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Building Community, Fostering Collaboration, and Engaging Bridge Program Students with a college's historical archives

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ABSTRACT

Similar to smaller archives, this college's archives have not been traditionally accessible online. Two instructors sought to teach summer bridge program (Boot Camp) students basic archival practices and quantitatively measure their information literacy skills through using the Information Literacy Skills (ILA) and Students' Perceptions of their Information Skills-Questionnaire (SPIL-Q) instruments (cite). Boot Camp students' average perceived confidence with IL skills as assessed by the SPIL-Q instrument increased from 4.00 to 4.77 (+19.2%) on the post-training SPIL-Q. By adding the ILA and SPIL-Q instruments to the course curriculum, combined with end of course reflection questions, the instructors were able to quantitatively determine if the students' comprehension of evaluating information improved after handling, processing, and digitizing primary source documents. This study demonstrates the opportunities for community building and collaboration afforded by archivists and librarians engaging faculty and students with primary source exploration through college archives.

Introduction

Researchers at a small master's level college located in the northeast co-taught a redesigned computer literacy course within a four-week summer bridge program known as "Boot Camp" to incoming first-year students (n=13). These students were identified as potentially academically at-risk as a result of their Standard Aptitude Test (SAT) scores and/or low high school grade point average (GPA). Students received an invitation to enroll in this program from the college's admissions department with the understanding that attempted completion of the program would result in fall matriculation.

The mission of Boot Camp was to provide recent high school graduates with experiences that would acculturate them within the college community. The computer literacy course that this research focuses on was one of four required courses in the Boot Camp program. The other three courses concentrated on basic math, remedial writing, and study skills topics; each course was held twice a week for three hours for four weeks.

For the previous six years, the instructor of the Boot Camp computer literacy course followed a traditional, practical hands-on applications approach of walking students through technical skills by demonstrating features and activities in Microsoft Word, Excel, and PowerPoint. A year before, in 2016, the redesigned course was co-taught; the instructor invited a librarian (who had established a productive research partnership) to teach a one-shot information literacy session to that year's Boot Camp cohort. After the one-shot information literacy session, the Boot Camp students took the Information Literacy Assessment (ILA) and Students' Perceptions of Information Literacy-Questionnaire (SPIL-Q).[1] With a desire to update the activities of the course to be more engaging for these at-risk students, the instructor reached out to the library director (two of the article's three co-authors) to discuss the possibility of introducing students to the college's archives to the students. The library director suggested that the instructor focus on the interrelated concepts of primary source literacy and archival literacy and connect it to information literacy following the computer literacy course outline.

As background information regarding the history of the college's archives, the library director shared with the instructor that the current archival collection was largely hidden due to the fact that the college's finding aids were not currently digitized. As a result, those interested in accessing the college's archival content were encouraged to contact the external affairs office via email or phone.

Previously, the college made minimal efforts to formalize any procedures and policies for the archives, nor did it attempt to hire qualified contract, part-time, or full-time archivally trained staff to process and make accessible archival materials. In 1991, for the first time, the institution hired a professional contract archivist to process the collection that existed at the time and generate printed archival finding aids. From the content in archives, Lloyd W. Kline wrote and published, through the College, the *History of Goldey-Beacom College* in 1994, the first formalized record of the college, which was founded in 1886. Since the typewritten finding aids that the contract archivist created were physically stored in the front of the archival box and electronically saved on a floppy disk, patrons interested in the college's history had to be physically present on campus to browse through the contents; they were not discoverable online. Along with the creation of the finding aids in 1991, the addition

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1.   Russell Michalak and Monica Rysavy, "Information Literacy in 2015: International Graduate Business Students' Perceptions of Information Literacy Skills Compared to Test-Assessed Skills," *Journal of Business & Finance Librarianship* 21 no. 2 (2016): 152-174.

of a budgetary line item of $45 to cover the archives annually was the extent of the institution's formalized support of the college's archives. Presently, the college has not hired an archivist, but has instead, reorganized the reporting structure of the archives from external affairs to the library director, who once worked as an archivist at another college.

This hidden nature of the College's archives gravely concerned the library director as it meant that most of the college community was unaware of the extent of the college's archival holdings which included historical documents, photographs, mixed media, and ephemera. As a result of the their previous work in information literacy instruction, the co-authoring researchers had recent experiences incorporating primary source literacy and archival literacy with first-year composition courses.[2, 3] These successful experiences led the library director to propose a solution to this predicament that would meet the instructor's desire to redesign and enhance students' engagement with the computer literacy course—improve students' ability to read, understand, and summarize primary source materials by interacting with documents located in the college's archives. This new focus met the instructor's goals and provided enhanced accessibility to the college's archival collections.

After discussing the library director's goals of expanding the accessibility of the college's archival collections with a hopeful outcome of increasing students' engagement with the library, archives, and other library services, the library director and instructor decided to co-teach a redesigned version of the computer literacy course.

This newly designed course focused on guiding students through the process of converting physical finding aids into online finding aids (thereby increasing accessibility to the archival content and increasing visibility of the collections) following basic archival standards using the Microsoft Office applications that previously served as the foundation of the course. Additionally, the redesign included a component to the curriculum that the instructor added the previous summer: the inclusion of the researchers' ILA program.[4] Previous deployments of the ILA program with the college's students indicated that students continued to score poorly on Module 4 (M4)—Evaluate Information. Therefore, due to the focus on evaluating primary source documents incorporated in the course redesign, the co-teachers determined that specifically analyzing students' ability to effectively evaluate the archival documents they interacted with would be a critical metric to analyze.

2. Ibid.

3. Monica Rysavy, Russell Michalak, and Kevin Hunt, "Information Literacy Assessment for First-Year Composition Students: A Case Study of Three Deployment Modes," in *Learner Experience and Usability in Online Education* (Hershey, PA: IGI Global, 2018).

