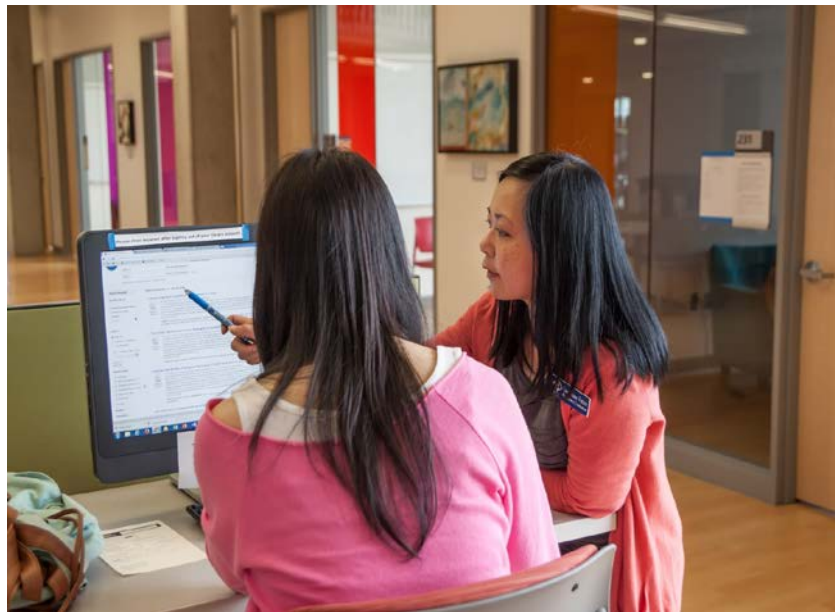# LIBRARY PROGRAM REVIEW

| 2/10/17 | Library Subject Area Committee 2017 |

PCC Library's Goal for Student Success[1]

Portland Community College Library delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

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[1] PCC Library Mission Statement (2011) available at: http://www.pcc.edu/Library/about/organization-and-policies/mission-statement/

Library Program Review

LIBRARY SUBJECT AREA COMMITTEE 2017

1. PROGRAM | DISCIPLINE OVERVIEW

A. Educational Goals of the Library Instruction Program

What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

The Library SAC's main educational objective is to support PCC students' development of information literacy skills, such as finding and evaluating information, which are essential for academic and workplace success. We do this through course-integrated instruction and by offering credit courses focused on information literacy skills (LIB 101, 127, 199, 299), by creation of online tutorials and guides, via chat, and by providing individual point-of-need instruction at the Research Help Desk. In addition, we work collaboratively with classroom faculty to develop assignments that challenge students to be intentional and think critically about where their information comes from, and select the specific information most appropriate to the task at hand.

Instruction Program Snapshot

Our two most traditional ways of thinking about and providing instruction are via multi-week credit classes with a faculty librarian and through course-integrated teaching done in partnership with faculty from other disciplines.

Library Credit Classes

From 2008 to present, the Library SAC has filled more than 120 1-credit sections. Most of these classes have been 5 weeks in duration, but class offerings have ranged from 3-8 weeks in length overall. Classes primarily started in week 1, but in recent years we have begun to shift to offering a week 2 start to accommodate registration issues that frequently arise for a student who "just" needs 1 credit for financial aid or other purposes.

We note that approximately half of our classes have been offered online, with Cascade and Southeast our most popular campuses for classroom offerings. Of interest in these findings is the awareness that Cascade

and Southeast have done significant work to establish relationships at the programmatic, SAC, and individual level that drive enrollment in Library credit classes.[2]

By Campus
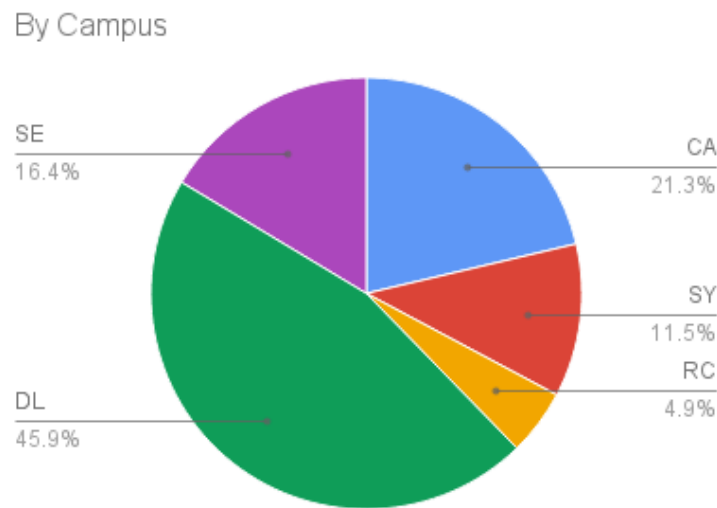
One-credit classes taught by Library faculty since 2008 have included LIB 101, LIB 199, and LIB 299. The first LIB 127 class, described later in this report, will be offered in Spring 2017.

Classes in Partnership with Another Discipline

The Library Instruction Request form is linked from the PCC Library website, here: http://www.pcc.edu/Library/services/faculty-services/instruction-request/

Individual faculty can request a session held in a Library computer classroom or in their own rooms during class time by completing and submitting this form. A librarian contacts the requesting faculty member and works in collaboration, informed by the particular skills and concepts students need to master in order to successfully complete the class assignment. Librarians and course instructors develop targeted learning goals for the library session which librarians address within the time constraints of one or two library sessions.

The back-end database that runs this instruction request form is updated by librarians and treated as an entry point for librarians to share information about their teaching, including: handouts, lesson plans, lecture slides and notes, formative assessments, teaching notes, etc. The database can also be used to run reports by librarians to check teaching trends (by campus, course subject, librarian, etc.).

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[2] For a link to the dynamic version of this chart please go to: http://bit.ly/2guxxjp

What follows is a breakdown of the instruction statistics for individual sessions led by librarians from June of 2012 through the end of August 2016.

Number of Sessions by Campus

The Library faculty record each individual in-person instruction session they lead in an internal database. The pie chart below reflects the total percentages of instruction sessions offered across the College over four academic years. The instruction load for in-person sessions has balanced out for three campuses at around 25% apiece (CA, RC and SY) and Southeast instruction has increased significantly since a new Library building opened in Spring 2014. This reflects enrollment trends at each of the campuses during the past few years. Our instruction program has expanded to include teaching in a wider range of modalities, including DIY, research guides, tutorials (some classroom faculty use tutorials now instead of bringing a class into the library); increasing sophistication on part of faculty about Information Literacy. We are creating more asynchronous instruction opportunities. Our statistics cannot capture the reach of our instruction program, a goal for the next Program Review. The Library does not provide systematic outreach to the PCC Centers at this time and they are minimally served by Library instruction.[3]

Total Number of Library Instruction Sessions June2012-Aug2016
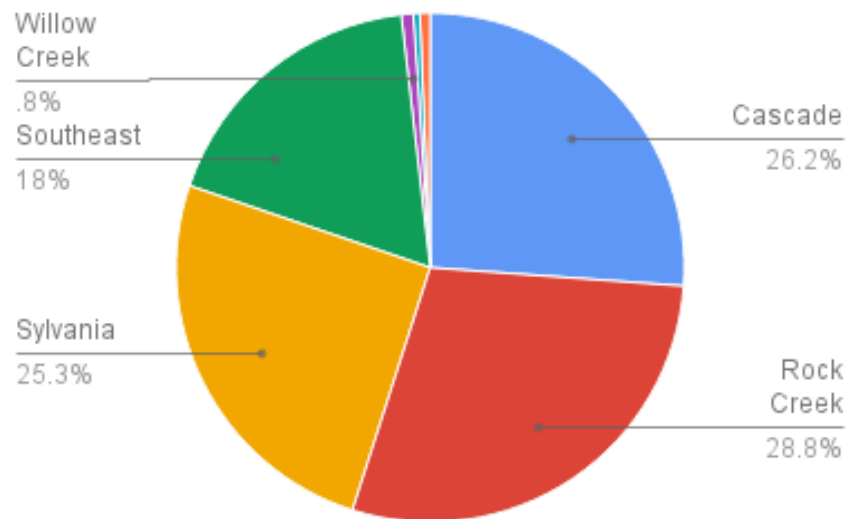
The following bar graph displays the total number of instruction sessions offered each academic year 2012-2013, 2013-2014, 2014-2015 and 2015-2016 by campus. During bond construction the Cascade Library was

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[3] For a link to the dynamic version of this chart please go to: http://bit.ly/2gCLGOn

closed and while the librarians at Cascade were still able to offer a robust instruction program by hosting workshops in computer classrooms outside of the Library, their overall numbers went down.[4]

Annual Instruction Counts by Academic Year
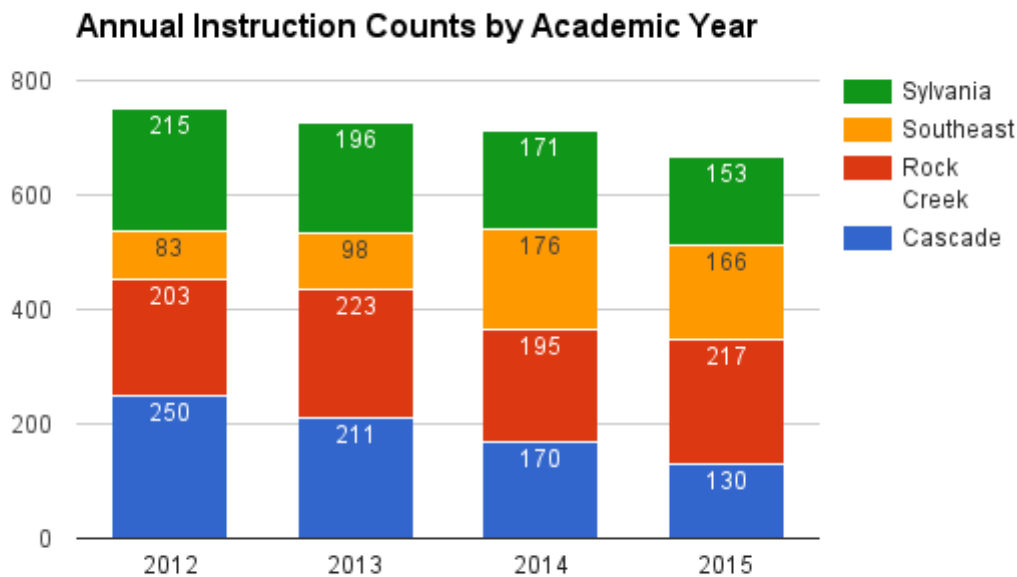
Course Subjects

Librarians work with a wide range of classes and subjects across the curriculum, but some programs collaborate with us on the teaching of information literacy skills more frequently than others. The top eight programs requesting Library instruction are Biology, College Success, Communication Studies, English for Speakers of Other Languages, History, Psychology, Reading, and Writing.

Reading and Writing

Our top two collaborators teaching information literacy at the College are Reading and Writing faculty. This chart displays the wide reach of our instruction into these courses and the number of students reached directly through teaching partnerships.

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[4] For a link to the dynamic version of this chart please go to: http://bit.ly/2gFz5WP

Reading & Writing Students June2012 - Aug2016
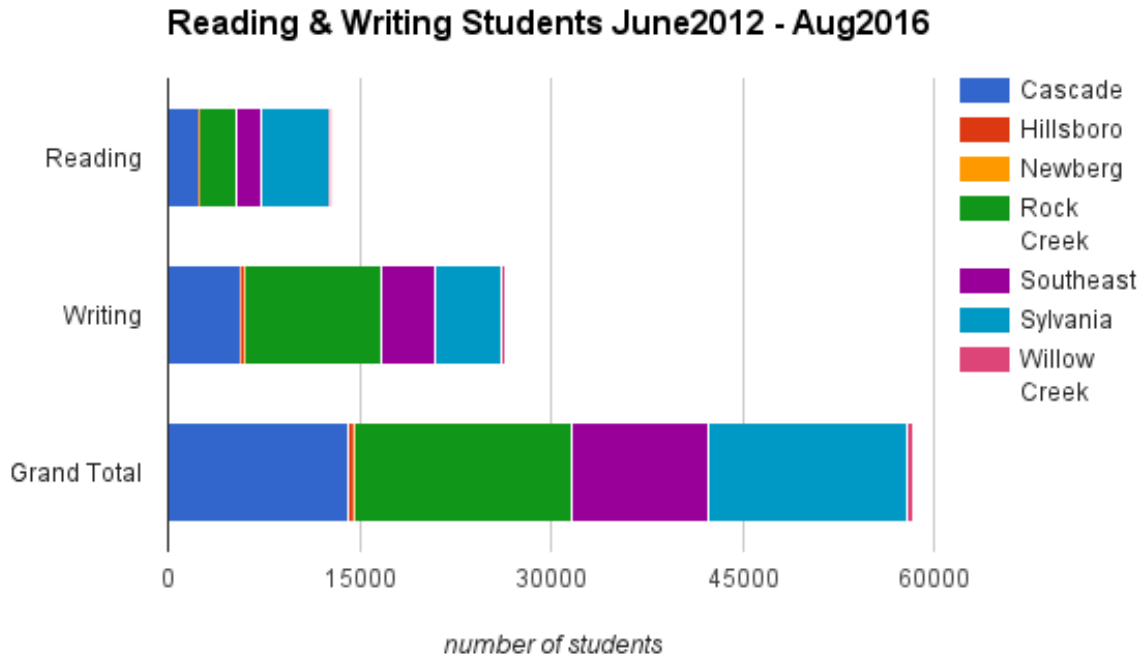
Library instruction for Reading and Writing classes served more than 39,000 students during this time period, more than half of the Grand Total, 58,373 students. That includes those from Reading, Writing, and the six other disciplines.[5]

The following is a breakdown of the number of sessions offered in the next six top subjects by campus, after Reading and Writing.[6]

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[5] For a dynamic version of this chart please go to: http://bit.ly/2fICbse
[6] For a dynamic version of this chart please go to: http://bit.ly/2gSBhhT

**Student counts by Subject and Campus
June2012 - Aug2016**
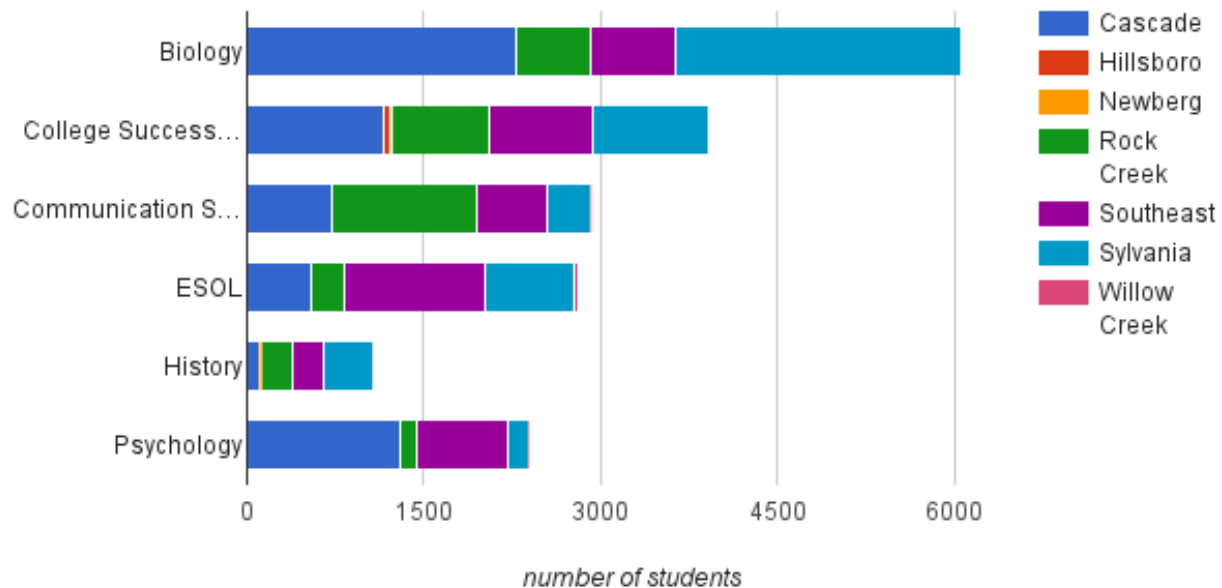
Research Help

Full-Time and Part-Time Library faculty provide one-on-one instruction at the Research Help desk at each of the four campuses most hours the Library is open, totaling 60 or more hours of desk coverage per week at each campus.[7] Our mission is to provide individual guidance and support of students' learning at their point of need, a core aspect of the Library Instruction Program.

