

Thanks for joining us!



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Clackamas Community College

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





What is this project?

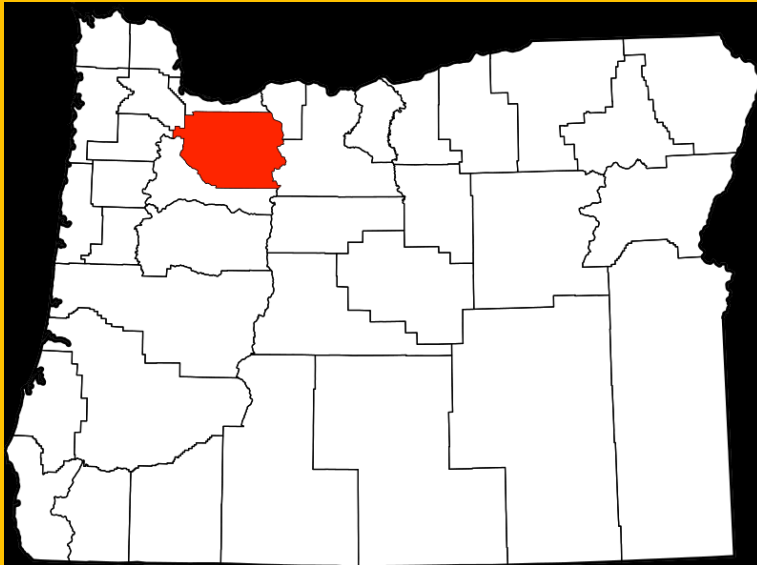
Why do we want to share it?

Tours > Instruction

Library regular > Partner



Clackamas County

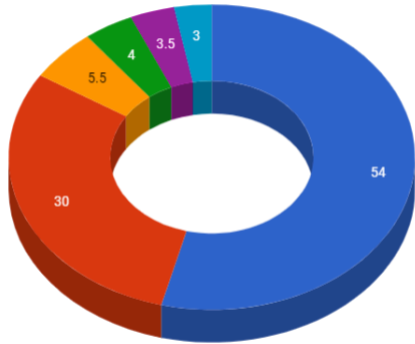


- Population ~390,000
 - 17.4% of OR pop.
 - Up 40% in 15 years
 - 10.1% minorities, growing in diversity
- 4th highest PCI in OR
 - 9.7% below poverty
- Educational attainment ~OR
 - Completion gap persists esp w/ Spanish speaking pop.

CCC Library



Enrollment Distribution (%)



- Lower division collegiate
- Career/technical education
- GED/ABE/AHS
- Adulting continuing ed
- ESL
- Personal enrichment



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 2017

Overhaul assignment to Learning Express

FA/WI/SP 2017

Launched new assignment
Started Belonging Mindset
Created Libguide to house assignment and provide additional support

2015-2016

2016-2017

2017-2018

2018-2019

SU 2016

Write Book Assignment

FA 2016

Book Assignment launched.

WI/SP 2017

Assessment rubrics refined
Assignment adjusted

Future goals: EFA/

Guided pathway integration
Assignment revamp
SP18 for SU18

Traditional library tours

2015-
2016

2016-
2017

2017-
2018

2018-
2019



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 conventions, 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.

Practice an
IL skill &
solve a
problem

Mitigate
library
anxiety

See self reflected
in library
collections

Integrate
prior library
experience

Envision self
in learning
community

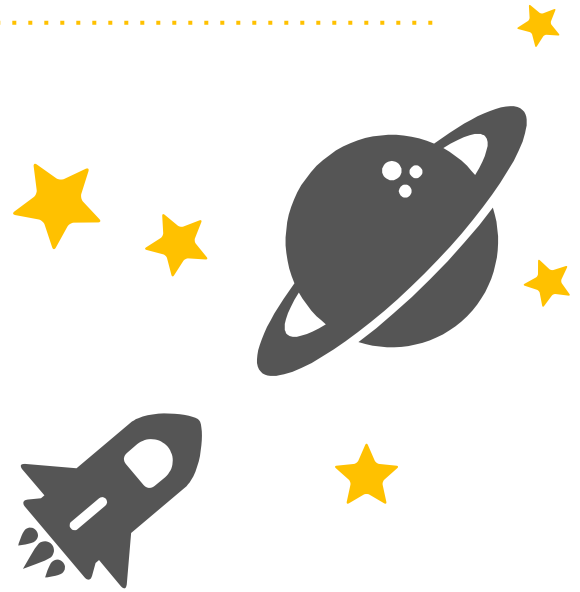


Concern about having enough time to “cover” an ever-growing list of IL concepts in a traditional, librarian-led session is misplaced. Instead, designing a “supportive liminal environment” allows students to practice new ways of thinking and to develop a new identity as an academic learner