4. Russell Michalak, Monica Rysavy, and Alison Wessel, "Students' Perceptions of Their Information Literacy Skills: The Confidence Gap Between Male and Female International Graduate Students," *The Journal of Academic Librarianship* 43 no. 2 (2017): 104-108.

The new focus of the course was to demonstrate proficiency with the same Microsoft applications as previous iterations of the course by transcribing the archive's physical finding aids so that they would be viewable online within LibGuides CMS by the college community. The instructors chose not to introduce Encoded Archival Description (EAD) standards to the students due its complexity and the short duration of the course. The instructors felt hands-on activity with the primary sources would engage the students more than training the students, whose past experiences and computer skills varied, to learn the hierarchical nature of EAD.

To quantitatively measure their Boot Camp students' understanding of evaluating primary sources, the instructors deployed two instruments: the ILA which comprises six online training modules that directly map to ACRL's framework for information literacy for higher education and the SPIL-Q which measures students' perceptions of their information literacy skills.[5] The instructors used these instruments to determine if the Boot Camp students' scores from Module 4 (M4)—Evaluate Information had improved after they physically handled and digitized primary source documents as well as converted printed finding aids into an online searchable format.

In this paper, the researchers will discuss and analyze the process in which the Boot Camp students converted printed finding aids into searchable online finding aids, scanned archival content from the archival boxes, and uploaded the scanned archival item into photo galleries within Springshare's LibGuides CMS. The researchers sought to teach incoming summer Boot Camp students information literacy skills such as evaluation, authority, and locating information to teach "scholarship as conversation" through the researchers' two information literacy (IL) instruments: ILA and SPIL-Q.[6]

Literature Review

The literature provides examples of colleges' efforts to improve academically at-risk students' potential for undergraduate success through summer bridge programs. Some colleges implemented summer bridge programs with the aim of improving retention, progression, and graduation rates.[7] However, few studies in the literature mention librarians and archivists collaborating in these programs.

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5. Ibid.

6. Ibid.

7. Rebeca Befus and Katrina Byrne, "Redesigned with Them in Mind: Evaluating an Online Library Information Literacy," *Urban Library Journal* 17, no. 1 (2011); Robert Schroeder, "Transitioning Students Transforming Higher Education" *Oregon Library Association Quarterly* 20, no. 1 (2014): 40-43; Demetria R. Johnson-Weeks and Claude R. Superville, "An Evaluation of the Effectiveness of a Summer Bridge Program on Student Retention and Progression," *Global Education Journal* no. 4 (2016): 20-37; Heather Wathington, Joshua Pretlow, and Elisabeth Barnett, "A Good Start? The Impact of Texas' Developmental Summer Bridge on Student Success," *The Journal of Higher Education* 87, no. 2 (March/April 2016): 150-177; Anne C. Barnhart and Andrea Stanfield, "Bridging the Information Literacy Gap: Library Participation in Summer Transition Programs," *Reference Services Review* 41, no.

In the past, librarians have collaborated with other departments across their college, such as a student affairs office, to redesign a summer bridge program to incorporate information literacy into the curriculum. The Student Affairs Office at the University of West Georgia collaborated with librarians to repurpose a 15-week information literacy course into a four-week course as part of a summer bridge program. Anne C. Barnhart and Andrea Stanfield described a myriad of problems with this program, particularly the hurried manner in which they redesigned the program. However, despite their critical feedback of the program, the authors indicated that the students who participated in the program were "glad they had that course and are reporting that they feel ahead of their classmates in their first semester college writing class."[8]

As a follow-up to this program, Barnhart and Stanfield deployed a survey to 103 librarians across the United States to find a solution to the problems they encountered during their first iteration of the program. They reported that only 33 percent (n=14) recounted experiences with systematic assessment of their librarians' involvement in instruction to students who are enrolled in summer transition programs.[9]

Even fewer examples of case studies exist that report librarians' teaching interactions with incoming first-year college students. One such example described the experiences of incoming students who were enrolled in a Federal TRIO program before they matriculated at their perspective institution. TRIO programs are "federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds."[10] In a program similar to TRIO, librarian Albert Schroeder taught disadvantaged students cognitive information literacy skills at Portland State University to help students with nontraditional backgrounds gain the social capital requisite to seamlessly "acculturate students to life at a university."[11] He explained that upon completion of the three-week information literacy program as part of their Summer Transition Program, "The students [began] to build a relationship to an academic librarian (myself) and to the library, and my hope [was] that they then see the library and librarians as potential allies in their academic success network."[12] In a similar program at Wayne State

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2 (2013): 201-218; Schroeder, "Transitioning Students"; Johnson-Weeks and Superville, "An Evaluation of the Effectiveness"; Wathington et al., "A Good Start?"; Barnhart and Stanfield, "Bridging the Information Literacy Gap"; Schroeder, "Transitioning Students"; Johnson-Weeks and Superville, "An Evaluation of the Effectiveness"; Wathington et al., "A Good Start?"

8. Barnhart and Stanfield, "Bridging the Information Literacy Gap," 207.

9. Ibid., 207.

10. "Federal TRIO Programs," U.S. Department of Education, https://www2.ed.gov/about/offices/list/ope/trio/index.html.