Librarians record the day, time, and duration of each Research Help interaction in order to make evidence-based staffing decisions. We don't currently record qualitative data. The bar graph below displays the total number of interactions at the desk (n=54,980) by campus and duration.[8]

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[7] Please see a complete list of open hours here: http://www.pcc.edu/library/about/spaces/hours/
[8] For a dynamic version of this chart, please go to: http://bit.ly/2gEDBWD

Research Help desk questions by campus and duration June2012-Aug2016
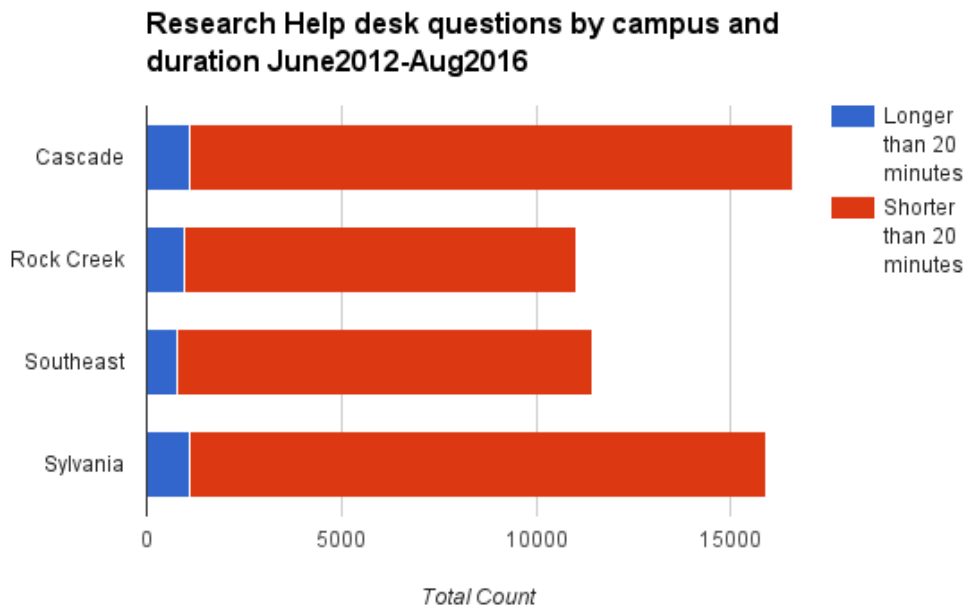
Monthly Chat Reference Trends

In addition to in-person instruction at the Research Help desk, librarians provide one-on-one instruction via a chat widget placed throughout the Library website. Librarians engaged in more than 13,500 chats since the last program review, and this graph reflects trends in monthly totals between June 2012 and August 2016.[9] Librarians staff chat reference while on the Research Help desk and in their offices throughout their workdays, often multitasking to accommodate in-person research help and other projects.

Monthly total Chats from Website

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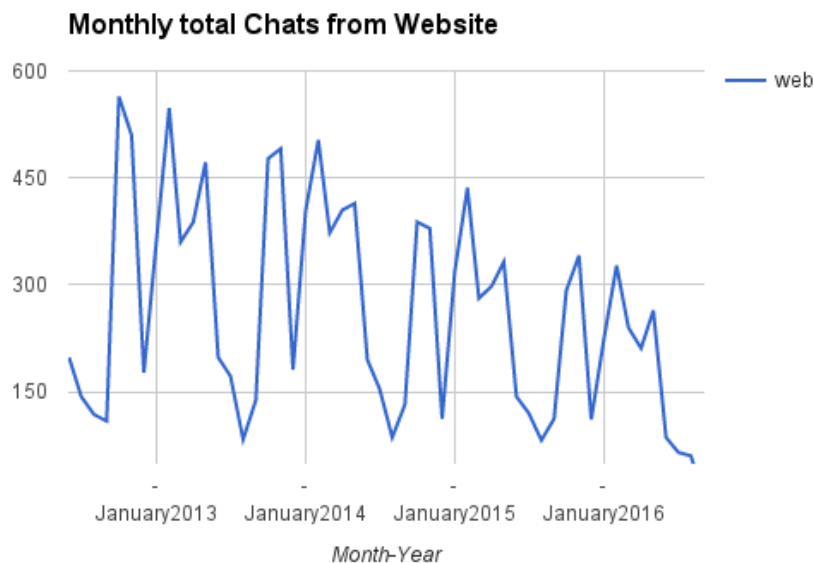
[9] For a dynamic version of this chart, please go to: http://bit.ly/2fQDfui

The length of time a librarian spends assisting and teaching students via online chat varies and isn't always representative of the quality of interaction so we have not considered that data point for assessment purposes. For example, some students will start working with a librarian on chat and then keep the chat open while they research to periodically ask further questions. Some chats are a short length of time, but are high quality interactions such as the one below. We may in the future carryout a content analysis or other types of assessment to consider the quality and reach of our teaching and support via chat.

18:56 59180655976336900737854797@web.libraryh3lp.com How do I look up
peer review articles?
18:56 pcc-ask-a-librarian@chat.libraryh3lp.com hi
18:56 pcc-ask-a-librarian@chat.libraryh3lp.com this is torie at cascade library
18:56 pcc-ask-a-librarian@chat.libraryh3lp.com great question! what is
your general subject area?
18:57 pcc-ask-a-librarian@chat.libraryh3lp.com that will help me point
you in the right direction.
18:57 59180655976336900737854797@web.libraryh3lp.com I want to look up
peer review articles regarding rise of diseases due to unealthy habits
and foods we eat
18:58 pcc-ask-a-librarian@chat.libraryh3lp.com ok, sounds good. peer
reviewed articles are going to be write-ups of studies done by
"experts" in the field -- in your case, probably health and nutrition
experts.
18:59 pcc-ask-a-librarian@chat.libraryh3lp.com and these studies have
to be focused on specific populations and specific diseases.
18:59 pcc-ask-a-librarian@chat.libraryh3lp.com do you have any diseases in mind?
18:59 pcc-ask-a-librarian@chat.libraryh3lp.com (just answer that, and
then i promise i'll point you to peer reviewed journal articles!)
18:59 59180655976336900737854797@web.libraryh3lp.com I want to look at
cancer and diabetes
18:59 pcc-ask-a-librarian@chat.libraryh3lp.com excellent!
19:00 pcc-ask-a-librarian@chat.libraryh3lp.com here's a good place to
begin (screen shot): http://screencast.com/t/5bvFAEc0GFm
19:00 pcc-ask-a-librarian@chat.libraryh3lp.com on the library home
page, change the search box to "Articles" and then click on "peer
reviewed"
19:00 pcc-ask-a-librarian@chat.libraryh3lp.com that'll take you into
two of the EBSCOhost databases.
19:01 pcc-ask-a-librarian@chat.libraryh3lp.com you could begin with a
search like: diabetes unhealthy habits
19:01 59180655976336900737854797@web.libraryh3lp.com Thank you

Opportunities

The statistics reported here do not capture nor make visible a large amount of our teaching. For example, we have made a concerted outreach effort to distance courses, a quickly growing component of our instruction program. We also market and develop asynchronous tools like video tutorials and online guides that faculty incorporate directly into their teaching, both on campus and online. In addition, we provide resources for instructors to do their own research and Information Literacy instruction. The charts above show that we are teaching fewer classes than we did a few years ago, and there is a slight downward trend. That doesn't mean that students are getting less instruction; it is being delivered in additional modalities

beyond librarian-led in-person instruction. A future goal is to better document and assess the impact of our information literacy teaching at the College through distance faculty partnerships and alternate modes of curriculum development and delivery.

The ways we teach are perpetually evolving and we have developed instructional approaches that are not captured well by our current data practices. For example, we don't systematically count time spent to create research pages and provide virtual library instruction for online classes. We also don't capture high-touch encounters with faculty when we collaborate on assignment design and instructional approaches to teaching research skills. Both of these are examples of how better data collection could demonstrate the work of our instruction program, help us to set benchmarks, and identify next steps.

National and Professional Trends

Since 2000, our profession has been guided by the Information Literacy Competency Standards for Higher Education. This document defines information literacy as a "set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'." It laid out a detailed list of specific skills an information literate individual should have. The standards were an attempt to simplify and proceduralize something that is so much more complex and encompasses feelings and habits of mind as well as discrete skills. Thus, it came under considerable criticism by members of the profession.

In early 2016, after a long period of comment from members of the profession, the *Framework for Information Literacy in Higher Education* was adopted by the Association of College and Research Libraries. This document defines information literacy as a "set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." It does not seek to lay out every skill an information literate individual has mastered, but instead defines a non-exhaustive set of knowledge practices and dispositions, encompassing both affective and more readily visible practices.

Two other components of the new Framework are of particular relevance to our work. The Framework recognizes that "information literacy" cannot be taught within the confines of a Library instruction session alone, and thus requires collaboration between the librarian and the disciplinary faculty member to ensure that the outcomes covered in the Library session are reinforced throughout the course and curriculum. The Framework also suggests that attainment of many of the knowledge practices and dispositions can only be assessed via student self-reflection.

The librarians at Portland Community College have viewed information literacy as encompassing feelings, dispositions, and attitudes -- as well as skills -- since well before the Framework was adopted, and have long sought to foster habits of mind such as help-seeking, curiosity, and critical thinking. We have also embraced self-reflection in our teaching for years, using the practice as both a learning and assessment tool in LIB 101 and our course-integrated instruction.

Librarians are also guided in their teaching by the standards of the disciplines in which they are teaching. For example, history is a field that particularly values primary sources. For History 100, "Research Methods

in History," a class was taught on accessing and reading scans of newspapers from 100 years ago, using digitized collections at the Library of Congress and University of Oregon. For literature classes, the poem, story or novel is the primary source, so instruction in those classes is aimed at finding and evaluating literary criticism, a secondary source.

Biology students also learn about the literature of their discipline. Librarians have developed and collected materials to help students understand the process of scientific publication, find and access peer-reviewed journal articles, read and understand journal articles, and cite them according to disciplinary standards.

Biology 211, 212, 213 is the sequence targeted for biology majors. BI211 students write one major lab report in the form of a scientific paper/journal article. They are given a problem, do a literature review, form a hypothesis, design and run an experiment, and write a report detailing the whole process and results. This term-long assignment used to produce countless visits to the research help desk, a lot of stress, and unspectacular results. Finally, a few years ago, one instructor created an assignment that we've collaborated on since. To prepare, students spend half of their first BI 211 lab period with a librarian in the library classroom. We review the fundamentals of peer review, look at the sections of a scientific paper: Introduction, Methods, Results, and Discussion (IMRaD), talk about how to find scientific papers and review articles, and then they start on their lengthy assignment. It requires them to locate a known article and pull information out of various sections, then locate both research articles and review articles on specific topics, and next find a book and a reputable website on specific topics. We do most of this work in the library classroom. Anecdotally, instructors state that the 211 papers are much better than they were before developing the assignment, and that by the time they reach 213, students are comfortable and skilled at working with journal articles. The timing of the BI 211 session demonstrates that the biology faculty consider these skills important and foundational. Students take the work seriously because it's clear that faculty value this kind of learning. We've updated and refined the assignment a couple of times, and this collaboration model has spread from RC to SE.

Educational Goals of the Library Instruction Program

In April of 2012, just after presenting our last program review to the College (December of 2011), we used professional development funds for a workshop with an assessment expert in our discipline. Nationally recognized expert, Deb Gilchrist led us through exercises and discussions that resulted in several solid outcomes: an articulation of aspirational goals for our program, an approach to developing objectives to assess, and creation of benchmarks to determine what measurable success looks like. This approach has been our guiding method for program development since the last program review, and the goals we set that day have been our guideposts.

Library Instruction Program aspirational goals 2012-2016 are as follows:

- Library faculty demonstrate a culture of assessment.
- Students care about where their information comes from.
- Faculty take information literacy seriously.

We will refer to these three goals throughout this program review and demonstrate how they have guided our approaches to teaching students, collaborating with faculty outside the Library, and developing and assessing student learning and our instructional practices.

The Library SAC's goals are influenced from within by the Library's strategic plan, and from outside by curricular changes and College-wide priorities. Themes and goals in the 2016-19 Library Strategic plan relevant to the Library SAC are:

- Information literacy is recognized at the College as core to student success;
- Library SAC is intentional and strategic about integrating information literacy skills into the curriculum;
- Be strategic in collecting, analyzing, and using data for decision-making, planning, and assessment.

In addition to Library goals, Library SAC members are involved in and respond to changes in curriculum and College-wide priorities. For example, the Library SAC has been involved in conversations around Developmental Education redesign and have participated in Developmental Education and Composition/Literature SAC meetings, committees related to DE redesign, and the Integrated Reading/Writing 115 Community of Practice.

This planning work and ongoing engagement has influenced the goals and recommendations set out in the conclusion of this program review.

