

Section Header	Description
Trinity Christian College	
Institution Characteristics	Private 4-year college, undergraduate & graduate programs FTE enrollment: 1,029 FTE library staff: 3.25
CARLI Counts Participant Name + Job Title	Cathy Mayer, Library Director
Project Name/Title	Impact of Library Instruction & Faculty Collaboration
Single Sentence Abstract	Jennie Huizenga Memorial Library investigated the impact of instruction and collaboration with a professor by comparing sources cited by a Spring 18 (SP18) course without library instruction to a Spring 19 (SP) course with library instruction and solicited survey feedback from SP19 students.
Motivation(s) for, Project	<p>Library research literature has repeatedly shown the value and positive impact of library instruction. Sources consulted for this project include ACRL's Value of Academic Libraries: A Comprehensive Research Review and Report, and Assessment in Action Reports for 2015 and 2016. Additionally, research literature highlights the importance of faculty partners in offering information literacy instruction "because they have direct, regular contact with students and know the academic requirements in their fields" (Yevelson-Shorsher and Bronstein 538).</p> <p>This project aimed to provide a local example of the value and impact collaborative instruction has on students to inform the work of faculty as substantial revisions are made to the college's Foundations Curriculum (core liberal arts requirements for all students).</p>
Partners and Stakeholders	Co-Investigator: Lauren Visser, D.Min. Stakeholders: Aaron Kuecker, Provost, Institutional Review Board, & Foundations Committee
Inquiry Question	How does library instruction conceived through collaboration with an instructor impact student success?
Study Participants/Population	COMM 250 SP18- 34 students (2 Course sections) COMM 250 SP19- 31 students (2 course sections)

<p>Method(s) of Data Collection and Analysis</p>	<p>Informal Class Discussion led by Dr. Visser (1/29/19) solicited student feedback of library session (1/24/19)</p> <p>Student research papers submitted (2/21/19) and analyzed for source quality</p> <p>Formalized feedback gathered by Dr. Visser through pen-and-paper survey given to students following midterm assessment (2/28/19)</p> <p>Analysis and Comparison of Sources used in COMM 250 Research Papers by students in SP18 (without library instruction) and SP19 (with library instruction)</p> <p>Detail Provided in Appendices</p>
<p>Findings</p>	<p>1) Students value library instruction when it is positioned within a curricular context and offers immediate application to a research assignment. Evidence: 100% of students surveyed affirmed that the library session was valuable and recommended it for future courses.</p> <p>2) Students demonstrate improved ability to select credible sources after library instruction is presented within a curricular context and offers immediate application to a research assignment. Evidence: Analysis of sources from student research paper bibliographies SP19: 3 nonacademic sources vs. SP18: 32 nonacademic sources cited.</p>
<p>Use of Findings</p>	<p>Findings have been shared with the Provost and will be disseminated to other faculty in January 2020 through a library newsletter and presentation. The information will also be presented to the Foundations Committee, which is responsible for making core curriculum recommendations to Trinity Christian College's Faculty Association. Librarians hope to systematically embed library instruction into revised Foundations Curriculum courses.</p>
<p>Next Steps and Other Results</p>	<p>1) Visser and Mayer may repeat the study in Spring 2020. 2) Subject to the willingness of instructors, librarians will use the</p>

	<p>survey created for CARLI Counts to obtain feedback for additional library instruction sessions.</p> <p>3) CARLI Counts provided valuable assessment training, access to expert coaches, and a network of colleagues across the state through the cohort model.</p> <p>4) Trinity’s Institutional Review Board is working to amend college policy to reflect federal guidelines and allow for exemption of research conducted in established or commonly accepted educational settings.</p>
Additional Reflections	<p>This study provided a natural experiment by controlling two groups of students in COMM 250. The first group took the course in SP18 and was not exposed to library instruction. The second group received the same assignment from the same professor, but were also exposed to a library instruction session. Comparing the two groups of students was well supported thanks to the meticulous record keeping of Dr. Lauren Visser. Visser embraces the educational best practice of checking understanding and soliciting feedback from students, which inspired data gathering and analysis for Trinity’s CARLI Counts project. If this project were to be replicated at Trinity or elsewhere, a professor who embraces critical reflection of his/her pedagogy and embraces assessment is essential.</p>
Timeline	<p>January 24, 2019: Library Instruction for COMM 250 (Intercultural Communication) for Research Paper</p> <p>January 29: Informal Survey/Conversation with Students regarding library session (“Was the library session helpful? Keep it? What should be added or removed?”)</p> <p>February 19-21: CARLI Counts Session I</p> <p>February 21: COMM 250 Research Papers Due Date</p> <p>February 28: COMM 250 formalized survey about effectiveness of library session</p> <p>February 28: Library Director meeting w/Provost to Discuss CARLI Counts Project Proposal – referred to IRB to check on likely exemption</p> <p>March 20: Met w/IRB Chair, determination made by Chair that project be submitted to IRB as “expedited review”</p> <p>March 21: Submitted IRB Draft</p> <p>March 25: Received Initial IRB Feedback</p> <p>April 1-15: Conferred w/COMM 250 Instructor (Co-Investigator) & Submitted Final Draft of IRB Form–taking into account suggested edits from IRB Committee</p>