11. Schroeder, "Transitioning Students," 43.

12. Ibid., 41.

University (WSU), Rebeca Befus and Katrina Bryne deployed a questionnaire that assessed students' information literacy skills to incoming first-year college students enrolled in a federal TRIO program. In this program, the researchers found that "students received an average score of 71% on the knowledge portion and student responses varied on the confidence and satisfaction portions of the questionnaire" which the researchers embedded in WSU's online information literacy tutorial, SearchPath.[13]

To increase visibility, access, and use of archival collections, archivists should dedicate time to outreach activity. According to Ammie Morris, Tamar Chute, and Ellen Swain, when archivists taught, they primarily conducted student tours of the space, cursory orientation, and show-and-tell activities. They stated:

> *These traditional outreach activities are not without value: tours and displays of materials can serve as effective starting places for bringing in faculty, teachers, and students, leading to relationship building that may ultimately result in higher-level collaborative opportunities. However, when these types of activities are isolated from overall course goals and learning outcomes, they are unlikely to contribute in a meaningful way toward student learning. They can be effective in sparking interest and engagement, but if they are not linked to an understanding of how the materials support teaching and research, their value as primary sources will be misrepresented and misunderstood. In the minds of students, primary sources should never be made to seem as novelty items that are fun to view but not necessary for practical use.[14]*

Cory L. Nimer and J. Gordon Daines pointed out archivists who perform outreach activity at most academic archives and special collections conducted a wide range of instructional services from point-of-service interaction to a strong exhibition program.[15]

Archivists have, therefore, taught undergraduates the importance of working with original documents through outreach activity such as class-based instruction. Nimer and Daines shared how they moved away from show-and-tell sessions to class-based instruction that taught students how to understand the administration of archival policies and procedures.[16]

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13. Befus and Byrne, "Redesigned with Them in Mind."

14. Ammie L. Morris, Tamar Chute, and Ellen Swain, "Module 10: Teaching with Archives – A Guide for Archivists, Librarians, and Educators" in Archives Practice: Teaching with Primary Sources, eds. Christopher Prom and Lisa Janicke Hinchcliffe (Chicago: Society of American Archivists, 2016).

15. Cory L. Nimer and J. Gordon Daines, "Teaching Undergraduates to Think Archivally," Journal of Archival Organization 10 (2012): 4.

16. Ibid., 4.

Special collections and archival departments in academic libraries have seen an increase in traffic, interest, and accessibility of collections visited online and in-person in large part due to professors bringing undergraduates into special collections departments to teach them the value of primary sources. Jason Tomberlin and Matthew Turi reported that their faculty's:

> increased instructional interest, in what are casually called "primary sources," appears to be the combined result of internal library efforts to systematize, democratize, and promote special collections as well as the professoriate's embrace and recognition of the rather large pedagogical value of small original research projects. In short, special collections are no longer being held in reserve for the use of graduate students, faculty, and other so-called "serious researchers".[17]

Some institutions' special collections librarians invited specific professors to teach undergraduates in special collections to examine original documents in archival collections. For example, Thomas Mullaney, of Stanford University, introduced a hands-on approach to teaching archival experiences to undergraduates with the goal to replicate professional historians' experiences by involving students in the research process by exposing them to course-themed archival materials. This approach gave students the opportunity to visit an archive to examine and touch documents that allowed them to dive into historical events.[18] Valeria A. Harris and Anne C. Weller echoed Mullaney's approach. In their article, they shared that a common special collections outreach activity was liaising with professors to determine the method most efficient to teach students how to find, access and use primary source in a productive research-orientated manner.[19]

Finding aids are widely used by archivists to make archival collections accessible. According to Plato L. Smith, a finding aid is a document that provides "information on the scope, contents, and locations of collections/holdings" and serves "as both an information provider and guide for scholars, researchers, and learning and scholarly communities, directing them to the exact locations of rare, historic, and scholarly primary source materials within institutions' collections/holdings, particularly noncirculating and rare materials."[20] Jennifer Schaffner, Francine Snyder, and

17. Jason Tomberlin and Matthew Turi, "Supporting Student Work: Some Thoughts about Special Collections Instruction," *Journal of Library Administration* 52 (2012): 304.

18. Alex Shashkevich, "Stanford Praises New Hands-On Approach to Archival Research," Stanford News, March 17, 2017, http://news.stanford.edu/2017/03/21/stanford-students-praise-new-hands-approach-archival-research/ (accessed March 14, 2019).

19. Valerie A. Harris and Ann C. Weller, "Use of Special Collections as an Opportunity for Outreach in the Academic Library," *Journal of Library Administration* 52 (2012): 294-95.

20. Plato L. Smith II, "Preparing Locally Encoded Electronic Finding Aid Inventories for Union Environments: A Publishing Model for Encoded Archival Description," *Information Technology & Libraries* 27, no. 2 (June 2008): 26-30.

Shannon Supple shared, "Special collections staff have spent much of the last decade and longer working hard to open their collections by creating online finding aids, efficiently processing 'hidden collections,' digitizing collections, relaxing rules against photography in the reading room, cataloging rare books in the institution's public catalog, and welcoming users, be they college or graduate students, faculty, researchers, either casual or serious, and, more recently, K–12 students."[21, 22] They emphasized that without outreach, academic institutions' programs could not effectively enhance their research, teaching, and service missions.[23] For outreach to effectively work, the authors noted, special collections librarians must create more searchable finding aids and digitize materials from collections. According to them, LibGuides and social media have become common because they enhance the visibility and accessibility of archival collections.[24]

Many institutions have a backlog of printed (typewritten) finding aids that require someone to transfer them to an online format. Mark R. O'English stated, "as the digital age emerged, many archives channeled substantial resources into major conversion projects, digitizing finding aids and often creating access to them through existing or new MARC records in online library catalogs."[25] EAD, released in 1996, is considered to be the "data structure standard for encoding archival description."[26] However, due to the technical complexity of creating finding aids to this standard, some repositories have not fully adopted EAD. Sonia Yaco shared, "My initial discussions with archivists and librarians at the Wisconsin Historical Society and University of Wisconsin-Madison suggest two main barriers to implementing EAD: a lack of expertise in the server technology necessary to publish EAD on the web, and the desire on the part of archivists to rewrite legacy finding aids before encoding them."[27]

In 2007, Sonia Yaco surveyed the members of the Archives and Archivists Listserv of the Society of American Archivists and the EAD Forum at the Library of Congress

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21. Harris and Weller, "Use of Special Collections," 295.