-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**

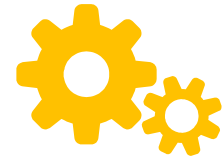
**2016-
2017**

**2017-
2018**

**2018-
2019**

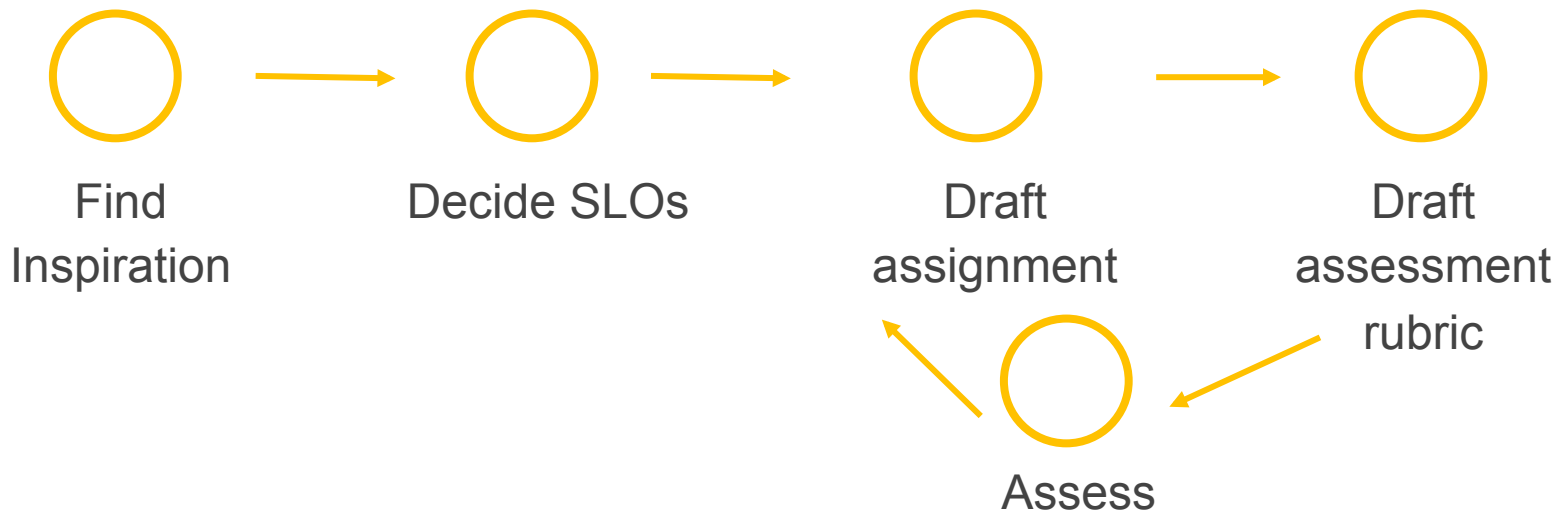


We are here



Year 2 (16-17)

Book assignment





Assignment

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

SLO1	Yes, used library catalog (SLO1).	No, did not use library catalog (SLO1).	Unknown (SLO1).	
SLO2	Yes, found a library item on the shelf using call number (SLO2).	No, did not find a library item on the shelf using call number but found a book by browsing or with intention (SLO2).	No, did not find a library item on the shelf using call number but retrieved book at random (SLO2).	Unknown (SLO2).
SLO3	Yes, checked out book (SLO3).	No, did not check out book (SLO3).	Unknown (SLO3).	

Qualitative Data (multiple tick marks are A-OK)

Browsed in call # range (used call # to initially get there).	Used signs - shelf labels (including "new books," bookshelf-end LC signs).	Used signs - icon sign.	Sought help.
Browsed in subject range (meaning subject is or titles are mentioned).	Used signs - LC poster.	Used signs - unknown.	
Browsed - random.	← Do not code for browsing if originally-noted book is found.		↑ Do not code if sign, image, poster, icon, etc. is not explicitly mentioned.

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.



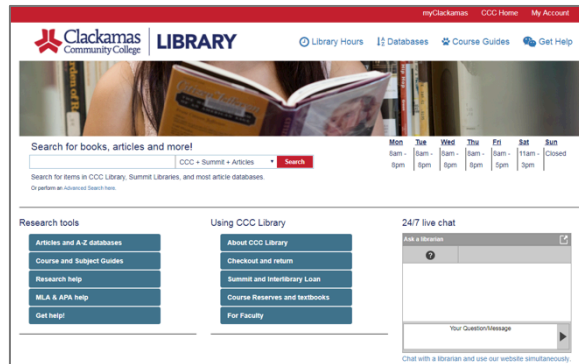
Why this might be...