In addition to teaching, librarians serve on committees at the College and in the profession, handle collection development for each liaison area, create web content, and engage in outreach to PCC and other communities. As in the previous report, the focus here is on the Library instruction program.

B. Instructional changes in response to 2011 program review

Briefly describe curricular, instructional or other changes that were made as a result of SAC recommendations and/or administrative responses from the last program review.

THE FOLLOWING ARE RECOMMENDATIONS FROM BOTH THE ADMINISTRATIVE RESPONSE AND LIBRARY SAC RECOMMENDATIONS LAID OUT IN THE 2011 PROGRAM REVIEW.

1. Complete work of developing outcomes for LIB 101, which will more easily lend themselves to assessment.
What we did: The outcomes for LIB 101 were revised and are now more readily assessable. They are:

- Locate, evaluate and select pertinent information in order to make informed decisions based on data.
- Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship, and develop professional competence.

2. Consider placement of LIB 101 in the schedule as a marketing tool
What we did: LIB 101 was moved from the category "Information Literacy" in the schedule to "Library" and is also regularly marketed on the Library website.

3. Design credit classes to serve students at differing academic levels, including pre-College students as well as Honors and Capstone courses, and those which incorporate in-depth research projects.

What we did: In Fall 2012, Alan Cordle developed and offered LIB 299, a one-credit recommended co-requisite with an EN 250 Introduction to Folklore class. Though it filled, it has been difficult to run this class since because it is not required within any particular curriculum. In 2012, the Library designed LIB 127, which has an ever changing specific disciplinary focus. The SAC is planning a LIB 127 STEM-focused course that will provide students with an overview of how information is produced and disseminated by exploring professional literature in STEM fields. This new iteration of LIB 127 is in development now with the goal of offering an online section in Spring 2017, developed and taught by Roberta Richards, with input from PCC STEM faculty.

4. Document how many other SACs interface with the Library and at what level

What we did: We now track instruction requests in a system that allows us to easily look at our instruction data by subject area, campus, and individual librarian. Data collected in our instruction statistics helps inform us about which classes use Library instruction sessions.

In Fall 2015, we worked with Institutional Effectiveness to analyze our role in the curriculum. We compared the classes we taught in Fall 2014 to all classes offered in Fall 2014. We found that we were providing Library instruction in approximately 35% of courses identified as having outcomes related to information literacy and in 27% of courses identified as being high-enrollment (>200 students/term). From this, we identified 14 high-enrollment courses that have information literacy outcomes in which we did not provide instruction in Fall 2014.

For example, using the CRNs collected in our Library instruction database, we analyzed data of all unique courses that received direct Library instruction in Fall 2014 and Fall 2015 to identify trends.

Our guiding questions are:

- What courses are we reaching with direct Library instruction?
- Which courses or programs are we not reaching with direct instruction or support for teaching research skills that we should be?

Please see appendix 1 (Fall 2014) and appendix 2 (Fall 2015) for lists of high enrollment courses that consistently receive direct Library instruction across the College and have information literacy related outcomes identified within individual Course Content and Outcomes Guides.

The following high enrollment courses with information literacy outcomes have been identified as needing outreach and possible support:

- Psychology 101 & 201
- Writing 227
- Communication 111
- Biology 112
- Business Administration 101 & 112
- Sociology 204

Opportunities: The Library SAC recommends the following so that we can build on the instructional data we collect and use it effectively to inform our program development.

- Automate data collection and expand to include instruction and contact with Distance Learning courses.
- Expand data collected to include various forms of teaching and support for faculty, for example, work on assignment design, the creation and use of a class research page
- Library liaisons will prioritize teaching and outreach efforts to engage SACs based on instruction data.

Librarians also attend program reviews for their liaison programs, which helps us to understand the programs' needs and how we can improve our outreach. We would like to use this systematic approach to inform how we prioritize our approaches to working with faculty and guide the Library instruction program offerings in a strategic way. Ideally, this kind of analysis will help us to build teaching collaborations with the SAC and course-sequence levels across the College.

5. Make explicit the alignment between the Library's instruction program and other institutional programs and curriculum. Consider beginning with collecting baseline data about current levels of interface.

What we did: Curriculum is constantly being updated with intensifying focus by the Subject Area Committees (SACs) on competencies and concepts for building and assessing information literacy achievement of students. The Library tracks and supports these developments, beginning with a librarian serving on the Curriculum subcommittee of the Education Advisory Council.

As course revisions and new courses come through the Committee, the librarian notes when Course Outcomes (or other components, such as Outcomes Assessment; Course Content; or content in General

Education requests) indicates there is a tie to information literacy competencies, knowledge practices, or dispositions. Some courses have more than one outcome linked to information literacy.

When information literacy-related course outcomes (or other indicators) are included in courses recommended for approval by the Committee, the serving librarian notifies the other librarians via email. Librarians can take the opportunity to contact their SAC liaisons to lend support for Library or research assignment design. The continuous increase in information literacy related coursework is a 21st century necessity.

This is a process which can take a long time to complete. New information literacy outcomes or changes are tracked in the "Course Outcomes, Information Literacy Spreadsheet" (a Google Spreadsheet), through the school year. It can take a year or more for approval and posting of the new course outcomes on the College website. Course revisions can appear more quickly, but are sometimes delayed unpredictably.

Once the new or revised outcomes are posted to the College web site, the librarian creates (or updates) a Course Specific Research Support (CSRS) form. These forms include:

- The specific course outcome, that is, the CCOG (or outcomes assessment or course content or other related course information) related to information literacy
- A map to indicate the level of competency and critical thinking of the information literacy outcome compared to other courses in the same discipline
- Corresponding research and information seeking outcomes
- Librarian Instructional Objectives
- Bridging competencies to support research and information seeking
- Librarian Liaison(s) to the SAC
- Librarian subject collectors, if there is a "buying team" for the SAC
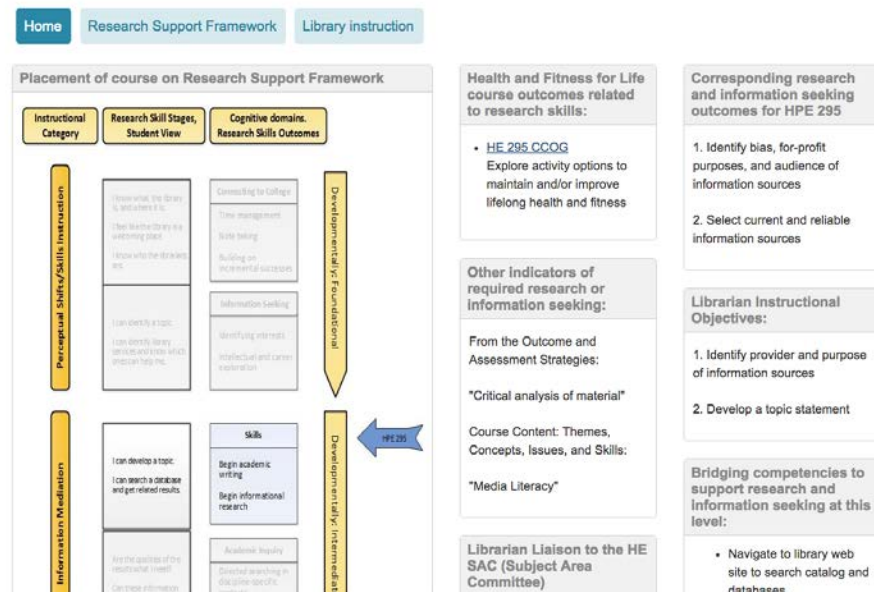
A comprehensive list of the Course Specific Research Support (CSRS) forms is available by the link Information Literacy Outcomes, in the Faculty part of the Library website:

http://www.pcc.edu/Library/course-specific-research-support/

This effort began in 2011, when a Rock Creek librarian, Pamela Kessinger, surveyed the College Course catalog for terms related to information literacy. The story about that effort, and the related development of the Integrated Research Support Framework were published in the *Journal of Information Literacy.*[10]

The CSRS forms are a snapshot of a moving target. The purpose of the forms is to provide a picture of the intersections between discipline and developmental views of information seeking; the intersections between the competencies and frames of information literacy, and the specific learning objectives, iterative learning experiences, pedagogy, and assignment design for scaffolding towards those competencies and frames.

The CSRS forms can be used for creating collaborative conversations between librarian and content faculty. More importantly, the idea is to illustrate multivariate, complex, and interrelated efforts needed to build information literacy throughout the curriculum and over the span of a student's pursuit of College education.

CSRS Statistics for 2015-2016:

- First CSRS forms created in 2012. 80 were available by 2013. There are currently 145 CSRS forms.
- 21 courses required CSRS forms to be added by the end of the 2016 Spring term
- Four courses had outcome revisions that necessitated updated CSRS forms.
- Ten courses of the 145 do not have course outcomes explicitly tied to information literacy, but each has significant reference to information literacy in the course content or outcomes assessment.

Opportunities:

- Librarians could pursue SAC approval or input from faculty members on the CSRS forms
- Library SAC could use in liaison work to support development of information literacy assignments and scaffolding within courses or classes
- Librarians could link the CSRS forms into their Subject Area Profiles, to consider materials needed to support information literacy development from a discipline-specific or career/technical-specific point of view
- Review the concept of the CSRS forms in light of the 2015 ACRL Framework for Information Literacy for Higher Education construct of Frames, Knowledge Practices, and Dispositions, with the emphasis on metacognition, information users as information producers, and metaliteracy.

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[10] Kessinger, Pamela. "Integrated instruction framework for information literacy." *Journal of Information Literacy*. 7:2. P. 33-59. http://dx.doi.org/10.11645/7.2.1807

6. Identify useful data related to instruction, refine the collection processes, and effectively store and communicate results. Work closely with Institutional Effectiveness to identify metrics and data collection processes

What we did: Our Library Instruction Request form now includes the CRN and an assignment upload and feeds this information directly into a statistical database (screenshot provided above). As we teach, we upload class notes, handouts, assignments, and assessment notes. The collection of CRN data has made it easier to partner with Institutional Effectiveness to survey students who have had Library instruction (which we did in Fall 2015 and Winter 2016) and will facilitate future research and assessment projects.

While the data we collect has been refined and improved, we would like to take the next steps to better automate and align with institutional data, specifically to compare our instruction data with course offerings at the College. Librarians would like to regularly capture a "snapshot" of the reach of our instruction program and identify gaps and instructional needs and prioritize our work. We also plan to publish a short annual report that summarizes activities of the Library instruction program, and communicates goals with College constituents.

After a pilot in Fall 2015, the Library SAC worked with Institutional Effectiveness to directly survey all students who received in-class Library instruction during Winter 2016. We timed the survey to reach students in week ten of the term and 264 students responded, which provided a 12% response rate (3,193 individual students were sent the survey). Some highlights of the results are as follows:

- 80% of student respondents stated the Library session was helpful or very helpful in preparing them to complete a class assignment
- Almost all students reported that they expected to use the skills they developed during the Library session in the future
- When asked what was most useful about the Library session, students reported most frequently learning from a librarian:
  - where to search and
  - search strategy

See appendix 3 for a summary of the student survey

Opportunities: The Library SAC is interested in how to better assess the impact of our instruction program on student achievement, in particular, we will investigate:

- Development of a routine faculty survey for instructors who collaborate with librarians.
- Development of a shared formative assessment of student learning for our instruction sessions.
- Establishing automated assessment routines in coordination with Library Digital Services and the Office of Institutional Effectiveness.

7. Look for ways to create more linkages to faculty, particularly PT faculty and advisors

What we did: librarians are assigned SACs or programs to which they liaise and represent the Library. It is the librarian's role to develop relationships with the faculty in that discipline, learn about the curriculum, provide outreach, and promote Library instruction. Librarians participate in many faculty development events, such as the New Faculty Institute, Part-Time Faculty In-service, and The Anderson Conference, in

order to cultivate relationships with disciplinary faculty. Librarians also offer occasional workshops on Library resources and services that are relevant to faculty and serve on the campus TLC Steering Committees.

Opportunities: PCC has increasingly acknowledged both its dependence upon and lack of clarity towards adjunct faculty, and the Library will continue to follow the lead of the institution to be more inclusive of part-time faculty. There is a Library working group that will focus on outreach to all faculty, including providing examples how the library can support integration of IL skills into the curriculum.

8. When working with other disciplines, frame the Library resources in terms of the challenges faculty face with students.

What we did: In our work with faculty, we tailor our instruction based on what we hear from faculty about the problems they see in student research. When we work with courses term-after-term, we can more systematically embed information literacy into the curriculum based on the challenges both we, and the disciplinary faculty member, are seeing with students. One example is Reading 115 at Sylvania where librarians visit the classroom for 20-30 minutes to help students develop topics two weeks before the full-length Library session so that students will have solid topics to research by that time. We have found that this initial visit helps make the subsequent session more productive and that students feel more comfortable because they have already spent time with the librarian.

9. Use a content management system (CMS) to make it easier to share class materials, current assignments, great ideas, etc.

What we did: Our statistical database gives us a space to track our instruction requests, keep detailed statistics, and store teaching materials. In Fall 2014, the librarians developed a repository in D2L for sharing teaching materials for LIB 101.

The Library instruction reporting form, described in #4, also provides a key communication function among librarians who share teaching duties across campuses and courses throughout the curriculum. For example, some part-time faculty teach specialized courses at more than one campus and request Library instruction for that course over multiple terms and from various libraries. The instruction report form is a repository where librarians can post their lesson plans and teaching artifacts such as slides and handouts. Before teaching a class, a librarian can check the instruction database to see if other librarians have posted teaching notes to inform their instructional approach.

10. Continue to identify what outcomes to assess, how to assess them, then gather and analyze the results and make changes. Be sure to document assessment-driven changes.

What we did: Shortly after the last program review, the Library SAC formed an ongoing assessment community of practice that developed and carried out learning assessment projects, engaged members of our SAC in an ongoing dialogue, and showcased opportunities for professional development in the area of assessment. We have made great progress in our assessment work and are more intentional about designing assessment projects that inform our teaching. In 2013, the faculty teaching LIB 101 developed a rubric to assess student information literacy as demonstrated in the final LIB 101 project. That same year, the SAC also undertook a project in which librarians assessed to what extent students in Writing 121 and 122 courses "care where their information comes from." The results of this assessment work (for courses in

which librarians frequently provide instruction) inspired the development of the Know Your Sources infographic (http://bit.ly/knowyoursources) and a video in which PCC students talked about what criteria they use to evaluate sources in their own research (https://youtu.be/w19t0mIqW2A).

