FIGS AND APPLES LIBRARY HAS PARTICIPATED IN

Library staff have participated in FIGS, Faculty Inquiry Groups, and APPLES, Action Plan Projects for Learning Excellence to explore ways in which we can improve services.

FIG 1: FALL 2012

What are the primary reasons the students in a first year U.S. history course have severe research skill deficiencies? How can we develop more effective library resources to help basic skills students especially with core research skills, and information knowledge?

When the majority of students in a first year college history course do not understand the basic principles of research, identifying credible sources and differentiating between information types, it would benefit both instructor and supporting library staff to answer the question of what are the students’ main misperceptions about how to conduct research and what tools can be made available to them to improve their overall research skills. Students in research-oriented courses would benefit from curriculum that requires use of library resources and interactions with library staff.  Instructors in relevant courses would benefit from partnering with the BCC library before the start of each semester to develop library coursework that would improve student success in research-based assignments.

FIG 2: SPRING 2013

As discovered in last semester’s FIG, students’ grades increased when their assignments included use of library resources, interactions with reference staff and/or placement of course materials, such as examples of research papers, textbooks and readers, on reserve in the library. The original question explored the primary reasons why the majority of students in a first year U.S. history course lacked adequate research skills. As we investigated the writing/research backgrounds of the students we found, while there was significant disparity in their academic experiences, all benefitted from additional support in the library.

APPLE: SPRING 2013

Students are unclear, as indicated by comparatively lower scores on the portfolio assessment, and teachers disagree, as indicated by discrepancies on the portfolio assessment, about which sources are considered “academically acceptable” for college research writing. This project will help identify those sources based on TBD criteria and supporting research.

This collaboration resulted in the creation of draft guidelines for academically acceptable resources for students writing English department research papers. Pending approval, these resources will be made available in the library as well.

FIG: FALL 2013-SPRING 2014

The barriers and challenges first-time researchers experience with academic library databases were examined. The point of the FIG was to look at interventions and pedagogical approaches that would mitigate some of the frustrating experiences students sometimes feel when encountering the databases for the first time and help students understand the value of quality information and resources provided by the library. The Prezi goes into some of the methodology, but basically a librarian gave a library orientation and this was followed-up by some initial searching on EBSCO done by the students in his classes. After this, we had the students reflect on their experience through an assessment/evaluation and we selected several students to have their research recorded through a screencast.

[http://prezi.com/fdlxh5mh4po7/novice-library-database-users-at-bcc/](https://mail.peralta.edu/owa/redir.aspx?C=Yh2VuVkHW0q0Y1iolpaLTrHBOrAHPdFIKFFgCH9WprAaejQQ2eLW_Wzo-dh9995QIYSggydWdOc.&URL=http%3a%2f%2fprezi.com%2ffdlxh5mh4po7%2fnovice-library-database-users-at-bcc%2f)

FIG: SPRING 2014

How does access to technology affect students in their ability to complete their education goals? Would being able to check out Chromebooks from the library increase success rates of students who have been identified as having the greatest challenges to accessing technology on and off campus? Who are these students, and what practices have been shown to be effective in technology lending programs? This FIG surveyed the technology access needs and challenges of students, including those in the First Year Experience program, in order to plan the details of a pilot program to lend Chromebooks to students beginning in Fall 2014. Funding for this pilot is TBD.