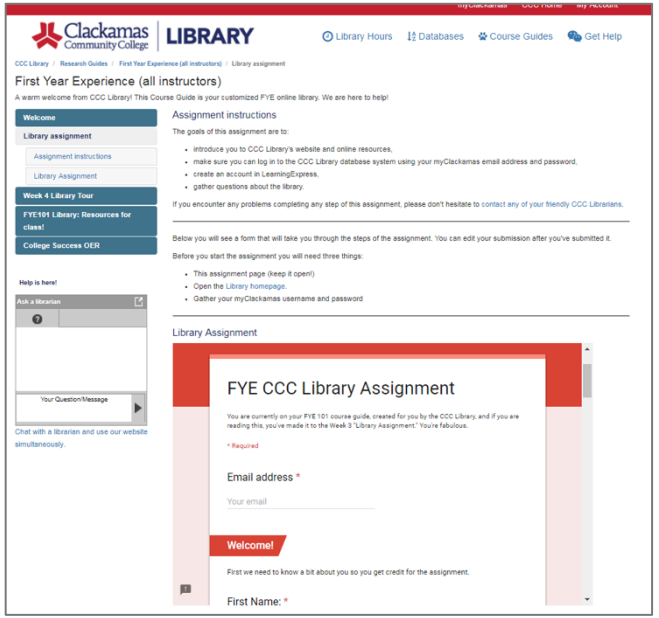
- Google form embedded on (new) FYE course guide

Resource

- Database: Learning Express

Design

- Not to pass/fail but to learn (formative assessment)



Year 3 (17-18) Tour & Instruction

Process

- Flipped: course guide & assignment prior to library visit
- Tour: incorporates names & questions posed in assignment
- Classroom: website, chat, hours, eResources, content TBD by student questions
- One-minute paper: How do you see yourself using CCC Library in the future?

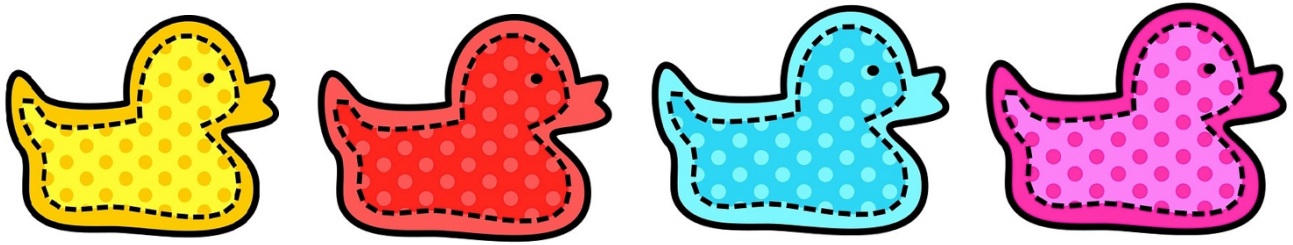
Belonging Mindset

- Names attached to pre-tour questions
- Name tags in classroom
- Tone (casual, encouraging, humor)

Information Literacy

- Deeper exploration of catalog & website
- Have seen ‘behind the stacks’ of library

Assessment



Outcomes	Assessments	Assignment	Instruction
FYE Belonging Access resources Seek help **CCC Library PLOs** 1. Belonging mindset 2. Information literacy	Direct measures Indirect measures Measuring belonging? Student learning, not library research	Flipped instruction model	TBD based on SLOs

CCC Library PLO (old)