22. Harris and Weller quote cited in Lisa Miller, Steven K. Galbraith, and the RLG Partnership Working Group on Streamlining Photography and Scanning, "Capture and Release: Digital Cameras in the Reading Room," OCLC Research, 2010, https://www.oclc.org/content/dam/research/publications/library/2010/2010-05.pdf (accessed March 14, 2019).

23. Harris and Weller, "Use of Special Collections," 295.

24. Ibid., 295.

25. Mark R. O'English, "Applying Web Analytics to Online Finds Aids: Page Views, Pathways, and Learning About Users," *Journal of Western Archives* 2, no. 1 (2011): 2.

26. Sonia Yaco, "It's Complicated: Barriers to Implementing EAD," *The American Archivist* 71, no. 2 (2008): 456.

27. Ibid., 457.

regarding barriers to EAD implementation. Respondents to her survey identified barriers to EAD implementation including "lack of staffing, lack of support, technology, cost, and workflow."[28]

While not a replacement to EAD, special collections librarians at many large research libraries use LibGuides as a vehicle to increase visibility of the content in their unique collections. A majority of the special collections departments in academic libraries who belong to the Greater Western Library Alliance (GWLA) implemented LibGuides to display research guides highlighting materials housed in archival and special collections.[29] For example, GWLA conducted a snapshot analysis of the use and accessibility of Springshare's LibGuides in special collections among "a diverse set of libraries that have a common emphasis on research."[30] Jacquelyn Slater Reese and Cheryl McCain, who authored that study, discovered "LibGuides have made it possible for special collections librarians to creatively expand their outreach opportunities, and careful consideration of guide location on websites is necessary in order to maximize access to them and their usefulness."[31] They discovered 90% of the GWLA respondents indicated they used LibGuides to display finding aids.[32] While they did not discover many LibGuides using finding aids to increase accessibility and visibility of their collections, Reese and McCain did discover that subject guides were the most common learning tool special collections librarians created due to their familiarity with traditional pathfinders.[33] More and more special collections departments have applied technology similar to LibGuides to historically printed special collections subject guides to enhance access to unique and rare resources.[34]

Limited research discussed using LibGuides to make finding aids accessible online. Jeff Jenson and Hulseberg of Gustavus Adolphus College, in their 2016 presentation at the Library Technology conference, outlined the following benefits experienced from their pilot:

- *Positive student feedback based on usability testing*

- *Reliable search functionality*

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28. Ibid., 470.

29. Jacquelyn Slater Reese and Cheryl McCain, "Special Collections LibGuides: An Analysis of Uses and Accessibility," Practical Academic Librarianship: The International Journal of the SLA Academic Division 7, no. 1 (2017): 1-12.

30. Ibid., 5.

31. Ibid., 2.

32. Ibid., 7.

33. Ibid., 9.

34. Ibid., 10.

- *Opportunity to collaborate*

- *Easier integration into course and subject guides and instruction.*[35]

There are more cases in the literature that discuss linking to finding aids within LibGuides. Melanie Griffin and Barbara Lewis discussed such an example in their work regarding the University of South Florida's (USF) Special and Digital Collections department. USF provided links to EAD and legacy PDF finding aids within the collection guides that were developed within LibGuides.[36]

Population

The Boot Camp cohort studied consisted of 13 students, with more females (69.2%, n=9) than males (30.7%, n=4) enrolled. In keeping with the mission and goals of the college, specifically "to help make the college accessible to all academically-qualified students through financial aid, flexible scheduling, and the use of technology", these 13 students were offered acceptance to the college pending attempted completion of Boot Camp due to a combination of low high school GPAs and below college admittance standard SAT scores. Students' average SAT score was 855 (out of 1600) and average end of high school GPA was 2.38 (4.0 scale).

Statement on Ethics and Conflict of Interest

The research was conducted in adherence to the guidelines of the U.S. Department of Health & Human Services, and ethics approval was sought and granted by the hosting college's Institutional Review Board (IRB). Participation in this research was strictly voluntary. To meet IRB requirements regarding anonymity, participating students' names were coded with pseudonyms, which were used throughout this study. The codebook was secured in a password-protected file held by the researchers.

Methodology

While it was the instructor's 10th year teaching the Boot Camp computer literacy course, this iteration was the first year the course had been dramatically redesigned, and the first year the course was co-taught with another instructor. A detailed outline of the course enabled the instructors to teach multiple concepts to the students in a short period of time (See Table 1).

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35. Jeff Jenson and Anna Husleberg, "LibGuides in the Archives: Hosting Finding Aids for Archival Collections on LibGuides" (presentation, Library Technology Conference, Macalester College, March 2016).

36. Melanie Griffin and Barbara Lewis, "Transforming Special Collections through Innovative Uses for LibGuides," *Collection Building* 30, no. 1 (2011): 5-10.

