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Who Was Involved in Designing the CCLLSS Study?

• CCLLSS partnership
• RSL Research Group
• Library directors who participated in focus group interviews
• LSTA grant proposal readers for SLNC
• Advisory committee of stakeholders
What Are the Performance Measures for NC Community Colleges?

- 3 associated with **remedial** students
  - Basic Skills Progress
  - GED Diploma Passing
  - Developmental English Success

- 4 associated with **non-remedial** students
  - First Year Progress
  - Curriculum Completion
  - Licensure / Certification
  - College Transfer Performance
What Are the Differences Between Embedded & Traditional Librarians?

<table>
<thead>
<tr>
<th>Embedded</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipate needs</td>
<td>Respond to needs</td>
</tr>
<tr>
<td>Collaborate in teams</td>
<td>Deal w/individuals</td>
</tr>
<tr>
<td>Customize services</td>
<td>Standardize services</td>
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<tr>
<td>Support projects</td>
<td>Complete transactions</td>
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<tr>
<td>Serve in partnerships</td>
<td>Offer unilateral services</td>
</tr>
</tbody>
</table>
How Does One Practice Embedded Librarianship?

- Engage in e-communication, dept/faculty meetings & in-depth research
- Offer resources, e.g., reserves, LibGuides, websites, supplementary
- Collaborate w/ & train faculty
- Play liaison, project team roles
What Are the ACRL Info Literacy Frameworks?

• Research as a process
• What makes info authoritative
• How to search for info
• How info formats differ
• How info is valued
What Activities are Involved in Teaching Info Literacy?

• Teach students in 1-1 interaction
• Teach research skills
• Teach about databases
• Provide library orientation/instruction
• Provide tutorials
• Produce library/info lit LibGuides
Roles of Librarians & Other Library Staff

- Practicing Embedded Librarianship with Faculty
  - Principles ➔
  - Practices ➔
  - Rating

- Teaching Information Literacy to Students
  - Principles ➔
  - Activities ➔
  - Rating

- Performance Measures
  - Rating
Library Director Focus Groups & Librarian/Staff Survey Participation

- **Focus groups**
  - July 2014
  - 39 attendees (67%)

- **Survey of librarians & other library staff**
  - Feb/Mar 2015
  - 168 usable responses (92%)
Librarians Who Rate as Excellent Their Practice of Embedded Librarianship and Their Teaching of Information Literacy More Likely to Rate as Excellent Library Contribution to Student Success

- **College transfer**: 52% Excellent Ratings of Student Success (All Respondents), 73% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 81% if Librarians Rated as Excellent at Teaching Info Literacy
- **First year progress**: 47% Excellent Ratings of Student Success (All Respondents), 62% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 77% if Librarians Rated as Excellent at Teaching Info Literacy
- **Continuing progress**: 44% Excellent Ratings of Student Success (All Respondents), 65% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 70% if Librarians Rated as Excellent at Teaching Info Literacy
- **Basic skills**: 29% Excellent Ratings of Student Success (All Respondents), 55% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 69% if Librarians Rated as Excellent at Teaching Info Literacy
- **Licensure / certification**: 28% Excellent Ratings of Student Success (All Respondents), 69% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 67% if Librarians Rated as Excellent at Teaching Info Literacy
- **Developmental English**: 25% Excellent Ratings of Student Success (All Respondents), 49% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 57% if Librarians Rated as Excellent at Teaching Info Literacy
- **GED test preparation**: 22% Excellent Ratings of Student Success (All Respondents), 58% if Librarians Rated as Excellent at Practicing Embedded Librarianship, 59% if Librarians Rated as Excellent at Teaching Info Literacy
What Embedded Librarianship Principles Are Associated With Excellent Teacher Outreach?

- 4 principles (at least monthly)
- Exceptions: Basic Skills, HS equivalency

- Identify needs proactively
- Work on collaborative teams
- Offer customized services
- Work on ongoing projects
What Weekly Activities Are Associated With Excellent Teacher Outreach?

- **All** student cohorts
  - Collaborating on instruction
  - Working on teams
  - Contributing to e-comm (non-remedial)
  - Serving as liaison (remedial)

- **Most** student cohorts
  - Attending faculty meetings
  - Participating in online discussions
  - Conducting research
  - Collaborating on instructional design
What Principles Are Associated With Excellent Teaching of Info Literacy?

– All 5 Frameworks (rated excellent, no exceptions)

• Research as a process
• What makes info authoritative
• How to search for info
• How info formats differ
• How info is valued
What Weekly Activities Are Associated With Excellent Teaching of Info Literacy?

• All non-remedial
  – Teaching research
  – Teaching databases

• Most non-remedial
  – Teaching students 1-1

• Providing tutorials
  – Basic skills, Dev’l English

• Providing library orientation/instruction
  – 1st year, college transfer

• Producing/managing LibGuides
  – 1st year
How Do Survey Results Align With Actual Performance Measures Data?