	A	B	C	D	E	F	G	H	I
1	**Learning Outcomes**	**PLO #1** Students should be able to use library collections to meet their learning needs.	**PLO #2** Students should be able to use library instruction to meet their learning needs.	**PLO #3** Students should be able to use library services to meet their learning needs.	**PLO #4** Faculty should be able to use library collections to enhance instruction.	**PLO #5** Faculty should be able to use library instruction to enhance instruction.	**PLO #6** Faculty should be able to use library services to enhance instruction.	**PLO #7** Search and discovery tools enable library users to access library resources and educational materials.	**PLO #8** Library users' should be able to access and use diverse resources and services in a safe, attractive and inspiring learning environment.
2	**Courses**								
3	**Library Instruction: LIB 101**								
4	**Library Instruction: Course Integrated Instruction**								
5	**Library Instruction: Faculty/Staff Development**								
6	**Library Instruction: Chat Reference**								
7	**Library Instruction: Reference Instruction**								
8	**Library Instruction: Asynchronous - LibGuides/website**								
9	**Library Instruction: Asynchronous - Tutorials**								
10	**Instruction: Alliance Federated Catalog**								
11	**Summit & Interlibrary Loan**								
12	**Course Reserves**								
13	**Collections: Print**								
14	**Collections: eBooks**								
15	**Collections: Print Reference**								
16	**Collections: Electronic Reference**								
17	**Collections: ISPD**								
18	**Collections: CDs + DVDs**								
19	**Collections: Films on Demand**								
20	**Collections: Children's**								

CCC Library PLO (new)

	A	B	C
1	**Program Learning Outcomes**	**PLO #1: Belonging Mindset**	**PLO #2: Information Literacy**
2	**PLO statement**	**Library user can articulate how CCC Library is useful to their success on their pathway.**	**Criteria TBD, possibly dependent upon course being assessed.**
3	**Summary**	Assess achievement of our values (access, critical librarianship, DEI, closing achievement gap)	Assess library users' information literacy learning, library touch points in Guided Pathways EFAs, use of instructional programming
4	Course: Instruction	*Use and assess SLOs from "Courses" to determine if cutpoint for belonging was met. To do: Define what belonging "looks like" and what evidence is valid in each "Course."*	
5	Course: Collections		

Reflection on database assignment

- Assessment findings
- Pain points
- How to improve
  - Community of practice

Traditional library tours	Flipped: Book assignment	Flipped: Database assignment	Future...
2015-2016	2016-2017	2017-2018	2018-2019

Where we are now

References

Clackamas Community College. (2015). *Community handbook*. Oregon City, OR: Clackamas Community College. Internal report: unpublished.

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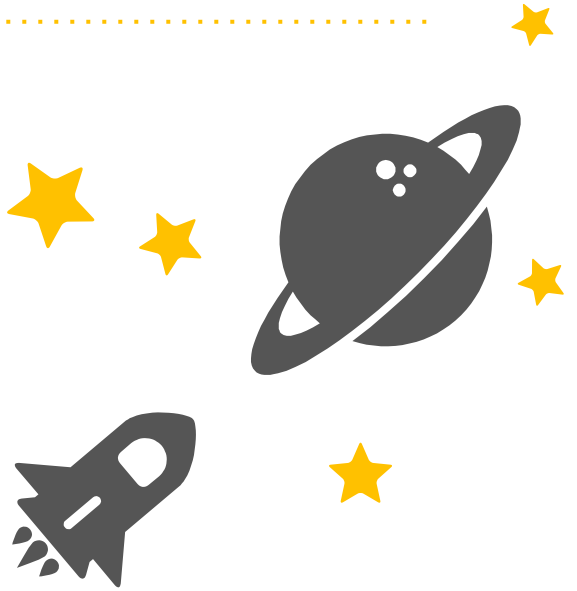
- ISPD and Assessment partners: Jil Freeman, Elizabeth Carney, David Mount,
- Presentation template by SlidesCarnival

Appendix

- Dempsey & Jagman
- Book assignment proposal, v1. & v2.
  - Rubric Fall, Winter, Spring
  - Data
- Learning Express assignment
  - Coding schema
  - Data
- FYE Course Guide
- CCC Library old PLO matrix
- CCC Library new PLO matrix

YOUR THOUGHTS? QUESTIONS ?



Thanks!

Talk to us!

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Before you go... an earworm