> *"I CAN PULL OUT MY SMART PHONE AND I CAN RESEARCH ACADEMIC DATABASES. I CAN BRING THEM UP IN THE MIDDLE OF AN ARGUMENT. I CAN BE THAT GUY."*
>
> -PCC student, Aubry Gabbard

This first assessment project in courses in which we provide course-integrated instruction inspired subsequent assessment projects with 200-level Psychology students in 2014 (around the identification of peer-reviewed sources) and with students in Reading 115, Writing 121, and Writing 122 in 2016 (focused on the clues students use to identify and evaluate specific types of sources). In 2014-15 the Library SAC assessed student final projects and reflections in LIB 101 classes for professional competence and reflection respectively. The results from the assessment of student reflections led to the development of new, authentic prompts for guiding student reflections in LIB 101.

These are examples of our approach to assessment as a cycle that allows for identifying assessable outcomes and analyzing and talking through the results in order to change teaching practice.

11. Develop, structure, and coordinate all our teaching in a programmatic way.

What we did: In addition to the actions described in #9, two librarians created a shareable course shell for LIB 101, which was piloted in two Winter 2016 LIB 101 sections to positive student evaluations. The shell was used by additional LIB 101 instructors in Spring 2016 and was approved by Distance Education in Summer 2016 to become the default course shell for new LIB 101 instructors.

The librarians also meet as a department to share strategies, ideas, and knowledge on a regular basis and, in Spring 2015, instituted our twice-yearly Community Learning Day to formally share our teaching successes, failures, and good ideas.

Library faculty are open and actively share teaching practices and approaches in our monthly department/SAC meetings. We also often schedule "work days" to coordinate and share approaches while accomplishing project-based work, such as building Research Guides.

Opportunities: Although the annual statistics for information literacy sections show a slight decline, it is important to recognize the total growth of our multifaceted instruction program. We also see a need to shore up some of the campus coordination by establishing four Faculty Department Chairs as a conduit for communication across campuses and centers.

12. Organization, goal-setting and focus at a programmatic level are needed in the next five years. With them in place, we will be able to learn and change our program based on assessment results.

What we did: As discussed in the Educational Goals section above, in spring of 2012 we sought a POD grant to bring Deb Gilchrist for a workshop with Library faculty on goal setting for assessment of the Instruction Program. We were also introduced to a model for developing criteria and assessments from our goals in order to create benchmarks for programmatic change. Please see appendix 4 for an example of our method and approach, which has continued to inform how we develop annual learning assessments. The SAC anticipates that the Library's strategic plan implementation will provide a framework to map to. We also expect to revisit the library instruction program goals at the close of this program review process for possible revision based on the feedback we receive.

13. "We suggest that librarians at each campus be identified to let the DOIs know about their planning work at regular intervals so we can all stay connected and informed."

What we did: We have not carried out this recommendation as intended and we should. We don't have an organizational tie to the DOIs and yet our work contributes to the campus as a whole.

In Fall 2016 we established the need for at least two Faculty Department Chairs to facilitate and carry out the administrative side to our work.

Opportunities: Establish a Library Faculty Department Chair at each campus in order to coordinate our teaching in a programmatic way, and communicate regularly with campus DOIs in order to stay connected and informed.

2. OUTCOMES AND ASSESSMENT

Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes

The College has an expectation that course outcomes, as listed in the CCOG, are both accessible and assessed.

Review Process for Course-Level Outcomes to ensure they are assessable

The course outcomes for LIB 101 and 127 fit the Curriculum requirements for being "assessable" and we have created rubrics for assignments.

The Library SAC, including part-time faculty, meets on a regular basis. Our discussions often touch on assessment in various ways and we have frequently discussed how best to teach LIB 101 and the proper role of LIB 127. We are considering various options for LIB 127, and haven't revised the outcomes nor the prerequisites, mainly because that class has been taught infrequently. After the 127 with a STEM-specific focus concludes, we will decide if it makes sense to add a prerequisite.

In 2014 the SAC decided to opt out of the standard prerequisite (RD 115, WR 115, and MTH 20), making LIB 101 a pre-college level course. We set the prerequisites at "testing into WR 115" to prepare students for college level courses. We had unanimous agreement that LIB 101 was essential for filling the gaps we observed in students -- even high school graduates -- who had either very limited or no experience with organization of library collections, using databases, topic development, and research questions. These are all foundational and necessary academic literacies.

Our SAC has discussed the types of assignments we could use in LIB 101, and whether or not we should require a textbook. Faculty are welcome to take the options that make best sense for their own teaching, but our discussions have been substantive and as much about pedagogy and student learning as about particular learning outcomes.

Identify and give examples of changes made in instruction to improve students' attainment of course outcomes, or outcomes of requisite course sequences that were made as a result of assessment of student learning.

Library 101 course outcomes and were updated to be more assessable and are as follows:

- Locate, evaluate and select pertinent information in order to make informed decisions based on data.
- Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship, and develop professional competence.

The addendum to the course description also states that "Successful research is a recursive process that requires persistence, and a balance of focus and open-mindedness."[11] Engaging in research assumes a reflective practice and we have struggled to teach and assess student reflections in a meaningful way. In 2014-2015 we designed our learning assessment around reflections written by Library 101 students about their research process and learning, using shared writing prompts across all sections of the course. A content analysis of both student and faculty responses identified six different themes, including reflecting on:

- Affect - feelings, for example confidence or comfort
- Agency - choices, for example statements about choice or inquiry process
- Context - identifying or evaluating evidence, recognizing how information is made
- Library - as a place, people or resources
- Process - personal research, for example change in process or approach
- Tools - for finding evidence or information

Specific "I" statements were generated for each theme in student-friendly language that represent a wide range of research practices. For a full list of these metacognitive reflection prompts, please see [appendix 5](#).

These prompts are now used in Library 101 to encourage more focused reflections. Instructors report that providing students the example statements to choose from has led to richer student responses, normalizing and making more visible the wide range of experiences students will have at any point in the research process. The newly developed online shell for LIB 101 more directly addresses the need for ongoing reflection on process and one's own learning by asking for students to share reflective writing at least two or three times during the typical 5-week course. This gives students a low-stakes way of communicating their process and provides a window into their learning for instructors and classmates, building a learning community in an online teaching environment. As a next step, the Library SAC would like to adapt the reflection prompts into a learning continuum to share out with faculty across the college who also teach research skills and could use this tool as a way to include assessment of students' research processes in their courses.

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[11] Library 101 Course Content and Outcome Guide:
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=LIB&course=101

B. Addressing College Core Outcomes

Update the Core Outcomes Mapping Matrix.

For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcome for passing students.

Provided as [appendix 6](#).

C. Assessment of College Core Outcomes

Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes.

The majority of assessments we've carried out since the last Program Review have focused on students' ability to recognize and identify characteristics of a variety of a different types of sources -- from government webpages to blogs to peer-reviewed articles. The assessments have also helped us to explore how students go about evaluating the quality of information sources for a particular use. As the information landscape changes and an increasing range of sources are born digitally, the types of sources (containers) are becoming less distinct and much harder to discern, even for the trained information professional. Many of our assessments have helped us engage in productive conversations both within our SAC and with teaching faculty partners in other disciplines such as Psychology, Reading and Writing about how to teach and assess critical thinking about sources. The assessments of student learning described below have informed an evolving conversation, in line with national-level conversations about teaching and learning in our discipline, and have led to shifts in how we approach teaching source identification, selection, and evaluation.

PROFESSIONAL COMPETENCE: EXAMPLE ASSESSMENTS
The ability to use available resources to find and put to use relevant and credible information for professional development and decision-making is a key aspect of professional competence as defined by PCC. A cornerstone to information literacy is the ability to articulate the kind of evidence needed and identify what kinds of sources would have the information. Several assessments we have recently carried out have measured students' ability to identify and critically evaluate a variety of web sources for usefulness and quality in a particular context.

The Library assessment project of 2013-14 asked students to identify markers that are characteristic of peer reviewed articles in conjunction with Psychology 201 and 202 courses, which require students to use peer reviewed articles. The results of the assessment indicated that students have difficulty knowing what kind of information source they're looking at. This led the librarians to wrestle with the problem of asking students to identify 'containers' of information such as a journal, when there are multiple media in which scientific and research literature appears -- such as free standing online (an unaffiliated PDF found on the web), in online journals, or linked from a personal website. The ability to recognize the key characteristics of a peer-review journal article is important for students to practice, but recognizing markers of peer-reviewed articles (as a container) are most valuable to understand as indicators of the publication process and what kind of information and perspective that type of source typically provides.

Another example of an assessment focused on students' ability to identify and evaluate sources was carried out this past Winter and Spring in collaboration with Reading and Writing faculty. The goal of the assessment was to establish a baseline of skills for students at the start of Reading 115, Writing 121 and Writing 122. We invited all instructors teaching those courses to carry out a survey of all of their students, pre-instruction, to see to what degree students could recognize types of information sources (government websites, blogs, magazine articles) and articulate when and how to use each of these sources.

The Library SAC had the following salient conclusions after much data analysis and discussion of assessment findings. Students look for sources that provide citations and factual information and assume far less authority and quality when opinions or personal experiences are shared. Students are less likely to trust primary sources as they proceed in their studies and that is concerning. Many students are likely to value or devalue sources based on superficial criteria, such as the look of the source and its length. Many students stated that sites that accept comments or have social media icons must be social media, but these have become hallmarks of the websites of many traditional media sites. When information becomes atomized, identifying the type of source -- and making assumptions about its appropriateness based on that identification -- becomes much more difficult.

Here's an excerpt from the final report.[12]

> In the end, evaluating sources is complex and highly contextual and discipline-specific. Giving students simplified black-and-white instructions such as "don't use sources that are short" or "only use sources written by experts with requisite education" lead to the devaluing of sources that might provide valuable information, but are shorter or written by people whose authority is conferred by experience. They might also unintentionally devalue the students' sense of their own ability to develop expertise; something that is necessary to participate in the scholarly conversation that takes place in research. Students need experiences that teach them how to interrogate a source and consider its value based on how they plan to use it.

The Library SAC received positive feedback from the Learning Assessment Council peer-reviewers stating:

> ". . . the SAC has a clear vision on how to assess what your students need to learn, and how to get them to learn it. The reviewers are impressed with the scope and breadth of this project. Information Literacy is an important Core Outcome, and the classes chosen to assess this outcome are ideal ones to start with. The information gained from the assessment tool will be very useful to reading and writing instructors and has the potential to be as helpful to instructors in other disciplines."

There are several examples of changes made in our teaching practices that have resulted from assessment of the PCC Core Outcome of Professional Competence, Critical Thinking and Problem Solving, and the addition of Information Literacy, such as the assessments described above that focus on how we teach thinking critically about information sources.

Know Your Sources

As a result of the learning that comes from thoughtful and ongoing assessment of student work, in Spring of 2014 the Library SAC developed an infographic called Know Your Sources, which has been widely adopted

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[12] A full analysis of the 2015-2016 assessment results can be found here: http://bit.ly/libsac16

at PCC and beyond.[13] This is used to support class discussions and activities around how to distinguish what goes into making a source and how differences in publication process inform the perspective, quality and type of information provided.
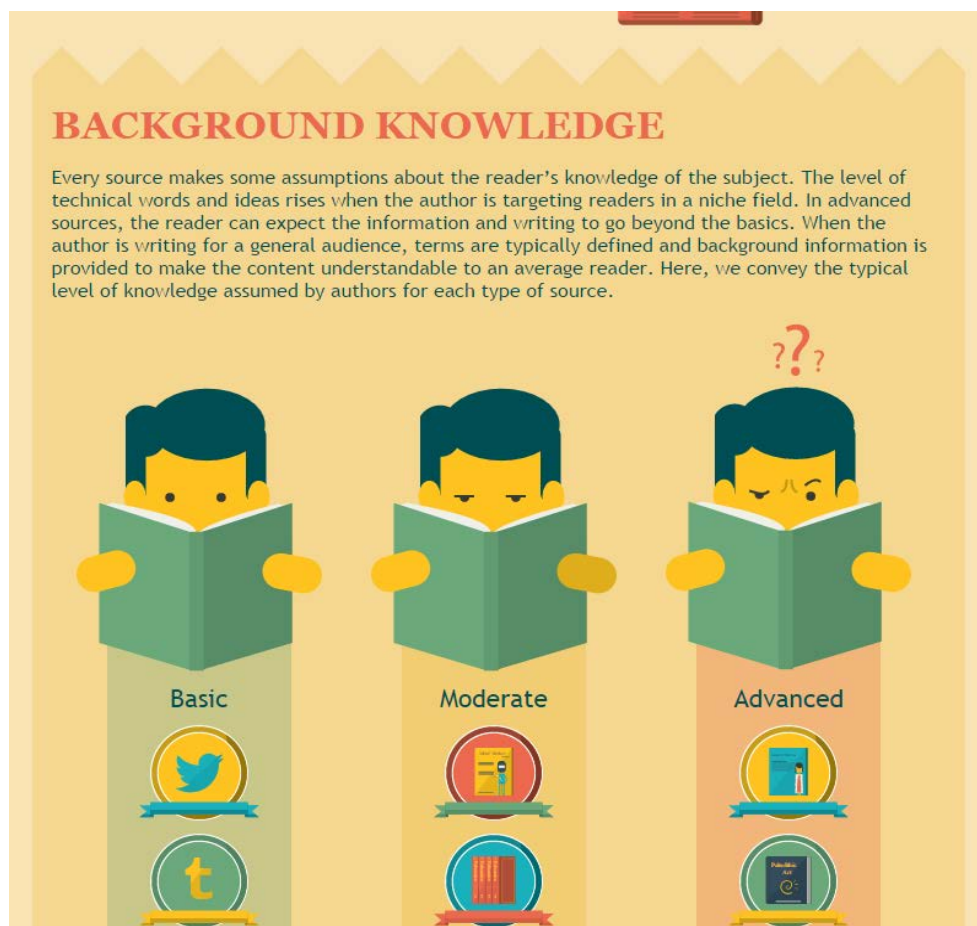
Engagement with faculty

In addition to informing our teaching practices, assessment informs our ability to speak to student learning when engaging with faculty and administrators. For example, librarians have actively participated in important conversations at the College related to Information Literacy student achievement at the novice level, such as:

- Serving on the DE taskforce
- Participating in the Integrated RD/WR Community of Practice
- Ongoing presentations and discussions in Reading and Writing SAC meetings, including presenting the results of our 2015-16 SAC assessment

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[13] Know Your Sources has had more than 7,600 page views since January 2016 and is available at: http://www.pcc.edu/library/scripts/know-your-sources/index.html

- Invited to present at the 2015 Spring Teaching Symposium on "What do we need to know about Information Literacy in 115?"