Table 1. Computer Literacy Course Outline

Class	Topic/Activity
1	ILA/SPIL-Q pre-test; ILA training; and post-tests for each ILA topic
2	Introduction to the Archives; begin typing archival box outlines; daily reflection
3	Continue typing archival box outlines; begin digitizing archival content; daily reflection
4	Relating archival boxes to College's history activity; typing archival box outlines and digitizing archival box content; LibGuides finding aids; daily reflection
5	Typing archival box outlines and digitizing archival box content; LibGuides finding aids; daily reflection
6	Typing archival box outlines and digitizing archival box content; LibGuides finding aids; daily reflection
7	Mini conferences with students one-on-one to discuss finding aids; digitizing archival box outlines; LibGuides finding aids
8	ILA post-test, SPIL-Q post-test; final reflection

The assessment instruments utilized during this course—ILA and SPIL-Q—were previously developed and deployed by the researchers in 2015.[37] For the purposes of this study, the researchers reviewed the pre- and post-test content from Module 4 (M4)—Evaluate Information in isolation from the other five modules of the ILA program for this course. The researchers focused on the results from M4 as the major focus of this course to teach the students to evaluate the primary source documents contained in the archival boxes.

The researchers asked Boot Camp students to complete reflection journals for seven of the eight class sessions using the online survey tool, Qualtrics. The researchers then sought to tie in the quantitative data gathered from the ILA and SPIL-Q to their qualitative daily reflections.

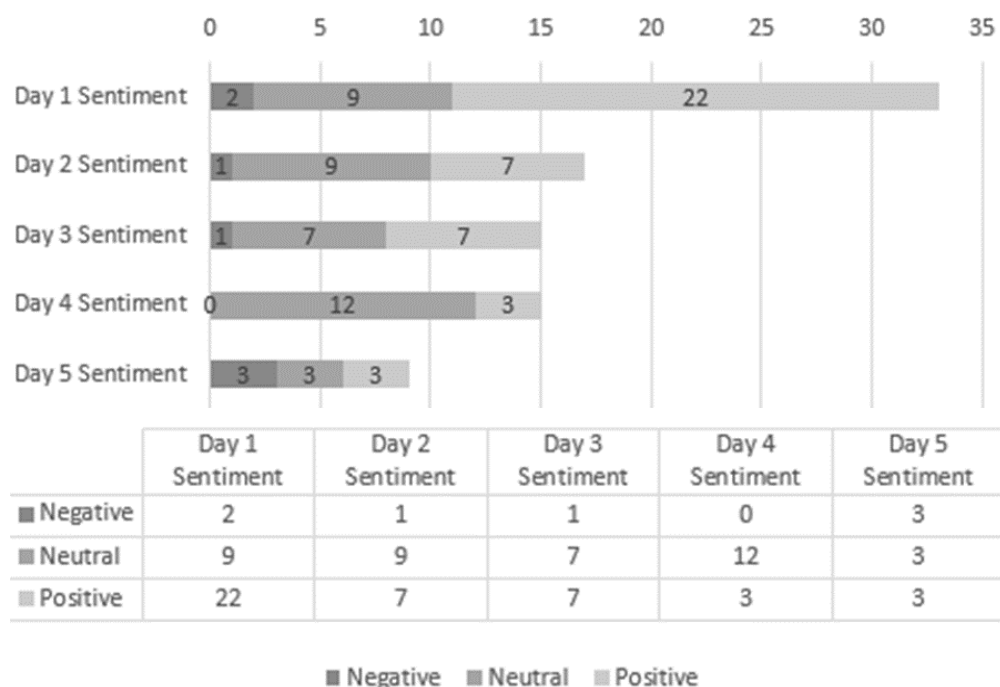37. Michalak and Rysavy, "Information Literacy in 2015," 152-174.

Results

Boot Camp students initially felt rather confident with their skills regarding Module 4 (M4) – Evaluate Information (as measured by the SPIL-Q) with an average response of 4.00 (somewhat agree) in response to the statement *I feel I have the skills necessary to evaluate reference resources for relevance to my topic and accuracy of content*. Students' average perceived confidence with IL skills as assessed by the SPIL-Q instrument increased from 4.00 to 4.77 (+19.2%) on the post-training SPIL-Q (See Table 2 for Pre- and Post-SPIL-Q results).

Analyzing Students' Sentiment Throughout the Course

Students summarized their course experiences each day by submitting narrative responses to reflection prompts in an online form. They were asked to respond to the question *Describe your experiences working with your Archival Box today* in an online Qualtrics form. These comments were categorized independently by the instructors as being primarily positive, neutral, or negative sentiments before collaboratively determining the sentiment's theme. The purpose of gathering this feedback was twofold: to gather near real-time comments regarding students' perceptions of their experiences so as to be able to course correct by adjusting curricular pacing or conference with students individually as needed, and to gauge students' overall perception of the day as being positive, neutral, or negative. As illustrated in Figure 1,

Figure 1. Summarizing their experiences, by day, by sentiment

	Day 1 Sentiment	Day 2 Sentiment	Day 3 Sentiment	Day 4 Sentiment	Day 5 Sentiment
■ Negative	2	1	1	0	3
■ Neutral	9	9	7	12	3
■ Positive	22	7	7	3	3

■ Negative ■ Neutral ■ Positive

the total number of student sentiments identified each day diminished as the course progressed—perhaps, in part due to journaling fatigue as well as the fact that students were more familiar with the course and course expectations, therefore they shared less.

Students were also asked to respond to the daily reflection question, *What did you like/dislike about the experience?* Their responses to this question were categorized in a similar fashion by the instructors independently as Like or Dislike and as a general theme. Their responses were then collaboratively categorized for ultimate theme and Like or Dislike categorization. Students' overall expressions of positive and challenging experiences throughout the course, by theme, are illustrated in Figure 2.