Year 3

AY 2017-2018



Goal: evolve
FYE partnership

Context:
punctuated
equilibrium



**Traditional
library
tours**

**Flipped:
Book
assignment**

**Flipped:
Database
assignment**

**2015-
2016**

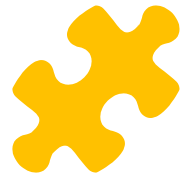
**2016-
2017**

**2017-
2018**

**2018-
2019**



We are here



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)

The screenshot displays the Clackamas Community College Library website. The header includes the college logo and navigation links for Library Hours, Databases, Course Guides, and Get Help. The main content area is titled "First Year Experience (all instructors)" and provides assignment instructions. A sidebar on the left contains navigation links for Welcome, Library assignment, Assignment instructions, Library Assignment, Work 4 Library Tour, FYE101 Library: Resources for class!, and College Success CQR. The main content area includes a "Help is here!" section with a "Ask a librarian" chat box and a "Your Question/Message" input field. The "Library Assignment" section features a form titled "FYE CCC Library Assignment" with a "Welcome!" message and a "First Name" field.

Clackamas Community College LIBRARY

Library Hours | Databases | Course Guides | Get Help

CCC Library / Research Guides / First Year Experience (all instructors) / Library assignment

First Year Experience (all instructors)

A warm welcome from CCC Library! This Course Guide is your customized FYE online library. We are here to help!

Welcome

Library assignment

Assignment instructions

Library Assignment

Work 4 Library Tour

FYE101 Library: Resources for class!

College Success CQR

Help is here!

Ask a librarian

Your Question/Message

Chat with a librarian and use our website simultaneously.

Assignment instructions

The goals of this assignment are to:

- introduce you to CCC Library's website and online resources,
- make sure you can log in to the CCC Library database system using your myClackamas email address and password,
- create an account in LearningExpress,
- gather questions about the library.

If you encounter any problems completing any step of this assignment, please don't hesitate to contact any of your friendly CCC Librarians.

Below you will see a form that will take you through the steps of the assignment. You can edit your submission after you've submitted it.

Before you start the assignment you will need three things:

- This assignment page (keep it open!)
- Open the Library homepage,
- Gather your myClackamas username and password

Library Assignment

FYE CCC Library Assignment

You are currently on your FYE 101 course guide, created for you by the CCC Library, and if you are reading this, you've made it to the Week 3 "Library Assignment." You're fabulous.

* Required

Email address *

Your email

Welcome!

First we need to know a bit about you so you get credit for the assignment.

First Name: *



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?

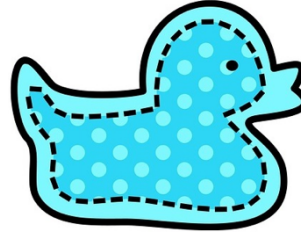
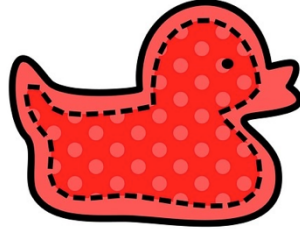
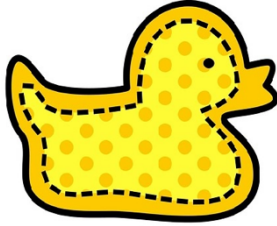
Belonging Mindset

- 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

FYE

Belonging
Access resources
Seek help

CCC Library PLOs

1. Belonging mindset
2. Information literacy

Assessments

Direct measures

Indirect measures

Measuring belonging?

Student learning,
not library research

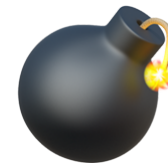
Assignment

Flipped
instruction model

Instruction

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	<i>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."</i>	
5	Course: Collections		



Reflection on database assignment

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

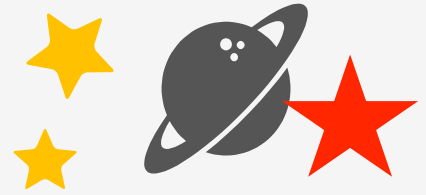
**Traditional
library
tours**

**Flipped:
Book
assignment**

**Flipped:
Database
assignment**



Future...



We are here!



**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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We would like to thank the following people:

- Jane Littlefield, and Sarah Nolan CCC Librarians and partners throughout this project
- FYE instructors: David Green, Guadalupe Martinez, Casey Sims, Jackie Curry, Stephanie Shaffer, Brittney Malone, Jackie Flowers, Tara Sprehe, Michelle Baker.
- 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