	<p>May 3: IRB rejection due to policy statement: "Before any activity involving human subjects be undertaken at Trinity Christian College, the investigator shall first submit for approval by the IRB....No research shall commence without prior approval by the IRB."</p> <p>May- June: E-mail discussion with IRB Chair regarding potential for exception/exemption on account of Federal regulations allowing for specific categories of human subjects research to be exempt from continuing IRB review (45 CFR 46.101(b)). Specifically, category 1 applies to research conducted in schools and other education settings: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: research on regular and special education instructional strategies, or research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</p> <p>July 2: Meeting w/IRB Chair & Committee Member to obtain Official Memo of Rejection; Recommendation to Appeal to Provost on account of college policy not aligning with current federal standards</p> <p>July 9: Submitted Official Appeal to Provost</p> <p>July 15-17: CARLI Counts Session II</p> <p>September 5: Appeal Granted</p> <p>November: Results Compiled for reporting to CARLI Counts</p>
Works Cited	<p>Association of College and Research Libraries. <i>Value of Academic Libraries: A Comprehensive Research Review and Report</i>. Researched by Megan Oakleaf. Chicago: Association of College and Research Libraries, 2010.</p> <p>Association of College and Research Libraries. <i>Academic Library Contributions to Student Success: Documented Practices from the Field</i>. Prepared by Karen Brown. Contributions by Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2015.</p> <p>Association of College and Research Libraries. <i>Documented Library Contributions to Student Learning and Success: Building Evidence with Team-Based Assessment in Action Campus Projects</i>. Prepared by Karen Brown with contributions by Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2016.</p> <p>Yevelson-Shorsher, Anna, and Jenny Bronstein. "Three Perspectives on Information Literacy in Academia: Talking to</p>

	Librarians, Faculty, and Students." <i>College & Research Libraries</i> , vol. 79, no. 4, May 2018, pp. 535–553.
Appendices	Appendix A – Comparison of Cited Sources (COMM 250 SP18 v. SP19) Appendix B – Student Survey Appendix C – Student Survey Results

APPENDIX A

Spring 2018
No library session

Number of non-academic sources used: 32

Examples of non-academic sources:

<http://www.nationsonline.org>

<https://history.state.gov/milestones>

www.everyculture.com/

<http://www.worldtravelguide.net/>

<https://www.history.com/>

<https://www.worldatlas.com/>

<https://www.thoughtco.com/>

<http://www.reviewofreligions.org/>

<https://www.adventure-life.com/>

<https://www.internations.org/>

http://www.newworldencyclopedia.org/entry/Info:Main_Page

Based on the CRAAP test, examples of problems with the sources:

<http://www.nationsonline.org> (cannot find an author or purpose, and some of the information is actually from the Library of Congress, which should then be the source used)

<https://history.state.gov/milestones> (accuracy, currency - the site itself says that it is retired and that there are better secondary sources available)

www.everyculture.com/

<http://www.worldtravelguide.net/> (authority, accuracy, purpose)

<https://www.history.com/> (accuracy, authority, purpose)

<https://www.worldatlas.com/> (authority, accuracy)

<https://www.thoughtco.com/> (authority, accuracy) – depends on the article

<http://www.reviewofreligions.org/> (accuracy, authority, purpose)

<https://www.adventure-life.com/> (accuracy, authority, purpose)

<https://www.internations.org/> (accuracy, authority, purpose)

http://www.newworldencyclopedia.org/entry/Info:Main_Page (accuracy – allows “online collaboration,” which is like Wikipedia, currency, authority)

APPENDIX A (continued)

Spring 2019
Library session

Number of non-academic sources used: 3*

Examples of non-academic sources:

<https://www.biography.com/>

<http://www.globaltimes.cn/>

<https://www.worldatlas.com/>

Based on the CRAAP test, examples of problems with the sources:

<https://www.biography.com/> (authority, accuracy)

<http://www.globaltimes.cn/> (authority, accuracy, purpose)

<https://www.worldatlas.com/> (authority, accuracy)

* Any student who received a D or lower on their first draft was given the opportunity to re-write their paper in order to improve their grade. It should be noted that in the first round of papers 0 non-academic sources were used. The three non-academic sources were used in rewrites. This leads to two other interesting questions:

1. How can we help students retain information regarding good research and academic sources?
2. How much do time constraints lead to the use of non-academic sources, and is there any level of classroom and/or library instruction that can help correct this problem?