Figure 2. Positive and challenging experiences, by theme, overall
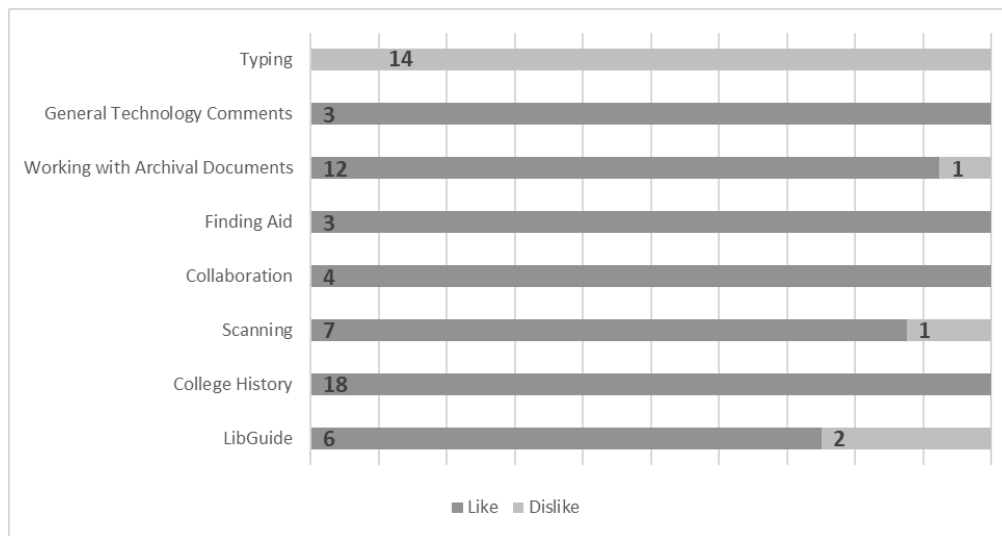
Students' Test-Assessed Evaluation Skills

Students' average pre-test score for the Module 4 (M4)—Evaluate Information module was 46.9%. Their post-test average score for M4 was 79.2%, as illustrated in Table 2, which indicated a 32.3% increase from the pre-test.

Boot Camp students were asked in their final course assessment, *What types of sources did you interact with while digitizing the GBC Archives?* to determine if they were able to accurately describe the types of sources they had interacted with during this course. The response choices available to the students included: Primary, Secondary, and Tertiary Sources. The correct answer was *Primary Sources.* Most of

Table 2. Module 4: Evaluate Information

ILA Pre-Test AVG	ILA Post-Test AVG	% Change Pre- to Post
46.9%	79.2%	32.3%

SPIL-Q AVG Pre-Training	SPIL-Q AVG Post-Training	% Change Pre- to Post
4.00	4.77	19.2%

the students responded accurately, with 85% (n=11) indicating that they had digitized primary documents, while 15% (n=2) stated they had digitized secondary sources, as illustrated in Table 3. No students selected Tertiary Sources. It is important to note that this question would not pass an internal content validity test as it was not asked in the pre-test, therefore, a claim is not being made that this comprehension was as a result of this experience.

Table 3. *What type of sources did you interact with while digitizing the GBC Archives?*
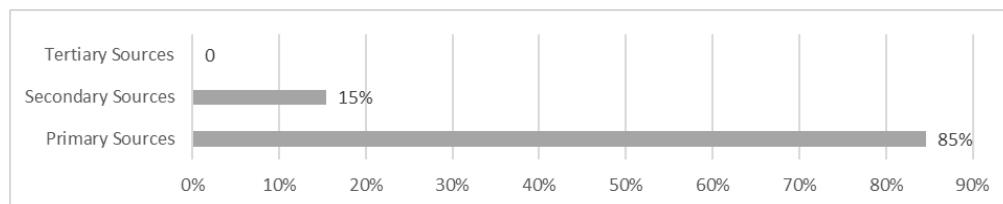
#	Answer	Percentage	Number of Responses
1	Primary Sources	85	11
2	Secondary Sources	15	2
3	Tertiary Sources	0	0
	TOTAL	100	13

Students were also asked *Why did you select this source type?* (e.g., primary, secondary, or tertiary). Students' interpretations regarding the definition of a primary source were mixed at the conclusion of the four-week course. Most students had an adequate understanding regarding the definition of a primary source. Maxwell (student pseudonyms used hereafter) shared, "[B]ecause it was original and authentic." Jessica expressed, "It is primary because it was actual documents from the years we had. Papers from our past presidents and yearbooks. A bunch of nice pictures… a picture of the graduating class in 1910 I believe. It's really cool." Ruby pointed out, "I chose primary source because we worked with the physical documents such as paperwork, letter, checkbooks, etc." Bart concurred, stating, "I selected primary source because the boxes were from years ago. They are not someone saying what happened, it is actual information on that time period. Old pictures, papers, binders." Two students expressed continued confusion, with Spencer stating, "[I] don't really know what it reads," and Ada expressed, "because [its] known to be directed."

Neely and Simmons-Hodo pointed out that "in order to successfully summarize main ideas from information sources, the student must be able to identify and understand key concepts from retrieved information, restate those concepts and details accurately by paraphrasing, and identify material that can be quoted."[38] In an effort to address the ACRL's Framework concept regarding "authority" ("Authority is constructed and contextual"), the instructors asked the students What types of details did you typically use to evaluate the GBC archival resources? (Select all that apply) to which the majority (46%; n=12) selected Year, 35% (n=9) selected Topic/ Category of Resource and the fewest number of students (19%; n=5) selected Name (s).

To learn about students' experiences in this course, the students were asked to *Describe your experiences working with the College archives during this course*. Overall, the students shared overwhelmingly positive experiences. Bart (pseudonyms used) reported, "I enjoyed it because I like history and especially the fact we were working hands on with it made it more interesting. We were touching papers and documents form the early 1900s, mid-1990s and later. I just think it was amazing to want to do an activity like this because it's fun and we learn the school's history at the same time." Ruby shared, "During the time I was here at the College's bootcamp I have learned a lot in the course. I learned how to put information that was from a very long time ago and see thing that I never even thought would be in the past." Jessica pointed out, "I enjoyed working with the archives. I liked seeing the physical documents and experiences, the smells and feeling of such old archives. I thought it was really interesting to know what, why and how things happened in the past." Samantha shared, "I thought it was really interesting for me, it was something new I

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38. Teresa Y. Neely, *Information Literacy Assessment: Standards-Based Tools and Assignments* (Chicago: ALA Editions, 2006), 73.

learned which is good for me. I did not even know you found all these archives about our school."