Opportunities

We are continuing to make assessment-driven changes to our instruction program this year through the development of the following:

- A Teaching Toolkit for faculty who want support in teaching research skills in their courses. The toolkit will include a curated set of instructional videos and example assignments and activities that support information literacy learning.
- A librarian has applied for professional development funding to engage part-time faculty in developing assignments and activities to accompany the video series described above.
- We are looking for opportunities to continue our approach to assessment that informs teaching tool development in disciplines, for example Health Sciences, in a way that supports the pathways approach to student learning

Do you have evidence that the changes made were effective (by having reassessed the same outcome)? If so, please describe.

We are currently carrying out a reassessment of students' ability to identify and evaluate a variety of web sources for usefulness and quality. This is a follow-up to the 2015-2016 assessment survey of RD115, WR121 and WR122 students pre-instruction described above. We are carrying out the reassessment by assessing LIB 101 students at the end of the course, post instruction, in order to:

1. Establish rubrics and benchmarks that articulate levels of student learning in the areas of identifying and evaluating web sources in context.
2. Identify strengths and gaps in the instructional approaches to teaching source identification and evaluation currently in practice.
3. Identify gaps and make improvements to the newly developed shared LIB 101 course shell.
4. Inform instructional approaches and make decisions about our teaching approaches based on evidence in student learning.

Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

The Library SAC has intentionally developed our assessment cycle and process in order to increase the level of engagement by faculty librarians. We are also very intentional about "closing the loop" and learning from our assessments to inform our teaching practices, as well as future assessment designs. The librarians leading our projects each year make sure to discuss assessment projects with the whole SAC at key points in the process to check in and make sure we are asking authentic questions and get input on assessment design for the best possible learning. Our goals for approaching assessment have been guided by the following intentions:

- Increase engagement of all part-time and full-time faculty

- Increased engagement of faculty in partnering SACs by learning from assessment results to inform collaborations and approaches to teaching research
- Use a cycle approach to assessment by identifying assessment project in spring, developing the tool in fall, assessing in winter and discuss the findings and record our learning (closing the loop!) in spring
- We often pilot an assessment in Fall as part of the tool development process and make key adjustments that improve the tool
- Assessment findings are brought to the Library Faculty Community Learning Day, and presented at relevant SAC meetings (Writing, Developmental Education, e.g.) to communicate, provide opportunities for input and learning
- Value and focus on the learning that comes from looking at student work, and use assessment as an aspect of professional development to inform instructional practice

Are there any Core Outcomes that are particularly challenging for your SAC to assess? If yes, please identify which ones and the challenges that exist.

The Core Outcomes the Library SAC has not assessed recently include:

- Community and Environmental Responsibility
- Cultural Awareness

Both of these core outcomes are relevant to Library 101 course learning outcomes, but the Library SAC will first need to more intentionally address them in our teaching in order to assess them. The recent revision to Library 101 online course shell has included the addition of themes to guide students' selection of research topics. Teaching Library 101 with a shared topic or theme in the course could be an opportunity to better address and assess these two Core Outcomes.

One clear barrier to assessing additional outcomes is the limitation of time and scope inherent in a one-credit course.

3. OTHER CURRICULAR ISSUES

A. Distance Courses

Which of your courses are offered in a distance modality (online, hybrid, interactive television, etc.), and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them. What significant revelations, concerns, or questions arise in the area of online delivery?

Library 101 (1-credit) is taught both in-person and online and is the most highly-enrolled course, with approximately half of our sections offered online. In fall 2015 two librarians worked together on a course redesign and taught using the new shell in winter 2016. We are implementing documentation and support for online instructors in the SAC so we can share teaching practices particular to the online environment. We have not formally investigated whether there is a significant difference in student success between

online and on campus LIB 101 courses, and will do so moving forward and report out in future program reviews.

Library 127 (1-credit) is in development this year with a STEM focus and a goal of providing students an exploration of the field, types of publications, and ways of sharing research, and finding relevant online information across the fields. A librarian is developing LIB 127 as an online course to provide greater access to the course for students across the College. It will be built with a modular approach so that librarians can adapt the course shell in the future to support exploration in other areas of study.

To better reach online courses and have one-click access to the PCC Library online, the librarians coordinated with Library Digital Services and to Distance Learning team to create a widget with links to the Library and appropriate Library Research Guide for the course or subject as part of the default course shell in Desire2Learn. This Research Support Widget is like the front door to the library on the virtual campus for distance learning students. In addition, if a librarian creates a guide for a specific class we can tag the guide with a CRN to feed a link to the guide into the Research Support Widget in that D2L class online. This partnership has made the library much more visible in online courses and has had an impact on guide usage.

B. Educational initiatives

Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)? If so, please describe.

The Library is often at the forefront of making curricular changes based on College educational initiatives. In our credit offerings, we support the Open Education Resources push by linking or providing instructional materials at no cost to students. We have supported Community-Based Learning with Sara Robertson's LIB 101 course, which was tied to the Queer Resources Center at Rock Creek. Following Alan Cordle's National Endowment for the Humanities Seminar in Mexico and Belize, he joined the Internationalization Initiative committee and developed a LIB 299 class centered on Maya mythology.

C. Dual Credit / High Schools

Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

Our SAC does not include any dual-credit courses, but we support dual-credit instruction throughout the curriculum. This year we've started to provide information to dual credit teachers about the services and resources of the PCC Library at the Dual Credit Symposium, with both handouts and a brief presentation. We've cooperated with Dual Credit and Student Systems to ensure that dual credit students have access to PCC Library materials when they need them.

Robin Shapiro has been leading these efforts on behalf of the Library SAC and had the opportunity to work with the Northwest Promise initiative in Summer 2016 as a member of the Writing team. PCC faculty members and staff from the NW Regional Education Service District met early in the summer to plan and

design an assessment-based WR 121 credit opportunity for high school students. Robin also participated in both of the planning/training sessions for high school teachers, and will participate in the resultant professional learning committee as appropriate this year. In addition to direct faculty outreach, the Library has included information in the dual credit faculty handbook (see appendix 7). The Library SAC will continue to embrace a multifaceted approach so that all PCC students have equitable access to quality resources and information literacy instruction.

D. Course Evaluations

Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?

We recently completed the creation of LIB 101 questions for student course evaluations. Once we begin collecting the data we will include student responses as part of our regular instruction program assessment and review.

E. Other significant Curricular Changes

Identify and explain any other significant curricular changes that have been made since the last review.

Novice Researcher Videos

Another example of how our instructional practice has evolved in line with learning from assessment work is a project in 2015-2016 with Writing and Reading faculty to identify shared teaching topics for instructional videos. With support of a grant from POD, librarians worked with faculty to draft learning outcomes for a set of three videos on a range of research skills in RD and WR courses. The goal was to support the Novice Researcher in gaining baseline information literacy skills and bridge student learning across those courses. The topics are listed here, and please see appendix 8 to see the learning outcomes identified for each:

- *Turning an interest into a researchable question*
- *Evaluation criteria for identifying quality research*
- *Helping students evaluate the appropriateness of different sources*
- *Reading effectiveness in information seeking*

Each of these videos can be found on the PCC Library YouTube channel and they are embedded throughout our Research Guides.[14] Faculty are already using many of the videos in their classes, and librarians will often "flip" the classroom by asking students to watch one or more videos ahead of an in-class library instruction session, which allows for more hands-on search time during the library workshop.

4. NEEDS OF STUDENTS AND THE COMMUNITY

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[14] Each of these videos can be found on the PCC Library YouTube channel:
https://www.youtube.com/channel/UCh8d3Clhd4cgJHR38Yzfwuw

A. Population driven changes

Have there been any notable changes in instruction due to changes in the student populations served?

Librarians teach students in a range of classes, from lower-level ESOL to 200 level classes, connecting to Developmental Education and Middle College students along the way. Because of this, our instruction is always tailored to the group we are working with. Our instructional change is incremental and collaborative.

As we encounter many non-native English speaking students, we have supported them by providing hundreds of ESOL readers at each Library, organized by reading levels 1-8. This has proven to be a popular collection, and it is being shaped as we learn more about the needs of this group. We also strive to serve these populations by highlighting the audio options for listening to articles in our databases, creating course and subject online research guides, and ensuring that closed-captioning is available through the streaming media that we acquire.

For students in Adult Basic Education and Developmental Education classes, we have set up an online guide to help these readers find appealing books (http://guides.pcc.edu/reading). This guide presents recommended book lists in a variety of genres or themes, subdivided by class level, Reading 90 or 115. We know that simply putting a list before a struggling reader doesn't do much, so we give book talks on a few favorites before showing the students the list and setting them off into the popular reading section, where these books are filed.

As our colleagues in Reading and Writing have been working to redesign the developmental education curriculum, we have collaborated with them to ensure information literacy continues to be scaffolded within RD/WR courses. We frequently meet with Reading and Writing faculty to prepare lessons, and help our RD and WR colleagues develop information literacy related assignments. A team of our faculty librarians received a Foundation Mini-Grant to create information literacy tutorials to help students in developmental education and ESOL classes -- along with the new Oregon Promise recipients and others recently out of high school -- prepare for WR 121 level research. This team engaged with instructors from several classes, to produce five videos for students. Additionally, several faculty librarians have studied and practice reading apprenticeship approaches to teaching.

We recognize changes in our student body and the national climate. All full time librarians attended the two-day Social Justice workshop, several have had training in Critical Race Theory, and in our own Subject Area Committee meetings we discuss ways to be inclusive, including incorporating examples from diverse perspectives and populations in our information literacy classes. As an example of something learned from the Social Justice workshop, at least one librarian has switched from calling roll on the opening session of a class, and instead has students talk to each other and then introduce themselves. This allows students to present desired names, pronouns, and other identifying characteristics in their own way. The instructor then knows how to call upon them in class without confusion or embarrassment.

As student debt rises and affordability becomes more of a concern, many students come to us at the start of every term, hoping we have their textbooks. Students who cannot pay for class materials don't learn as much as they could. This is a matter of student success as well as social justice. As a result, the Library leads

the College's Open Educational Resources initiative, reaching out to faculty to build awareness of open resources and supporting them in finding, adopting, adapting and creating OER and alternative resources. We strive to help the College save $1 million for students by Fall 2017 and are more than halfway there, reporting a savings of $659,009.16 from Fall '14-Fall '16.

We also purchased ebook copies of required texts whenever one was available. This has allowed students to use a downloadable electronic copy for free rather than purchasing one.

Tony Greiner was a member of the "Textbook Affordability" report presented to the Oregon Legislature in 2012, in response to House Bill 4053. While the recommendations of the report were not adopted immediately, the report did open eyes to the problem and start paving the way to the encouragement of Open Educational Resources.

With the opening of the new Southeast campus and shifts in our district populations, we have been building our services and instructional offerings. From fall through spring terms over the 2015-2016 academic year, we reached 3,470 students through Library instruction and had 2,830 reference interactions at this campus alone, and demand is increasing.

B. Strategies and Challenges in Serving Students with Disabilities

What strategies are used within the program/discipline to facilitate success for students with disabilities? What does the SAC see as particularly challenging in serving these students?

We have a strong collaboration with Disability Services to guide our practices related to accessibility. We consult their resources when producing research guides, D2L course shells, tutorials, handouts and web materials to incorporate universal design, such as using easy to read fonts and adding descriptions of images so that screen readers can interpret images. We utilize their accessibility testing services when we are considering new databases or online platforms. Furthermore, we have declined to subscribe to certain platforms that do not meet accessibility standards, and have explicitly stated our stance to vendors. We also seek out participation and collaboration for library-led committees and initiatives including the OER Steering and Copyright committees.

Our instruction request form asks classroom instructors to identify what accommodations, if any, are needed for their information literacy sessions. In our classroom teaching and reference interactions, we strive to treat all students as individuals, and hold the value of 'meeting them where they are' in order to help them on their educational path. We teach and offer help in multiple modalities including face-to-face, online and over the telephone.

One challenge is that there is a wide-range of technical devices that can help students with disabilities, and the libraries are equipped with them, but the Library staff has had no training on them. We could also benefit from some more training in working with the neurodivergent, and those under stress, both in a classroom and one to one settings. Other challenges include that we have limited control over the accessibility of vendor-provided materials and sometimes instructors do not notify us about necessary accommodations for students visiting the Library for information literacy instruction.

C. Strategies and Challenges in Serving Online Students

What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving these students?

We offer a wide array of online resources and services, including online tutorials, instructional videos and more. Our online research guides are designed so they can be used with little or minimal assistance by people who do not receive the benefit of direct Library instruction. Those guides are automatically embedded within the D2L shells of relevant classes. We recently revised all 121 of our course research guides, and have created an additional 45 for specific courses as well as other guides to support projects and initiatives. Our guides had nearly 100,000 views for the 2015-16 academic year.

This academic year, the Library redesigned its website to include a do-it-yourself instructional section, Library How Do I…? (http://www.pcc.edu/Library/how-do-i/) which provides guidance on needs like: "Am I finding good sources?" "I'm not sure when to cite." and "I need help choosing a topic." In addition, we offer chat reference help, as well as email and phone reference. While using these services, students are always connected with a professional librarian, not a computer or a paraprofessional.

The Library is also expanding its streaming and digital resources, which is often the most practical method of reaching online students. We have two streaming video providers, and four major providers of ebooks, which provide between them tens of thousands of titles always available to online students. Our presentations at the New Faculty Institutes for both Full and Part-Time faculty help spread the word about these resources.

We do experience some challenges to serving online and distance students. There isn't a mechanism to send books and DVDs to students at a distance. Many college libraries provide this service, but so far, PCC has not found a way to do so. Another continual challenge is reaching out to our colleagues who teach DL courses to make them aware that the Library provides many more services and materials beyond the ones within the brick and mortar buildings.

D. Feedback-driven Instructional Changes

Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

As we addressed in section 1.A, our professional organization, the Association of College and Research Libraries, has recently revised their standards for Information Literacy programs and created an influential guiding document, the *Framework for Information Literacy for Higher Education*.[15] We have begun incorporating some of these revised approaches into our instructional collaborations and teaching, but we have also applied them to assessments of student learning. For example, Librarians regularly conduct informal assessments at the end of their instruction sessions (like minute papers or targeted survey) and make adjustments to their teaching according to what they learn.

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[15] http://www.ala.org/acrl/standards/ilframework

At PCC, librarians regularly attend the Library Advisory Council that has student representation from ASPCC from each campus. This is a good forum for getting open feedback on library initiatives, services, collections, and our instruction program. Librarians also coordinate efforts to provide ongoing outreach to Centers and student leadership at the campus level.

In sum we are always listening and watching for what our students need, and try not just to react to it, but anticipate trends and developments.

5. LIBRARY FACULTY

A. Faculty Composition

Provide information on how the faculty composition, professional development and teaching reflect Diversity, Equity and Inclusion goals of the institution. What have you done to further your faculty's knowledge and creation of a shared understanding about diversity, equity and inclusion?

