DESCRIPTION of PROJECT: Embedded Librarian Fall 2018

This project will provide Counseling courses with a “ready-to-go” Embedded Librarian Module that will improve students career research skills and facilitate course SLO assessment.

INTRODUCTION

Information literacy comprises the abilities to find, select, and use information sources to satisfy an information need. An information literate student is a master of these research skills. These are skills that a community college student should possess upon graduation.

“Embedded Librarian” refers to library instruction that is part of a course, either live or virtual, developed in partnership with teaching faculty. Librarian and Counselor started collaborating by applying the embedded librarian project face2face and online Counseling 120 courses. In this pilot program, the SLO course requirements for Counseling 120 made this course a natural place to build a collaborative relationship. The Counselor contributes expertise in course content, and knowledge of effective teaching and learning techniques. The Librarian contributes information expertise. The expected outcome is better student outcomes

Counseling 120 SLO: Identify career goals and majors that match their personalities, interests and values. (Counseling 120)

Embedded Librarian outcomes:
1. Student will demonstrate the information literacy skill of analyzing library sources that describe their career, job outlook, responsibilities.
2. Student will demonstrate the information literacy skill of using library website to find career information sources.
3. Student demonstrate the information literacy skill of using MLA citation.

PROJECT SCOPE: which courses are included in this project: Counseling 120.

Embedded Librarian Planning Team will meet to create “ready-to-go” Embedded Librarian Module. The Planning Group will also will recruit counselors from Counseling 120 or 110 who are willing to participate in this endeavor.

METHODOLOGY: For online counseling courses, the Librarian will embedded to lead an online discussion and students will complete an assignment. For face2face counseling courses, Librarian will conduct a library instruction session and students will complete library assignment.

COLLABORATION: The expectation for Counselors who participate is that they add the Embedded Librarian Activity to their course, review students responses to library assignment, and use the rubric. This assignment will be mapped to any final career project

INNOVATION: How will this project advance a continuous cycle of improvement for the program/service area or campus?

Counseling faculty will have as Embedded Librarian assignment and rubric to use for SLO assessment. This assignment will be mapped to the final career project. Results will be compared during department meetings.
DELIVERABLES: What resources will the project produce that could be used by other faculty or programs?

Embedded assignment. Common rubric. Although the activities are specific to these courses, this module can be modified for any course willing to introduce career research.

Assessment results are being gathered in Fall 2018 and analyzed in Spring 2019.
SUMMARY OF ASSESSMENT FOR EMBEDDED LIBRARIAN Fall 2018

CC students need to know what research resources are available through CC Library, to learn how to efficiently access the information they need, and to be able to critically evaluate information. The term for this set of skills is information literacy.

The goals and course requirements for research and written skills made this course a natural place to build a collaborative relationship. The Counselor contributes expertise in course content, and knowledge of effective teaching and learning techniques. The Librarian contributes information expertise. The end result is better student outcomes.

Purpose of this learning outcome: to determine the effectiveness of embedding an information literacy module into Counseling 120 course.

Criteria for success: 75% of students who complete the embedded library module will score 8 points on a 10 point rubric.

Assessment Tool: Student required to complete library career assignment. In online courses, students will post assignment to CANVAS discussion board, reply one other students’ posts, MLA citations. In face2face courses, the students were required to complete library assignment.

Method of Assessment: For Fall 2018, Librarian and Counselor decided to add a 10 point rubric to assignment. We will use the rubric to see if there is any improvement our instruction and to test the rubric for clarity.

Summary of results: Criteria was met for both online and face2face. Students were able to complete embedded library assignment with a score of 8 points or more.

Librarians taught ten (10) library career research sessions and reaching 275 students. The team narrowed its focus to a study of the College Counseling 120 courses, which is designed to help students connect career research to the writing process. To measure the impact of library research instruction on student learning, a library assignment was administered to students and all students who completed assignment were evaluated using a rubric. Using a rubric-based assessment and student reflections, the project findings documented that enhanced, expanded librarian engagement with students can increase students’ library research skills. Another key result of this project revealed that students understood and appreciated ways that they could use library resources in favor of Google.