Students were asked to consider *How do you think the content you digitized from the College's history could be used by instructors in other courses?* Most of the students were forward thinking in terms of how the digitized items could be used in courses at the college. Spencer shared, "The information could be used for other courses because for writing, your professor could give each person a topic to look at and they could write on it. Also professors could give quizzes on each time period." Samantha thought, "Our digitized archives could be used as examples to present in class. They can be presented by topic. They can also be visual examples."

When the students were asked *Why was it important to preserve the college's history by digitizing the college's archival content?* most students shared that the digitization project will benefit future generations of students, staff, and faculty at the college. Ada pointed out that "the past is important to preserve, even if it doesn't seem relevant currently. It could hold significance later on." Casey expressed, "I think what we did by digitizing this information is important so that students, faculty, and people know more about Goldey-Beacom's history and how we came about." Dana shared, "To always keep a copy of the past information because the originals aren't going to last forever, so you'll have a backup copy."

When the students were asked What were the benefits and challenges of using LibGuides as the online home for the archives? the majority of the students found LibGuides administratively simple to access but there was a learning curve to add boxes and images. However, with practice and repetition the process became easier. Jessica pointed out that "the benefits were just being able to log on by clicking on the bottom and being able to edit from there which was super simple to access. Only downside I can think of is that some of the steps to make boxes or formatting would have complicated/[elongated] the process, but they weren't that bad once you go used to it." Bart stated, "Some challenges were that some boxes were long and very detailed so it could be draining to type it all up but the benefit now is that its online and easier for people to view." Ada shared, "Using LibGuides was confusing, the editing and uploading pictures were tough but once I understood how to do it, it became easier for me."

Discussion

The researchers considered this redesigned iteration of the computer literacy course within the Boot Camp program as a success: the students were engaged with the content; their apprehension of washing their hands everyday subsided (we did not require white gloves to touch the documents); and they wanted to continue to handle the documents after the class ended.

Boot Camp students demonstrated a 32.3% score increase in Module 4 (M4)— Evaluate Information from the pre-test to the post-test and a 19.2% increase in

confidence in their perceptions of their ability to evaluate information. Moreover, several students were pleased to be acknowledged for the work that they had completed (as a footer on their LibGuides pages); one student even told the researchers that based on his experiences in this course he would be interested in starting a student club that taught archival practices such digitization and its connection to the history of the college in the fall as result of his experiences in the course.

The Boot Camp students transcribed the physical findings aids into an online format in Springshare's LibGuides with a fairly high level of accuracy. After reviewing the students' work, the researchers made some layout and formatting modifications for consistency. Additionally, all images uploaded to the gallery required the addition of metadata. The students felt the software, LibGuides, was easy to use the more they practiced throughout the course. For example, the students became less frustrated logging into LibGuides once they became familiar with where the login link was located and understood how to authenticate through Single Sign-On (SSO). Editing digital content boxes did not cause significant confusion but adding images to the LibGuides gallery proved difficult. The researchers would recommend that students practice scanning with more than one archival material in the next iteration of the course. (However, significant time should to be allotted for this activity). Due to the condensed course schedule, the students had only adequate time to learn how to properly handle, scan, and upload one archival item during the course.

Deploying the ILA pre-test on the first day of class provided a preview for students regarding the concepts that would be discussed during the course. The students appeared to be actively engaged while handling primary source documents and seemed excited to see old documents that related to the history of the college. However, the researchers found that despite this interest, students' ability to remain actively engaged with detailed tasks increasingly diminished as the four-week course progressed. By the end of the course, the researchers had to remind the students that they were required to take the ILA online training modules to receive a grade. By the last day of class all the students (n=13) did in fact complete the ILA and SPIL-Q post-test. They became familiar with historical documents, reflected on their experiences handling those documents, and completed the six ILA training modules. Their post-test score for Module 4 (M4)—Evaluate Information increased by 32.3%. Furthermore, Boot Camp students' average perceived confidence with IL skills as assessed by the SPIL-Q instrument increased from 4.00 to 4.77 (+19.2%) on the post-training SPIL-Q, which the researchers believe could be attributed to students' interaction and reflection with the college's primary source documents.

Experiences like these can engage incoming college students with primary source documents when they handle rare materials. By interacting with these rare materials, the students expanded their understanding of one's self as well as his/her role in the larger community. For example, one student looked for her mom, an alumna, in the college's yearbooks; this exploration of potential personal connection to the college additionally reinforced this student's commitment to fall matriculation. Students not

only performed important and needed tasks for the college when processing these documents but also, their involvement in special collections adds to their educational experience at a college or a university. A major learning experience for students while working with archival materials in Special Collections was the exposure to the concept of the book in multiple forms. Students can be introduced to artists' books, the history of the development of the book as an intellectual concept, the use of bibliographic tools, and an understanding of both used and new book trade concepts in addition to books and their place in society.

Another learning experience typically only gained through a class taught by an archivist or special collections librarians is the ability to translate research topics into real and productive opportunities for the students outside the classroom. Therefore, the students have the ability to learn the holdings of special collections and the other materials that are associated with the research component: rare books, manuscripts, ledgers, ephemera, visual materials (photographs, daguerreotypes, tintypes), and born-digital materials. In most cases, the Boot Camp students were able to make links to analog-based materials to digital-based information. The expectation for this program is that a student will be able to locate, access, and evaluate information, as taught in the ILA, as members of the community.