— Developmental English
  • Only measure for which librarian perceptions aligned with data

— Possible explanations
  • Intentionality
  • Student outcomes vs institutional performance
  • Perception vs reality
Student & Faculty Surveys

Development
• Drafting began in Jan 2015
• Pretested in April 2015
  – 45 students
  – 17 faculty

Schedule
• Schedule
  – Opened Sep 2015
  – Closed Dec 2015

Responses
• Responses
  – Students: 7,122
  – Faculty: 1,449
Student Survey Results

• Basic survey results
• Analysis findings
  – Librarian services & student success
  – Library resources & student success
How Often Librarians Help Student Respondents

- Use library computers etc: 35.0% (At least weekly) 34.3% (At least monthly) 25.9% (At least each semester) 18.5% (At least each year)
- Complete class assignment: 20.0% (At least weekly) 17.6% (At least monthly) 17.1% (At least each semester) 11.8% (At least each year)
- Cite sources: 22.0% (At least weekly) 24.9% (At least monthly) 23.8% (At least each semester) 22.1% (At least each year)
- Learn research skills: 23.0% (At least weekly) 23.0% (At least monthly) 23.8% (At least each semester) 20.7% (At least each year)
- Evaluate info quality: 17.8% (At least weekly) 17.5% (At least monthly) 17.8% (At least each semester) 20.0% (At least each year)
- Choose/define/focus research topic: 28.3% (At least weekly) 28.4% (At least monthly) 17.8% (At least each semester) 18.4% (At least each year)
- Find online info: 10.2% (At least weekly) 10.2% (At least monthly) 28.3% (At least each semester) 28.4% (At least each year)
- Find info in library: 7.7% (At least weekly) 6.8% (At least monthly) 8.2% (At least each semester) 8.8% (At least each year)
How Students Rate Library Contribution to Their Learning of Ideas About Info Literacy

- How to find needed info: 54.8% Excellent, 34.0% Good, 9.3% Fair, 1.9% Poor
- How to use different types of info: 49.6% Excellent, 37.1% Good, 11.0% Fair, 2.3% Poor
- What info I should take seriously: 48.1% Excellent, 39.1% Good, 10.7% Fair, 2.1% Poor
- How to value info: 47.1% Excellent, 36.7% Good, 13.3% Fair, 2.9% Poor
- One question often leads me to ask others: 43.4% Excellent, 40.4% Good, 14.1% Fair, 2.1% Poor
How Students Rate Library Contribution to Their Pursuit of Educational Goals

- Completing 1st year courses: 53.9% Excellent, 55.8% Good, 54.9% Fair, 53.0% Poor
- Learning basic skills: 33.7% Excellent, 32.2% Good, 33.6% Fair, 32.3% Poor
- Passing classes in chosen program: 33.7% Excellent, 33.6% Good, 33.6% Fair, 32.3% Poor
- Preparing to transfer to 4 year college: 34.6% Excellent, 34.2% Good, 34.6% Fair, 32.6% Poor
- Learning English/reading skills: 53.0% Excellent, 51.5% Good, 49.8% Fair, 49.3% Poor
- Preparing for GED tests: 51.5% Excellent, 49.8% Good, 49.3% Fair, 49.8% Poor
- Preparing for licensure/certification exams: 49.8% Excellent, 49.3% Good, 49.3% Fair, 49.3% Poor
- Taking non-credit courses: 50.6% Excellent, 50.6% Good, 50.6% Fair, 50.6% Poor
Ways Librarians Help Students At Least Weekly Associated with Excellent Library Ratings

• Finding info in library
• Finding online info
• Using library computers / equipment
• Choosing/defining/focusing topic
• Evaluating info quality
• Citing sources
• Completing assignments
Library Resources Students Use At Least Weekly
Associated with Excellent Library Ratings

- Print
- Non-print
- Computers / equipment in library
- NC LIVE / databases
- Interlibrary loan
- Computers / equipment for checkout
- Wifi access
- LibGuides / websites
- Course reserves
- Individual space
- Group space
Excellent Teaching of Info Literacy Principles Associated with Excellent Library Ratings

- One question leads to others
- What info to take seriously
- How to use info well
- How to find needed info
- How to value info
Faculty Survey Results

• Basic survey results
• Analysis findings
  – Librarian services & student success
  – Library resources & student success
Ways Librarians Help Faculty At Least Monthly Associated with Excellent Library Ratings

- Meeting w/faculty
- Accessing resources
- Contributing to e-communications
- Conducting research
- Collaborating on instructional design
- Collaborating on teaching
- Providing professional development
- Serving as liaisons
- Serving on teams
Library Resources Faculty Use At Least Monthly Associated with Excellent Library Ratings

- Print
- Non-print
- Computers / equipment in library
- Library website
- NC LIVE / databases
- Interlibrary loan

- Computers / equipment for checkout
- Wifi access
- Help from librarian
- LibGuides / websites
- Course reserves
- Individual study space
- Class / meeting space
Community College Libraries & Librarians and Student Success

- Practicing Embedded Librarianship with Faculty
- Librarian Services
- Teaching Info Literacy to Students

Library Resources → Student Success
Professional Development Needs Assessment

• Survey of directors about staff needs
• Designed & tested in Fall 2016
• 62 responses, Nov 2016 – Jan 2017
• 52 of 58 community colleges (90%)
Top 5 Learning Needs about ...

**Embedded Librarianship**
- Providing professional development (64%)
- Collaborating on instructional design (59%)
- Helping faculty find info (56%)
- Serving as faculty liaison (55%)
- Collaborating on instructional delivery (53%)

**Info Literacy**
- Finding info in NC LIVE / databases (59%)
- Evaluating info quality (56%)
- Choosing / defining / focusing topic (48%)
- Finding info on own (48%)
- Citing sources (47%)
Aspects of Teaching & Learning

• Assessments of what librarians teach (85%)
• Different learning styles of students (75%)
• Different teaching styles (74%)
• Experiential learning (71%)
Aspects of Teaching & Learning

• Assessments of what librarians teach (85%)
• Different learning styles of students (75%)
• Different teaching styles (74%)
• Experiential learning (71%)
Other Needs

• Focuses
  – 1st year progress (52%)
  – College transfer (45%)
  – Basic skills (44%)

• Most suitable environments
  – Archived webinars (75%)
  – Live webinars (70%)
  – Online courses (53%)
  – F2F courses (53%)

• Instructional modes
  – Hands-on (69%)
  – Single presenter w/Q&A (66%)

• Best days of week
  – Thursday (74%)
  – Friday (64%)

• Best time of year
  – Summer
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