The Library SAC is committed to the College's diversity, equity and inclusion goals, as reflected in the Library's revised mission statement: "PCC Library recognizes that diversity includes a multitude of differences, and we are committed to providing excellent library and information service to the community in a respectful and unbiased manner."

There are 12 full time reference and instruction librarians in the Library SAC, a net growth of two positions since the last program review, thanks to the opening of the Southeast Library. This group includes two librarians of color and 10 white librarians. The gender breakdown includes 10 female and two male librarians. A demographic study conducted by the American Library association in 2014 indicated that the librarian profession was more than 87% white and 81% female, so the composition of the librarian faculty at PCC is slightly more diverse than the national average. The Library SAC's part-time and on-call librarians provide additional diversity to the group. We recognize that diversity encompasses more than race and gender, but provide our internal demographics in these two prominent categories.

The Library SAC's commitment to diversity, equity, and inclusion is reflected in the professional development activities of the SAC, both as a group and in its individual membership. Some recent examples:

- 10 members of the Library's full-time teaching team attended a two-day Social Justice workshop focused on culturally relevant curriculum, May 5-6, 2016. Another librarian and the former Library director attended a similar training during a previous offering.
- The Library SAC participated in a facilitated discussion called "Diversity and Inclusion in Library Instruction" during a professional development day, April 1, 2016.
- The entire Library staff participated in a half-day workshop, "Professional Competencies in Supporting Diverse Student Populations," March 18, 2016.
- Librarians participated in Whiteness History Month as both presenters and attendees, and maintain resource guides devoted to diversity issues: Whiteness History and AWARE PCC - Alliance of White Anti-Racist Educators

B. Instructor Qualifications

No changes have been made to instructor qualifications since the last review.

C. Professional Development Activities

How have professional development activities of the faculty contributed to the strength of the program / discipline? If such activities have resulted in instructional or curricular changes, please describe.

The active participation of PCC librarians in professional development and participation in the larger discipline is reflected in the regional and national leadership roles, publications, conference presentations, and trainings by its members. Some recent examples:

Regional and National Leadership

- Orbis Cascade Alliance Assessment Team, **Meredith Farkas**, 2015-2016
- Orbis Cascade Alliance OER Working Group, **Jen Klaudinyi**, 2016-present
- Orbis Cascade Alliance Ebook Working Group, **Sara Robertson**, 2013-2016
- Orbis Cascade Alliance Shared ILS Working Group, **Allie Flanary**, 2012-2013
- Orbis Cascade Alliance, Shared ILS Training Working Group, **Allie Flanary**, 2013
- ACRL Oregon Board, **Jen Klaudinyi**, 2014-2016
- OLA Resource Sharing Committee, **Robin Shapiro**, 2012-2014
- OLA Intellectual Freedom Committee, **Roberta Richards**, co-chair 2012-2016, member 2006 - present
- OLA Conference Planning Committee, Local Arrangements, **Torie Scott**, 2016-17
- OLA Membership Committee, **Meredith Farkas**, chair 2014-2016, member 2012-present
- OLA Nominating Committee, **Meredith Farkas** 2015
- Orbis Cascade Alliance, Shared ILS Training Working Group, **Rachel Bridgewater**, chair 2013-2015
- Orbis Cascade Alliance, Shared ILS Implementation Team, **Rachel Bridgewater**, 2013-2015
- Orbis Cascade Alliance, Primo Assessment Joint Working Group, **Rachel Bridgewater**, 2015-2016
- OLA Legislative Committee, **Rachel Bridgewater**, 2008-present
- Association of College and Research Libraries, Conference Planning Committee, Local Arrangements, **Rachel Bridgewater**, co-chair, 2014-2015
- HB2871 Steering Committee, **Jen Klaudinyi**, 2015-2016
- Open Oregon Educational Resources Grant Review Team, **Jen Klaudinyi**, 2014-present
- Information Literacy Advisory Group of Oregon, **Sara Robertson**, vice-chair and chair, 2016-2018

PCC Library faculty service to the College

- Everybody Reads (formerly PCC Reads)
- Policy advisory group for the EAC around instructional use of social media
- Various CTE Advisory committees, for example Paralegal
- Curriculum Committee
- EAC
- Internationalization Initiative
- Copyright Committee (chair)
- Academic Integrity Task Force (chair)
- PCC FFAP Executive Council

- Learning Assessment Council
- Assessment Coaches group
- Integrated Reading/Writing Community of Practice (CoP)
- New Faculty Institute
- Center for Civic Participation
- Fostering Success
- OER Steering Committee (chair)
- The Bridge (faculty advisor)
- Teaching Learning Center steering committees

Publications

- Farkas, M. G. (2015, Summer). Libraries in the learning management system. *ACRL Instruction Section: Instructional Technologies Committee Tips and Trends.* <http://acrl.ala.org/IS/wp-content/uploads/2014/05/summer2015.pdf>
- Farkas, M. G. (2015, October 6). The next librarian of Congress should be an actual librarian. *The New Republic.* <https://newrepublic.com/article/123045/next-librarian-congress-should-be-actual-librarian>
- Farkas, M. G. (2016). Mentoring is just reaching out and sharing our experience. *OLA Quarterly*, *21(3)*, 10-12. <http://commons.pacificu.edu/olaq/vol21/iss3/3/>
- Farkas, M. G., Hinchliffe, L.J., & Houk, A.H. (2015). Bridges and barriers: Factors influencing a culture of assessment in academic libraries. *College & Research Libraries. 76(2)*, 150-169. <http://crl.acrl.org/content/76/2/150.full.pdf+html>
- Farkas, M. G. Technology in Practice, a bi-monthly column in *American Libraries* magazine since 2008.
- Flanary, A. (2012). Get a List, Then Ignore it: Using Google to Make the One-Shot Less Boring and More Effective. *LOEX Quarterly*, *39*(1), 3.
- Greiner, A. (2012) 'All textbooks in the Library!' An experiment with Library reserves." *Library Philosophy and Practice.* <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2023&context=libphilprac>
- Kessinger, P. (2013, December). Integrated instruction framework for information literacy." J*ournal of Information Literacy 7(2).* <http://ojs.lboro.ac.uk/ojs/index.php/JIL/indexhttp://dx.doi.org/10.11645/7.2.1807>
- Richards, R. M. (2015). "Experience Portland - parks, hikes and day trips." *College and Research Library New, 76(1)*, 20-24. <http://crln.acrl.org/content/76/1/20.full>
- Seely, Sara (Robertson), Peele, T. and Keith, M. (2013). "Teaching and Assessing Research Strategies in the Digital Age: Collaboration is Key." McClure, R., & Purdy, J. P. (Eds.). In *The new digital scholar: Exploring and enriching the research and writing practices of nextgen students*. American Society for Information Science and Technology by Information Today, Incorporated.

Conference presentations

- "Align and Assess: acceleration and the new Framework." Information Literacy Summit, Information Literacy Advisory Group of Oregon (ILAGO), Columbia Gorge Community College, Hood River Campus, Oregon. May 16, 2015. **Sara Robertson** with Kate Rubick**.**

- "Building a Culture of Assessment: What I've Learned from Research, Trial, and (a Lot of) Error." Council of California Chief librarians Conference, Sacramento, CA, March 2, 2016. **Meredith Farkas**, invited keynote.

- "Collaborative Discovery: The Open Discovery Initiative In Practice, The Art of Indexed Search And What It Means For Your Library." LITA Forum. Albuquerque, NM. November 6, 2014. Marshall Breeding, **Allie Flanary** and John McCullough.

- "Community College Libraries and Culture of Assessment: Bridges and Barriers." Association of Colleges and Research Libraries Conference 2015, Portland, OR, March 28, 2015. **Meredith Farkas**, with Lisa Hinchliffe.

- "Copyright for librarians." Washington Medical librarians Association Conference, Ellensburg, WA. July 18, 2014. **Rachel Bridgewater.**

- "Copyright and Fair Use in Libraries: Past, Present, and Future." Metropolitan New York Library Council, Webinar, December 14, 2012. **Rachel Bridgewater.**

- "Cybercreeps, Data Minders and Peeping Uncle Sams - Teaching Patrons about Privacy Online." Oregon Library Association Conference, Eugene, OR. April 17, 2015. **Roberta Richards**, with Amy Honisett, Buzzy Nielsen and Garnetta Wilker.

- "Extending the One-Shot at Portland Community College." Oregon Library Association Conference, Bend, OR, April 21, 2016. **Meredith Farkas**.

- "Fair Use as Advocacy Laboratory: Best Practices and the Future of Fair Use." Association of College and Research Libraries Oregon Conference, 2012, Corbett, OR, October 25, 2012. **Rachel Bridgewater.**

- "Good for What? Teaching Sources for Sustainable Lifelong Information Literacy." Association of Colleges and Research Libraries Conference 2015, Portland, OR, March 26, 2015. **Meredith Farkas**, **Sara (Seely) Robertson** and Anne-Marie Dietering.

- "How does changing Discovery Tools affect use of Library materials?" Poster Session, Association of College and Research Libraries Conference, Portland, OR, March 2015. **Tony Greiner.**

- "Information Literacy in Collaboration in a Reading Apprenticeship Informed Classroom." Metacognition & Mindfulness: Academic Literacies for the 21st Century: A Regional Reading Apprenticeship ® Conference. Renton Technical College, Washington. March 12, 2016. **Pam Kessinger** with Theresa Love**.**

- "Integrated Instruction Framework for Information Literacy." *Librarians' Information Literacy Annual Conference* (LILAC). University of Manchester, United Kingdom. March 25, 2013. **Pam Kessinger.**

- "Instruction videos that work." Information Literacy Summit, Information Literacy Advisory Group of Oregon (ILAGO), Linn Benton Community College, Albany, Oregon. May 10, 2014. **Sara Robertson** and **Roberta Richards.**

- "Law, Policy, and Practice: A Conversation about Legal Issues." Oregon Virtual Reference Summit, Gleneden Beach, OR, May, 2012. **Rachel Bridgewater**

- "Leaving the One Shot Behind: Transitioning from Status Quo to Sustainable Integration." Association of Colleges and Research Libraries Conference 2015, Portland, OR, March 26, 2015. **Meredith Farkas**, with Elizabeth Dolinger.

- "Library Research Guide Widgets in Online Classes: Are They Effective?" Poster Presentation. Distance Library Services Conference, Denver, CO., April 24, 2014. **Robin Shapiro**.

- "Mapping Course Outcomes to I.L. Objectives: the Research Support Framework." Information Literacy Summit, Information Literacy Advisory Group of Oregon (ILAGO). Oregon State University, Cascade Campus, Bend, Oregon. April 20, 2013. **Pam Kessinger.**
- "Prioritizing Use and Access: Refining the Orbis Cascade Alliance Consortial E-book Collection." Poster Presentation. ACRL-OR/WA Joint Conference, Corbett, OR, Oct 24, 2014. **Sara Robertson** with Serin Anderson.
- "The Mindful Instruction librarian and the One-Shot." Association of Christian librarians Conference, Newberg, OR., June 13, 2016. **Meredith Farkas.**
- **"**Privacy and Professional Identity (Shock Talk).**"** ACRL-OR/WA Joint Conference, Corbett, OR, Oct 24, 2014. **Roberta Richards**
- "The Puentes Program: Unique Collaboration Between Student Development and Instruction at the Rock Creek Campus that Directly Supports Underserved Populations in the Immediate County." Student Success Conference, Portland, Oregon. February 8, 2013. **Sara (Seely) Robertson**, with Jean Garcia-Chitwood, Diane Edwards, and a student panel.

- "Revisioning The Maya World." Community College Humanities Association Pacific-Western Division Conference, Portland, OR, October 26, 2012 **Alan Cordle** with Jo Ellen Burkholder, Mark Van Stone, Walt Kosta, and David Galaty.
- "Strengthening Reading in College: Whose Job Is It?" *College Reading And Learning Association Conference* (CRLA). Portland, Oregon. November 7, 2015. Co-presentation with Theresa Love, Danica Fierman, Bill Bogart. **Pam Kessinger.**
- "Style and Stereotypes: Perceptions of librarians." Panel presentation at the American Library Association Annual Conference, Anaheim, CA, June 25, 2012. Pagowsky, Nicole, Miriam Rigby, Jenny Benevento, **Allie Flanary**, and K. R. Roberto.
- "Teaching synchronicity: making room for serendipity". Workshop for Instruction in Library Use (WILU), Fredericton, New Brunswick, May 8, 2013. **Torie Scott** and **Rachel Bridgewater**.
- "Thriving as a Mid-career librarian." Panel presentation at the Oregon Library Association Annual Conference, Bend, OR, April 22, 2016. Cat Finney, **Allie Flanary**, Jane Nichols, Hannah Gascho Rempel.
- "What Are You Looking For? Scaffolding Topic Selection." Librarian's Information Literacy Annual Conference (LILAC). University College Dublin, Dublin, Ireland. March 22, 2016. **Pam Kessinger**
- "What Not to Buy: Identifying Library materials likely to be unused before purchase." American Library Association Annual Conference, 2015, San Francisco, CA. An earlier version of this was given at a joint conference of academic librarians in Oregon and Washington. **Tony Greiner.**
- "OER Investments That Work: Initiative models that save students money and contribute to their success." OpenEd15, Vancouver, BC. November 18, 2015. **Jen Klaudinyi and Rachel Bridgewater**

Training and conference attendance

- ACRL National Conference, Portland, OR, March 25 - 28, 2015 (**Rachel Bridgewater, Meredith Farkas, Chau Hoang Fossen, Pam Kessinger, Tony Greiner, Jen Klaudinyi, Roberta Richards, Sara Robertson, Robin Shapiro**)
- ACRL National Conference, Indianapolis, IN, April 10 -13, 2013. **(Roberta Richards)**
- Association of Research Libraries, Code of Best Practices in Fair Use Retreat, March 22, 2013. (**Rachel Bridgewater**)