Program changes and recommendations and next steps: Based on these findings, which support the value of this library instruction, the library is expanding its focus to online Counseling 120 courses and encouraging faculty to continue make it a required assignment. As a result, more students enrolled in Counseling courses benefit from library instruction and librarians’ time in the classroom is reduced.
<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Percent completed</th>
<th>Criteria met?</th>
<th>Results</th>
<th>Recommendations for changes</th>
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<tbody>
<tr>
<td>Online Session 2018</td>
<td>100%</td>
<td>Yes</td>
<td>Total of 29 students submitted to Canvas Students (n=26) scored 10pts Students (n=1) scored 8 pts Students (n=2) scored 0 for not using OOH</td>
<td>Motivational stories are well-written. Need to emphasize the importance of MLA</td>
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<tr>
<td>Online session 2 and 3 (merged, given two weeks)</td>
<td>100%</td>
<td>Yes</td>
<td>Total of 51 students submitted to Canvas Students (n=40) scored 10 pts Students (n=11) scored 8 pts Students (n=5) did not submit so we did not count them in assessment</td>
<td>E-mailed the five students to give them a chance to revise.</td>
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<tr>
<td>Face2face sessions. Seven sections Yassi 9680 Gonzalez 2775; 2886 Hosley 0327 Leal 3525 Morrin 318 Morrin 3529</td>
<td>100%</td>
<td>yes</td>
<td>Total 190 students attended. Students (n=190) completed in-class assignment. Librarian did not count the number of students who did not attend face2face library instruction session.</td>
<td>Add more rigorous and in-depth searching activities. Students did not understand the importance of MLA and librarian needs to stress importance of MLA.</td>
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<tr>
<td>Ten sessions</td>
<td></td>
<td></td>
<td>Total 275 students</td>
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**Discussion and Dialogue**

During this pilot, Embedded Librarian Project achieved the following practical outcomes:

- Building an embedded instruction program takes careful collaboration and thoughtful implementation. For example, it took time to design the library assignment, write a discussion board announcement, and coordinate grading.
- Students who completed the library assignment module followed directions and answered all questions. Students who did not complete the library assignment either failed to add the MLA citation, did not read the directions, or took information from Google websites.
• Students who scored 8 points were e-mailed and given opportunity to revise assignment.
• Students who scored less than 8 points were e-mailed and given the opportunity to revise the assignment.
• Plagiarism. Only one student in the online section downloaded an older version of the assignment.
• Lines of communication between the Library and Counseling department have been enhanced, resulting in improved collection development, stronger library liaison initiatives, and more effective team teaching partnerships.
• Rubric was an excellent grading tool.

Program changes and recommendations and next steps
• Criteria was met. Results support the expected outcomes indicating that embedded librarians are of value to online students
• Offer this embedded librarian module to more online and face2face counseling.
• Counselors who participate will make this embedded librarian module a required assignment.
• Embedded librarian module for face2face can be embedded into canvas. This way students can complete assignment on their own time and be more reflective

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<th>Online</th>
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<tr>
<td>Assignment had to be done in classroom</td>
<td>Motivational stories were more reflective and comprehensive</td>
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<tr>
<td>Motivational stories were short.</td>
<td></td>
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<tr>
<td>Assignment had to be completed and submitted to librarian for full credit</td>
<td>Some students chose to download information off Google. They were asked to redo assignment if they wanted full credit</td>
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<td>Students who were absent on the day of the library session were not counted in the assessment. It was up to instructor to give them the assignment.</td>
<td>All students required to submit assignment.</td>
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<tr>
<td>Librarian able to present more library sources such as e-books, unique careers sources. Librarian could walk around the room and help students find information</td>
<td>Librarian limited to assignment library sources</td>
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<tr>
<td>No discussion board</td>
<td>Discussion board allows Librarian to interact with students, offer career advice and to share more information about the Library.</td>
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