APPENDIX B

Was the library session helpful? Yes No

What did you learn? *(Give an example of what was helpful or memorable from the session.)*

Should the library session be included the next time this course is offered?

Yes No

Please provide any additional feedback or thoughts you have on what to cover in the future:

APPENDIX C
 COMM250: Intercultural Communication, Spring 2019
 Survey Results

The brief, four-question survey was distributed in class on the day the students took their midterm. Some students arrived to class early and completed the survey before they took the exam. Others chose to complete the survey after they submitted their exam. Since we had already informally discussed feedback in a previous class, they were aware that the survey in no way affected their grade and that it was for research and planning purposes only. All students voluntarily chose to participate in the survey and were given the option to not provide feedback if they so desired. One student was absent on this day, so 30 of 31 students responded.

1. Was the library session helpful? Yes No

	Yes	No
Number of Responses	30	0

2. What did you learn? (Give an example of what was helpful or memorable from the session.)

- I actually learned (finally) how to find a book on the library website AND find it on the shelves.
- It was really helpful to see that different database that I had no idea existed.
- I enjoyed learning about Global Road Warrior. It is a very helpful tool.
- How to access the databases to use good sources from projects and papers.
- Explained how to search for books or database.
- What sources are reliable and where I can find more of these reliable sources.
- Learned about the various web pages that Trinity offers.
- Different sources and how to access them.
- Where to go to find a useful website.
- Where to get primary sources.
- Global Road Warrior was extremely helpful.
- How to use extensive library resources – ILL, Global Road Warrior, how to find books.
- How to use the interlibrary loan system.
- I was able to learn about sources (such as Global Road Warrior) that would give me more reliable and recent information, and this is something I plan to use in the future of intercultural communication.
- I learned about the databases and how to find information on a specific topic.
- That I can use many of the other options instead of Academic Search.
- How to properly find *reliable* sources!
- It's good to know resources available to students.

- How to use library website.
- The different databases.
- Didn't know about Global Road Warrior – extremely helpful.
- Showed how we can use databases.
- Tips on books – photocopy it so you didn't have to check it out.
- Also showed how Ebscohost works/defines searches.
- How to find sufficient sources and insight on new resources for future papers.
- Learned how to properly find sources that are credible.
- Usefulness of reading sources for purpose/what different sources had to say, and questions they could and couldn't answer.
- How to use databases and use interlibrary loan service.
- The websites provided were very helpful.
- I learned of other new sources such as Global Road Warrior, Factbook. I never knew those sources existed.
- I learned that we have a LOT of database resources.
- I learned how to use databases and how to find good sources.
- Also getting to know about the library's database and where to look for an online search for books.
- Cathy was memorable because she is very helpful and willing to go the extra mile for students.
- How to find books online.
- Two or more resources that I could use on my research paper that were extremely helpful and I probably would not have found otherwise.
- I learned about the vast access I have to materials and information like Global Road Warrior and CIA Factbook.
- When the teachers looked at the library website and found all of the activities that a student had access to. All of the data that a person was able to access in a computer amazed me.

**3. Should the library session be included the next time this course is offered? Yes
No**

	Yes	No
Number of Responses	30	0

4. Please provide any additional feedback or thoughts you have on what to cover in the future.

- I wish I had done this earlier in my college careers. *Very* helpful.
- Tell the class it would be helpful to get some if not all of your sources that day.*
- Show more websites and places to look rather than go so in detail into two.
- I thought the library session provided was more than adequate.
- Having time to look for books was great.

- Maybe describing how to look for certain academic journals will help in essay due that it was hard for me to find a good one.
- I think pulling out any databases that students could have no idea about could be helpful.
- Always good to refresh your memory on how to use the library.
- I found all of my sources in the library session.
- Maybe some easy tips on how to quickly determine if a long old book is going to be beneficial for research.
- Mention some other good sources like Kanopy maybe.
- This information would have been extremely useful earlier in my college career.
- Once we are done allow students to leave.
- Maybe provide one more really reliable resource for research.
- There isn't much I have to offer except maybe see if there are more than two sites we can use – especially since of the two, one was more reliable than the other. I know there was one we tried to open but couldn't get to, so maybe trying to get that one or another reliable source. Still, the session was very helpful in my research.
- I just thought the session was very useful overall.
- Very helpful!

* The library instruction session was designed to allow 20-30 minutes at the end of class for students to search for their own sources that day. Both sections were told by the instructor to use the time wisely since they would potentially be able to find all of their sources that day. Note other comments from students about how they were able to find their sources during the library session.