- College Reading And Learning Association Conference (CRLA). Portland, Oregon. November 7-8, 2015 (**Pam Kessinger**)
- First Aid and AED certification. Portland Community College, Rock Creek (December 19, 2014) (**Pam Kessinger, Robin Shapiro**)
- Information Literacy Summit, ILAGO (Information Literacy Alliance Group of Oregon) Columbia Gorge Community College, Hood River, Oregon. May 16, 2015 (**Pam Kessinger, Torie Scott, Sara (Seely) Robertson**, and **Roberta Richards)**
- Kraemer Copyright Conference, Colorado Springs, CO. June 1-2, 2015 and June 6-7, 2016 (**Rachel Bridgewater**)
- Librarian's Information Literacy Annual Conference (LILAC). University College Dublin, Dublin, Ireland.. March 21-23, 2016 (**Pam Kessinger**)
- Librarian's Information Literacy Annual Conference (LILAC), Manchester, United Kingdom (March 25-27, 2013) (**Pam Kessinger**)
- Library Assessment Conference, Seattle, WA. August 4-6, 2014. (**Meredith Farkas** and **Sara Robertson**)
- Library Instruction West, Portland State University, July 23 - 25, 2015 (**Tony Greiner, Meredith Farkas, Allie Flanary, Sara (Seely) Robertson, Pam Kessinger**, **Robin Shapiro and Roberta Richards**…)
- Metacognition & Mindfulness: Academic Literacies for the 21st Century: A Regional Reading Apprenticeship ® Conference. Renton Technical College, Washington. March 11-12, 2016 (**Pam Kessinger**)
- Metacognition and Mindfulness: Academic Literacies in the 21st Century. Regional Reading Apprenticeship Conference. Renton Technical College, Renton, Washington. March 14, 2015 (**Pam Kessinger**)
- Oregon Library Association Conference, Bend, OR, April 20-22, 2016 (**Meredith Farkas, Allie Flanary, Roberta Richards, Torie Scott**)
- Oregon Library Association Conference, Eugene, OR, April 16 - 17, 2015 (**Roberta Richards**)
- Oregon Library Association, Salem, Oregon, April 17-18, 2014 (**Roberta Richards**)
- Science Boot Camp West 2014, University of Washington, July 9 - 11, 2014 (**Roberta Richards** and **Robin Shapiro)**
- Professional Competencies in Supporting Diverse Student Populations Workshop. Kristin Martin and Narce Rodriguez, Portland Community College. All library faculty and staff. (March 18, 2016).
- Project Zero Perspectives: Making, Thinking, and Understanding, Lick-Wilmerding High School, San Francisco, CA, USA (October 10-12, 2014) (**Allie Flanary)**
- OpenEd15: The Impact of Open, Vancouver, BC, November 18-20, 2015. (**Robin Shapiro** and **Jen Klaudinyi**)
- OpenEd16, Richmond, VA, November 2-6, 2016. (**Jen Klaudinyi**)
- Workshop for Instruction in Library Use (WILU), Fredericton, New Brunswick, May 8, 2013. (**Torie Scott** and **Rachel Bridgewater**)
- CopyrightX, Harvard Law School and Berkman Klein Center for Internet and Society, Winter 2016. (**Rachel Bridgewater**)

Instructional or curricular changes driven by professional development

- Attendance of the "Science Boot Camp West for librarians" by **Roberta Richards** and **Robin Shapiro** provided inspiration and content for the development of LIB 127 STEM, a one-credit course focused on research skills in the STEM disciplines, to be piloted Spring 2017.
- Attendance at a National Endowment for the Humanities seminar by **Alan Cordle** in Mexico and Belize led to creation of a LIB 299 class about Maya mythology.
- The research involved in "What Not to Buy," a conference presentation by **Tony Greiner**, has led to changes in what materials are purchased by the PCC Library.
- Community Learning Day sessions on teaching information literacy have led to several changes in my approach and methods to classroom instruction, as was being interviewed for a M.Ed. Thesis for a librarian at Concordia University. (**Tony Greiner**)
- The Curiosity Project (**Allie Flanary**). Sabbatical, Summer/Fall 2014. Has spawned several TLC presentations and workshops on how to shift from product-based grading to process-based grading, which allows for more organic exploration of curiosity. Subsequent to sabbatical, Allie has been invited to participate in re-envisioning the PCC Sylvania MakerSpace/Design Center because of her expertise in maker- and design-thinking.
- Discussions about teaching source evaluation between **Sara (Seely) Robertson** and **Meredith Farkas** in advance of their ACRL 2015 presentation on the topic led to their creation of an online video about evaluating sources from a student's point of view and further collaboration on the creation of information literacy videos to support PCC students.

6. FACILITIES AND ACADEMIC SUPPORT

A. Classroom space and access to technology

Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

Each campus Library has a computer classroom primarily designated for Library instruction. Some of the campuses open this classroom as additional lab space for student overflow when not in use for instruction. Sylvania and Southeast have second classroom spaces, used primarily as labs. The floor space of the campus Libraries also host computers for student use throughout. Staffed by student workers and managed by IT, these Library computers are a natural fit and productive environment for thousands of students.

Our computer classrooms, on the occasions they are not in use for Library instruction, are often requested for use by subject faculty. Our instruction requests occasionally conflict with a second request, necessitating our flexibility in providing instruction outside of the Library in students' regular classrooms. This mobility allows for shorter, drop-in sessions for subject faculty who may be reluctant to devote an entire class period to information literacy instruction.

In addition to computers, the Library also supports student success by providing equipment for checkout including laptops, iPads, digital and video cameras, voice recorders, calculators, projectors, and headphones.

B. Library Use

Describe how students are using the library or other outside-the-classroom information resources. If courses are offered online, do students have online access to the same resources?

In all Library 101 courses we outline in the syllabus online access to both Library resources and other learning support at the college such as Writing Centers and Online Tutoring. Students conduct research using library databases as part of the LIB 101 curriculum.

C. Advising, Counseling and Disability Services

Does the SAC have any insights on students' use of Advising, Counseling, Disability Services, Veterans Services, and other important support of students? Please describe.

Each term, we remind Advising that LIB classes provide one credit and valuable skills to students and find that many advisors refer students to these classes. The nature of materials and services we provide also means that we work closely with Disability Services. That office advises us on issues such as captioning and accessibility and makes library resources accessible upon student request. Their testers review accessibility issues for all databases we are considering for purchase. We provide adaptive equipment for checkout, including but not limited to, AlphaSmarts, ergonomic supports, magnification, and amplification tools.

7. RECOMMENDATIONS

A. Library SAC Goals

What is the SAC planning to do to improve teaching and learning, student success and degree or certificate completion, for on-campus and online students as appropriate?

In order to provide outstanding, affordable education . . .
1. the Library SAC will be intentional and strategic about partnering to integrate information literacy skills into the curriculum. To that end, Library faculty will:
    a. Continue to identify where and how information literacy is part of the curriculum.
    b. Support disciplinary faculty in assignment design and pedagogy for information literacy instruction.
    c. Target library instruction to classes which are identified with an IL-focused in the curriculum or as key courses for a particular program.
    d. Design and further scaffold library instruction sessions for sequenced classes.

In order to ignite a culture of innovation . . .
2. and to further library instruction program assessment we will:
    a. Expand, align and automate Library instruction statistics collection to include IL outcomes and PCC course offerings
    b. Expand instruction statistics collected to include instruction and support for distance learning courses and the creation of online learning objects
    c. Use instruction data to inform and engage constituents, for example, in liaison areas

> d. Develop systems and processes to regularly report instruction data

In order to drive student success . . .

3. we will develop an outreach campaign to faculty across curriculum and programs to partner in effectively teaching information literacy and research skills:
    a. Identify new ways information literacy instruction can reach courses other than direct instruction
    b. Use data collected to prioritize outreach to SACs based on potential impact
    c. Develop an information literacy instruction toolkit for disciplinary faculty

In order to provide outstanding, affordable education . . .

4. we will identify ways to provide instruction and/or support to students and faculty in courses located at Centers, dual-credit sites and Distance Learning courses.

In order to drive student success . . .

5. we will expand the reach and scope of the 1-credit research class by offering focused classes, such as LIB 127 STEM.

B. Support Needed

What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order.)

In order to drive student success, the Library SAC requests that . . .

1. Information Literacy is recognized at the College as core to student success (No additional funding required). For example,
    - VP for Academic Affairs and Deans of Instruction advocate for the integration of Information Literacy into the curriculum.
    - Division Deans advocate for collaborating with Library faculty to integrate information literacy instruction across a course sequence.
2. Formal support of an Information Literacy PCC Core Outcome by the VP for Academic Affairs, the DOIs and the Division Deans (No additional funding required).

In order to ignite a culture of innovation and drive student success, the Library SAC requests . . .

3. Funding for subject faculty and departments to compensate curricular partnerships with the librarians to effectively integrate information literacy and research skills into their courses, or sequentially throughout their programs. (See 3 above).

In order to provide outstanding, affordable education, the Library SAC requests . . .

4. A budget line for instruction and Library promotion at PCC Centers, dual-credit sites and Distance Learning courses.

In order to ignite a culture of innovation and provide outstanding affordable education, we request . . .

5. funding for 1.5 Faculty positions and appropriate support staff at PCC for Open Educational Resources to sustainably support this initiative and encourage the adoption of 21st century resources to reduce student expenses. This would also restore the focus of our existing full time faculty position to information literacy.

In order to ignite a culture of innovation, we request . . .

6. Increased funding and support for learning assessment at PCC in order to build a sustainable culture of assessment at PCC.
   - Direct access to an institutional system where we can query student and course data and create reports ourselves for ongoing program assessment.
7. Project management software that helps us track projects, pop-up group work, ongoing committees, faculty presentations and workshops -- from start to completion -- in order to make visible what we do and better assess the impact of our work.
8. Move LIB 101 and LIB 127 funding into library budget rather than under DOIs at each campus. This would allow us to schedule, plan, manage and track more efficiently without having to coordinate with multiple DOIs (No additional funding required).

Prioritized requests

1. Funding for subject faculty and departments to compensate curricular partnerships with the librarians.
2. Library 101 and Library 127 funding redirected to Library budget. (no additional funding required)
3. Funding for Library services to Centers, dual-credit and Distance Learning.
4. Funding for OER positions.
5. Funding for Learning Assessment at the College.
6. Project management software funding.

Appendix 1

Library Instruction Program

360-look for Program Review
Library SAC meeting
October 30, 2015
Fall 2014 courses

78 credit courses at PCC have 200+ student enrollment of which
      21 had library instruction
      31 had identified info lit outcomes
            17 of the 31 had instruction sessions (data on left, below)
      4 courses without identified info lit outcomes had instruction sessions
      14 have info lit outcomes and NO library instruction (data on right, below)

Course	Total count	Info Lit	Lib Instr count	Course	Total count	Info Lit
WR 121	115	y	51	BI 112	36	y
RD 115	43	y	36	BA 101	26	y
WR 122	51	y	22	CAS 133	26	y
BI 101	35	y	21	EC 201	16	y
WR 115	45	y	10	BI 232	20	y
BI 211	14	y	10	CAS 170	27	y
WR 90	36	y	8	BA 205	15	y
RD 90	30	y	7	CH 151	15	y
CG 100	30	n	7	BI 234	16	y
PSY 201A	27	y	4	BI 233	13	y
CG 101	19	y	4	HE 295	12	y
BI 121	13	y	4	CAS 121	20	y
WR 227	23	y	3	CAS 216	20	y
HST 101	16	y	3	PSY 202A	9	y
R 210	10	y	3			
COMM 111	48	y	2			
PSY 215	16	y	2			
RD 80	9	y	2			
PSY 101	25	n	2			
SOC 204	31	n	1			
PHL 202	10	n	1			

*are there other ways info lit instruction reaching courses other than direct instruction?

Student Survey

Who: All students enrolled in courses that had a F2F library instruction session in Fall 2015
How: survey link emailed directly to students by Institutional effectiveness

Goal: Gather student perceptions of the **perceived impact of library instruction** on their ability to complete PCC coursework.

Timeline: fall term pilot, analysis and tweak in winter, repeat
Institutional Effectiveness will distribute the survey in a way that:
- Ties student responses back to CRNs to determine which class they took
- De-duplicates recipients so that each student receives one survey request
- Targets students post-library instruction
  - Launch survey on Dec 1st and send a reminder on Dec 8
  - Send reminder to instructors a week ahead to encourage students to take the survey

Survey:
Subject: Tell us if the Library session was helpful! Quick survey

Introduction:
Earlier this term one of your classes had a session led by a Librarian. This brief survey is to gather your feedback.

Were you present at the library session (yes or no)?
Questions:
1. How helpful was a library session in preparing you to complete an assignment this term? (required)
   - 5 - 7 point scale (not helpful - extremely helpful) add N/A because
2. Do you expect to use any of the skills you developed during a library session in the future? (required)
   - 5-7 point scale
3. What was most useful about a library session? (optional)
   - open-ended
4. What would have been helpful to learn that was not addressed in a library session? (optional)
   - open ended
5. Did you talk with or work with a librarian at any point after the library session?
   - yes/no

Appendix 2

Library Instruction Program Statistics

Fall 2015 Summary

Analysis

- 77 courses offered at PCC have identified IL outcomes
- 25 (of the 77) courses with IL outcomes received direct library instruction
- 27 courses without IL outcomes received direct library instruction

Recommendations

- Expand and automate instruction statistics collection to include IL outcomes and PCC course offerings
- Expand instruction statistics collected to include instruction for DL courses
- Use instruction data to inform and engage in liaison areas
- Prioritize outreach to SACs based on potential impact

Library Instruction and Course Counts

Course	Information Literacy Outcome yes/no	Library Instruction Session Total	Total Number of Sections at PCC	Total Number of students enrolled
WR 121	yes	46	77	1185
RD 115	yes	33	30	777
BI 101	yes	19	23	445
WR 122	yes	17	34	883
WR 115	yes	8	34	788
BI 211	yes	6	10	202
COMM111	yes	6	46	980
PSY 201A	yes	6	22	623
ESOL262	yes	4	8	180
CG 105	yes	3	4	65
HST 101	yes	3	9	269
NRS 110	yes	3	2	76
WR 227	yes	3	10	242
BI 121	yes	2	11	266
CG 140A	yes	2	3	69
HST 201	yes	2	6	131
PSY 215	yes	2	9	231
R 210	yes	2	4	77
RD 90	yes	2	22	549
AD 102	yes	1	2	61
BA 205	yes	1	1	27
BMZA110	yes	1	1	20
CG 101	yes	1	21	391

OMT 115	yes	1	1	24
PHL 195	yes	1	2	48
RD 80	yes	1	6	139
ARCH200	yes	0	1	24
ART 204	yes	0	2	40
ART 214	yes	0	1	34
BA 101	yes	0	11	345
BA 223	yes	0	1	24
BI 112	yes	0	25	574
BI 122	yes	0	3	59
BI 141	yes	0	2	47
BI 232	yes	0	11	259
BI 233	yes	0	8	187
BI 234	yes	0	12	256
BMZA101	yes	0	1	20
BMZA203	yes	0	1	9
BMZA231	yes	0	1	10
BMZA240	yes	0	1	9
CADD100	yes	0	2	33
CG 111A	yes	0	2	35
CG 140B	yes	0	3	68
CG 145	yes	0	1	21
CH 151	yes	0	16	356
CH 222	yes	0	5	108
CH 223	yes	0	3	58
COMM228	yes	0	1	6
DS 103	yes	0	1	15
DS 105	yes	0	1	26
EC 201	yes	0	11	359
EC 202	yes	0	7	171
ECE 122	yes	0	1	17
EMS 135	yes	0	1	13
ENGL 104	yes	0	7	176
ENGL 106	yes	0	1	15
ESOL150	yes	0	8	73
ESOL252	yes	0	9	210
ESOL254	yes	0	13	208
ESOL260	yes	0	8	192
ESOL264	yes	0	3	22
ESOL265	yes	0	1	18
FP 101	yes	0	1	33
FT 101	yes	0	1	9
HE 295	yes	0	7	156
HON 101	yes	0	1	11
LIB 101	yes	0	2	36
MA 131	yes	0	1	24

MTH 111H	yes		0	1	10
MTH 243	yes		0	24	687
MTH 244	yes		0	4	67
PHL 197	yes		0	1	25
PL 104	yes		0	1	19
PS 221	yes		0	2	25
PSY 202A	yes		0	6	138
PSY 239	yes		0	4	73
MTH 251	removed		0	11	347
CG 100	no		4	33	732
WR 80	no		4	8	172
WR 90	no		3	27	662
BI 101H	no		2	1	15
CG 112	no		2	3	62
ESR 171	no		2	4	87
HUM 100	no		2	4	104
LAT 106	no		2	2	46
PSY 101	no		2	24	684
ART 115	no		1	3	59
ART 141	no		1	6	138
BI 102	no		1	3	58
COMM140	no		1	1	19
DE 50	no		1	1	30
ESOL40	no		1	7	57
ESR 150	no		1	1	22
ESR 160	no		1	1	19
ESR 173	no		1	1	18
GD 249	no		1	1	15
GEO 221	no		1	1	10
HST 102	no		1	4	120
HST 240	no		1	1	9
PHL 202	no		1	5	103
PSY 222	no		1	3	73
SOC 204	no		1	17	487
WR 105	no		1	4	65
WR 122H	no		1	1	24
ART 140A	no	3*		11	186
CG 102	no	3*		6	133
ART 181A	no	1*		14	226

Appendix 3

Student Survey Summary Analysis

Winter 2016
All students who had direct library instruction in Winter 2016 received this survey in Week 10 of the term. 264 students responded to the survey.

