**Research in the Library LSTA Mini-Grant Awards**

**Report to Library Leadership Council, April 16, 2018**

**Bellevue College and Highline College** **$3,800**

**Research Team:** Heath Ray Hayden, Lead, Lisa Lapointe, Member, & Deborah Moore, Member

**Research Question:** “How do embedded library modules influence the quality of student bibliography assignments as compared to face-to-face library instruction?”

**Bellingham Technical College $4,000**

**Research Team:**Traci Taylor, Lead, abby koehler, Member, & Jan Richards, Member

**Research Question:** “How do students utilizing library research assistance or instruction perform better on Source Analysis Reports in English 101 and implications for other English courses?”

**Centralia College $3,000**

**Research Team:**  Ryer Banta, Lead,

**Research Question:** How can librarians effectively engage strategic partners to conduct local research to assess our current students information literacy abilities? How will these assessment findings advance cross-institutional conversations about our students’ information literacy abilities and help our college identify opportunities for improvement to ho these abilities are developed.

**Highline College $2,500**

**Research Team:** Hara Brook, Lead, Jack Horton, Member, Gerie Ventura, Member, Emily Coates, Member, Phillip Wilson, Member

**Research Question:** “How does IL instruction impact student success in English courses?”

**Lower Columbia College $2,500**

**Research Team:**Lindsay Keevy, Lead, & Andrea Gillaspy-Steinhilper, Member

**Research Question:** “How do library instruction sessions (integrated instruction) at LCC impact students’ academic success?”

**Olympic College $4,500**

**Research Team:**Dianne Carey, Lead, Amy Herman, Member, & Heather Newcomer, Member

**Research Question:** “How does OC’s library instruction program contribute to student retention and success in English developmental courses?”

**Pierce College $4500**

**Research Team:**  Lesley Caldwell, Lead, Nateisha Allen, Member, Rachel Goon, Member,

Laurie Shuster, Member, & Beth Thoms, Member

**Research Question:** Are students who attended one or more library instruction sessions and/or had interactions with library resources more likely to

persist from quarter to quarter?

**Seattle Central College $4,500**

**Research Team:** Alyssa Jocson Porter, Lead, Dave Ellenwood, Member, Althea Lazzaro, Member, Kimberly Tate-Malone, Member, & Sharon Spence-Wilcox, Member

**Research Question:** “How do Seattle Central College Library OER outreach efforts and collaborations support faculty adoption of Open Education practices?”

**Spokane Community College $4,500**

**Research Team:** Linda Keys, Lead, Rachel Caulk, Nursing Team Lead, Marty Sells, Member, Elizabeth Curtin, Member, Melody Gartrell, Member, Sandra Gaudette, Member, Erin Gillingham, Member, Sarah Rapoza, Member, Melody Wilkinson, Member, Nickolas Goodwin, Member

**Research Question:** “How do nursing students’ writing and research skills improve after a strategic course redesign embedding IL instruction?”

**Spokane Community College $3,000**

**Research Team:** Melinda Martin, Lead, Greg Richards, Member

**Research Question:** “How will student performance and attainment of SLOs increase after librarian-faculty collaborative course redesign with embedded IL?”

**Spokane Community College, Wenatchee Valley College, & Big Bend Community College $4,500**

**Research Team:**Linda Keys, Team Lead, Janine Odlevak, Member, Libby Sullivan, Member, Barbara Oldham, Member, Olivia Drakes, Member, & Andrew Tudor, Member

**Research Question:** “Does student access to library equipment reduce the achievement gap for under-privileged students?”

**South Puget Sound Community College $2,400**

**Research Team:**Margaret Thomas, Lead, Emily Waugh, Member, Melinda Ackles, Member, Sarah Kalp, Member, Lily Kun, Member, Robin Leeson, Member, & Brady Fowler, Member

**Research Question:** “In what ways do English 102 students who get IL instruction conduct more effective research than those students who do not receive such academic support?”

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The following grant activities took place during the second quarter of the project:

**January, 2018:**  The Mini-Grant team (a) finalized a rubric to evaluate mini-grant proposals, (b) reviewed mini-grant proposals and awarded successful proposals, (c) developed and shared the mini-grant assessment tool, and (d) shared elements required for sharing final grant research reports. The assessment and research report criteria were published on the grant web site at: <https://llcresearchgrant.weebly.com/mini-grant-activities.html>

**January 12 & 17, 2018**: Q&A meetings scheduled to address questions about mini-grant requirements and expectations prior to the mini-grant deadline.

**January 19, 2018:** A Faculty Coordinator, Jessica Koshi-Lum (Highline College), was selected to provide support to mini-grant recipients throughout the mini-grant project.

**January 19, 2018**: CTC library faculty submitted sixteen (16) mini-grant proposals for consideration.

**February 16, 2018**: Mini-grant Team notifies ten (10) successful mini-grant applicants; authors of unsuccessful grant proposals are invited to resubmit their proposals for consideration. Two proposals were resubmitted and received awards.

**February 20, 2018**: Mini-grant Q&A meeting with successful mini-grant teams to review project deadlines, grant expectations, reimbursement procedures, and other issues of concern

**March 22, 2018: Winter Check-In Meeting with Mini-Grant Teams / Jessica Koshi-Lum, Faculty Coordinator for Grant**

The purpose of the check-in meeting was for the teams to provide an update on the progress made on projects, identify any roadblocks and successes, and to provide a space to ask the Mini-Grant Team questions. Participants reported that they are on track to complete their timelines. As a whole, the teams seemed satisfied with the progress they have made on their projects.

**March, 2018**: Official award letters sent to mini-grant recipients in lieu of Interagency Agreements.

**Activities Planned for the Third Quarter:**

Jessica Koshi-Lum has scheduled spring quarter meetings with Mini-Grant teams:

* Tuesday, May 15, 11 a.m. -12 p.m., or
* Friday, May 18, 11 a.m.-12 p.m.

The spring quarter meeting theme focuses on collecting data/evidence. Melanie Sellar, one of the ACRL trainers who presented at the Dumas Bay retreat, will be on the call to help field any questions.

Note: The Research Symposium has been scheduled for November 2, 2018.

Prepared by Mary Ann Lund Goodwin, Ed.D.

April 16, 2018