1. How helpful was a library session in preparing you to complete an assignment this term?		
How helpful was session?	**n**	**%**
Not Applicable - 0	8	3.4%
Not at all helpful - 1	8	3.4%
2	8	3.4%
3	26	11.1%
4	66	28.1%
Very helpful - 5	119	50.6%
Total:	235	
Average Helpfulness:	4.23	

Helpfulness of session by course (courses with largest # of responses -- any less had such small sample sizes that one aberrant response skewed the results wildly):

Course	Avg. score
WR 122	5.2
WR 121	5.4
WR 115	5.44
RD 115	5.1
BI 101	5.3

Total average for all courses = 5.09

Note: 2=not helpful / 6=very helpful

2. In the future, do you expect to use any of the skills you developed during a library session?		
Do you expect to use these skills…	**n**	**%**
Not Applicable - 0	21	8.1%
I don't expect to use these skills - 1	6	2.3%

2	8	3.1%
3	18	7.0%
4	46	17.8%
I definitely expect to use these skills - 5	159	61.6%
Total:	258	
Average Expected Use:	4.45	

Do they expect to use the skills they learned? By course (courses with largest # of responses):

Course	Avg. score
WR 122	4.4
WR 121	4.7
WR 115	4.7
RD 115	4.24
BI 101	4.5

Total average for all courses = 4.45

1=No / 5=definitely

3. What was most useful about the library session(s) you attended? (open-ended)

Code	Frequency
Where to search	54
Search strategy	52
General	16
Helpful librarian/good instructor	13
Library website	11
Library services	8
hands-on practice in session	7
Internet searching	7
Citations	6
How to get help	6
Evaluation	5
It wasn't helpful	5
Computer stuff	3
Hand-outs	3
Topic selection	3
Tour	3

Guides	2
Books	2
Peer-reviewed articles	1

4. Was there something the librarian taught in the session that you still don't understand? If so, what is it? (open-ended)

Code	Frequency
Databases/how to use specific tools	5
Where to search	4
Search strategy	2
EasyBib	2
Teaching	2
Evaluation	1
How to get help	1
Internet searching	1
Books	1
Nothing	12
Don't remember	2
Everything	2

5. State your agreement with this statement: I feel more confident in my research skills since the library session.

I feel more confident…	n	%
No response	21	8.1%
1 - Strongly Disagree	4	1.6%
2	10	3.9%
3	41	15.9%
4	81	31.4%
5 - Strongly Agree	101	39.1%
Total:	258	

I feel more confident in my research skills by course (courses with largest # of responses)

	Course	Avg. score
	WR 122	5.2
	WR 121	5.2
	WR 115	5.8

	RD 115	5.1
	BI 101	5.2

Avg. for all courses = 5.12

Note: 2=strongly disagree / 6=strongly agree

6. The following are some reasons why a person might be more likely to seek assistance from a Librarian after participating in a Library session. Please place a check next to reasons that are true for you.	yes
I know a librarian	44
I am more aware of how a librarian can help me	144
I feel more comfortable asking for help with my research	151
I think a librarian will offer help and guidance for my research assignments or other questions	150
Other:	8

6. Other:	n
All these things	1
Explained in #4.	1
I have an idea of were to start.	1
I learned that a librarian can request materials for me like academic journals and things of the sort.	1
I now have a Multnomah County library card	1
I now know how they can help me.	1
they are very knowledgeable :)	1
We may forget how to use the library website	1

7. Are there any reasons why you might not seek assistance from or work with a Librarian?

Code	Frequency
If I don't need it	20
Social/emotional	12
Time/hours/life stuff	5
Space/location	5
Don't know what to ask about	1
Don't like libraries	1
Protocol unfamiliarity	1
Unaware	1

Appendix 4

OUTCOME #1:
Library faculty demonstrate a culture of assessment.

Criteria: How will we know we are successful? What will be happening?	Action: What will we do to make this happen?	Assessment: How will you collect information?
70% of library faculty will collect data on student achievement of learning outcomes.	Identify learning outcomes to assess (Fall) Develop assessment tools (Winter) Implement assessments (Winter & Spring)	Collect assessment data by the end of Spring term 2013 Done, individual assessment results discussed at end-of-year SAC meeting
100% data collected by librarians is shared in a database	Create a database for collecting and sharing assessment data Provide access to librarians	Database for collecting and sharing information is created by Winter 2013 Done Collected data is uploaded by the end of Spring term 2013 Ongoing
70% of library faculty will identify courses in their liaison area(s) with CCOGs that align with Information Literacy outcomes.	Library faculty will • review CCOGs in their liaison areas • identify specific courses and course outcomes that align with Information Literacy Create a shared curriculum map	Library faculty will add identified courses and specific outcomes to a shared curriculum map. Done, created by Pam Kessinger Library Instruction Program

OUTCOME #2:
Students care about where their information comes from.

Criteria: How will we know we are successful? What will be happening?	Action: What will we do to make this happen?	Assessment: How will you collect information?
Students will be assessed on their ability to evaluate information critically for credibility and relevance. They will meet the following criteria (as defined by the assessment): • 50% will achieve proficiency • 30% will be more than proficient	Develop targeted assessment tool for Writing course(s) Collaborate with Writing faculty to carry out assessment.	Collect data by the end of Spring Term 2013 <mark>Done</mark> link to full report

OUTCOME #3:
Faculty take information literacy seriously.

Criteria: How will we know we are successful? What will be happening?	Action: What will we do to make this happen?	Assessment: How will you collect information?
80% of IL-related assignments in Reading match IL-related CCOGs related to information literacy.	Approach Reading faculty • collect assignments • offer to work on assignments w faculty	DE CoP team summarize findings and report out <mark>Ongoing</mark>
2 SACs collaborate with the Library SAC to develop and carry out an information literacy assessment.	Approach Writing and Biology Co-develop assessment tools Implement assessments	Carry out and report on assessments by the end of Spring Term 2013 <mark>1 SAC (Writing) collaborated on and carried out an assessment</mark>

Metacognitive Reflection Prompts for Novice Researchers

Library SAC Assessment of Self Reflection 2014-2015

Affect - feelings, for example confidence or comfort

- I feel less overwhelmed
- I feel better equipped to do research in other classes
- I am not intimidated by college-level research
- I am more curious
- It's okay not to know the answer at first. I want to learn something new. I am curious about my topic
- I can ask when I hit a roadblock
- I will learn more about research as I do more research
- I feel I can persist when I face barriers in my research
- I trust that I can be persistent
- I feel comfortable asking for help with my research
- I understand there will sometimes be roadblocks in research and I feel like I can get past them
- I feel comfortable incorporating diverse perspectives (some that don't agree with my thesis) into my work
- I feel comfortable engaging with sources
- I trust that I can be persistent
- I feel more confident
- I know I will sometimes be frustrated with research
- I learned stuff about research that I didn't know I needed to know
- I think it's okay to feel stressed about doing research
- I know how to get started
- I can decide to disagree with others who have a different opinion when the evidence I find supports my work
- I recognized that research made me care more deeply about _____

Agency - choices, for example statements about choice or inquiry process

- I know when to stop searching and ask for help / more info
- I can use a source I personally disagree with
- I don't have to use the whole source
- I can recognize when I have enough information for my purpose
- I can change my question
- I can determine whether a source is helpful or relevant to my question
- I can use multiple sources to explore an idea
- I can use different sources to address different components of my research question
- Research helps me stay current in my field
- I ask myself what I want to know about
- I can determine what kind of evidence I'm looking for
- I can properly attribute information
- I am a researcher
- I can read and summarize sources
- I can determine credibility

Context - information is made

- I can appreciate the work of others and credit them
- I can find/recognize/describe different types of information
- I can say where the information comes from
- I learned that documentation is an important part of research
- I can find <u>helpful</u> information
- I can finally tell what kinds of information are in specific databases
- I can consider credibility of information
- I understand perspective and bias in information sources
- I know different databases have different points of view; information in them comes out of different contexts.
- I know how to evaluate an author's credibility
- I understand that research sources have value based on the way in which we use them
- I understand that money is a factor in information production, and that it can bias information
- I can see that others have a different answer, or viewpoint, on my topic
- I can choose sources based on my research question and needs
- I can articulate the intended purpose of sources
- Information doesn't exist until someone cares enough to collect / develop it

Library - as a place, people or resources

- I can browse for books
- The databases I use are part of the library
- I know a librarian, and understand how they can help me
- I can ask for help and guidance for my research assignments or other questions at the library
- I know where to look in the library / what is available through PCC library
- There is different information available at my college library than my public library / high school library, etc.
- Someone at the library is selecting useful weblinks (library is more than books)
- I can use the library to find information
- I can use the organizational system of the library to find specific information on my topic
- I can see the library as a lifelong resource

Process - personal research, for example change in process or approach

- I learned about time management / that research takes time
- I learned how to keep track of my research
- I can collect and manage sources in a way that works well for me
- I learned that my research question will evolve while I research
- I learned it's okay to start again
- I learned that search engines track my research and shape my search results
- I stopped using _____ as a method of keeping track and do _____ now
- I use these skills in other classes / my life
- I know when my research topic (or search terms) needs to be changed/revised.
- I can evaluate the relevance of sources I find
- I can track and cite my sources
- I learned the proper steps of research
- I know how to come up with search terms

- I can make my topic more narrow and weed through information
- I changed my research topic (asked a different question)
- I changed my thinking about my topic

Tools - for finding evidence or information

- I use more than just Google now.
- I recognize the difference between a Google search and a database search
- I'm better at using Google Scholar
- I can use different library search tools
- I can match a tool to a research need
- I can use different tools to find different things
- I used source types that I hadn't used before
- I can use narrowing / filtering options presented by search tools
- I can use research tools appropriate to my information need
- Certain tools will access certain info containers
- Access to info may be mediated in different ways depending on the tool, or, my status as a user
- I understand what peer-review means and when that type of information might be needed/useful
- I can use techniques like mind-mapping and/or Boolean searching to improve my results
- I know contradictions happen / I can find and appreciate different points of view
- I can set aside time and plan for my research
- I can get started
- I can evaluate the relevance of sources I find

Appendix 6

Updating: http://www.pcc.edu/resources/academic/core-outcomes/Library.html

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
LIB 101	Library Research & Beyond: Find, Select & Cite	2	2	3	2	3	3
LIB 127	Library Research & Information Literacy	2	2	3	2	3	3

Appendix 7

Library Section of the Dual Credit Handbook

Fall 2016

If you're teaching a dual-credit class with PCC, you have access to thousands of ebooks and streaming videos, articles from newspapers, magazines, and scholarly journals, and tutorials that help you use them to teach, research, and cite! Your MyPCC login and password are the key. When you start at PCC's Library home page, www.pcc.edu/Library, you'll find *Articles and databases* -- a list of over 100 databases which include articles, reference books, and videos. You'll find *Research Guides* for nearly every discipline taught at PCC. And you'll find useful tutorials and handouts to share with your students. There's even a PCC Library YouTube channel, with a small but growing collection of brief videos on Library research skills.

Dual credit students enrolled in PCC classes have full access to the PCC Library. If your students aren't enrolled in a PCC class yet, they still have access to a variety of resources through Oregon's statewide database subscriptions, and can still use many of PCC's tutorials. Find more information at guides.pcc.edu/no-card-needed. You also have access to help from PCC librarians -- just use the Ask Us link on the Library website to chat, email, call, or text us your Library questions! Find the PCC Library at www.pcc.edu/Library.

Appendix 8

Novice Researcher Videos and Learning Outcomes

Turning an interest into a researchable question
By the end of this video, students should be able to
- Articulate that personal interest initiates motivation and supports curiosity and persistence
- Recognize that inquiry questions are driven by learning and so therefore are flexible and may change
- Articulate what makes a question more researchable based on
  - The scale of the task (assignment or end-goal)
  - Exploring connections between ideas / concepts / events / phenomena
  - Open and address the "so what"

Evaluation criteria for identifying quality research
By the end of this video, students should be able to--
- Describe how context defines whether a source is appropriate and authoritative
- Describe how bias always exists and the value of uncovering that bias
- Evaluate a source's appropriateness for their information need based on three criteria
  - Investigate the author's qualifications
  - Investigate the author's potential bias
  - Investigate where the author's information comes from

Helping students evaluate the appropriateness of different sources
By the end of this video, students should be able to--
- Identify the range of information source types available, their distinguishing characteristics, intended audiences, and how they are created
- Identify the types of sources that would be useful for their specific information need

Reading effectiveness in information seeking
By the end of this video, students should be able to--
- Recognize that different reading strategies are appropriate at different stages of the research process
- Identify scanning and skimming as appropriate strategies for reading a results list.