By working with archival materials, students were afforded opportunities to understand the valuable resources associated with the history of the community. The teaching exercises incorporated in the curriculum helped students assist archivists in handling collections, such as packaging content for removal from an offsite location to the department. Interacting with the college's archival content afforded students the opportunity to learn what the internal and surrounding community members (local and state) valued because what was collected was often from the community, so what the community valued was what was saved.

Students can be a key component in the curatorial process in all aspects of special collections and archives. In this case study, students learned both technical and professional requirements in organizing and articulating collections; how to develop digital-based research guides (encoded archival finding aids); and the various requirements for developing these guides into searchable documents available to an international public through online access. The opportunity to work with a college's archival materials can add significant depth to the regular educational learning program for undergraduate and graduate students. Students learned to write, think, and develop abstract descriptions that provided real and successful insight into collection holdings.

Students working with archives and special collections can also learn more practical based skills such as the principles of preservation, the importance of housing materials, as well as how to deal with water, fire damage, mold and dirt. These experiences provide solutions that can be applied to their post-work careers. Exercises such as these impart the importance of outreach and marketing, the principles of exhibiting both inside and outside the library, and the opportunities that exist for promoting such exhibitions via social media.

Archivists who have the opportunity to teach students to work with rare and archival materials experience the benefit of helping students conduct the necessary functions to make special collections a major research component of any library, as part of a concerted outreach effort. Today's students come to special collections armed with a high level of technology use, are often familiar with methods of leveraging social media concepts to help market the products of special collections, and potentially have experiences teaching or training. By engaging these students through a structured curriculum, they are able to utilize and impart these skills on to the library's permanent staff, offering a huge benefit to special collections. Creating an environment that allows students to feel comfortable is the responsibility of special collections librarians and archivists.

In fact, teaching students is a two-way street with benefits to special collections and the students. Students who engage in activities in special collections can better understand their role in and their responsibility to society. The same is said for anyone who handles, processes, and makes accessible historical materials in any format—that person will have a better understanding of their role in how to make society, either at a micro (personally, locally, and regionally) or at a macro (within the national and international community) level, a richer place.

Implications

This case study provided an example of what professors, no matter discipline or institution, can accomplish through collaboration with their institution's archivists and special collections librarians. Alongside teaching students the value of archival materials as part of the community, students are taught archival processing practices with the intent to evaluate information by working with primary source materials. Professors who incorporate processing of archival materials into their curriculum with archivists or special collections librarians oversight will create an experience that will encourage students to explore history and their community. Finally, subject specialist librarians now have an opportunity to teach students scholarship as a conversation (evaluate, locate, and access) through primary source documents with active learning exercises.

The instructors plan to focus future iterations of the Boot Camp computer literacy course on basic archival standards by providing opportunities for students to process, digitize, and make archival materials accessible. In addition, the students will complete the ILA and SPIL-Q assessments to assess mastery of content related to evaluating information. To determine if including the practicum of students journaling their experiences while handling primary source documents in conjunction with completing the practical exercises and completing the ILA and SPIL -Q assessments was effective, more data needs to be collected and analyzed. With future iterations of this course, the instructors will be able to refine the practical assignments to make the most of the students' time during the condensed four-week timeline.

Additional practical application activities will be added for the students in the form of labs. With labs, students will be asked to locate a specific item in an archival box related to the college's history, take a photo of it, and then utilize a series of online forms similar to those used in the researchers' Digital Archival Advertisements Survey Process (DAASP) study to reflect on how their peers' materials relate to the college's history.[39]

Furthermore, more studies need to be conducted that intertwine information literacy and archival/primary source literacy. The researchers plan to compare the Boot Camps students' results from Module 4—Evaluate as part of the ILA to the results from another recent study that used the DAASP model, "which is a collaborative active learning exercise with primary source documents of print-based advertisements" from a library-licensed database, *Consumer Culture*, and from Adam Matthew.[40] With DAASP, "the researchers were able to assess the students' and their peers' ability to evaluate their biases" in a first-year composition course held during the Fall 2017 semester in which students (n=13) were enrolled.[41]

Conclusion

Through the successful collaboration with the computer literacy instructor and the director of the library (two of the three co-authors), the students (n=13) who participated in the computer literacy course for the Boot Camp (summer bridge program) were engaged with the active learning exercises designed for the course. By adding the ILA and SPIL-Q to the course curriculum, the researchers were able to quantitatively determine if the students' comprehension of evaluating information improved after handling, processing, and digitizing primary source documents. The students' comprehension of evaluation significantly improved, demonstrating the utilization of the training modules improved their evaluation skills. The library director and the lead instructor, too, concluded that the active learning exercises designed for this course afforded the students formal learning experiences that would usually only occur when students at the graduate level worked in special collections.

Other college libraries could implement a similar program to support their institutions' efforts to build community, foster collaboration, and engage students across all levels of the institution. While this research focused on engaging summer bridge program students (i.e., incoming at-risk first-year students), this program could be easily modified to meet the learning goals of students at any stage of their program. In addition, this case study provides an example of how archivists can collaborate with faculty to introduce students to their institutions' archival holdings.

39. Monica Rysavy, Russell Michalak, and Kevin Hunt. "Mapping Points of Interest: An Analysis of Students' Engagement with Digital Primary Sources through Digital Heat Maps and Written Reflection," *American Journal of Distance Education* 32, no. 3 (2018): 202-216.

Furthermore, this research provides an example of utilizing LibGuides to house finding aids. While certainly not the traditional tool for displaying archival collections, LibGuides is commonly used by academic libraries for research guides or traditional pathfinders. Using LibGuides to house finding aids is one way to make collections more accessible if they were only available in print before. While other more traditional options for housing finding aids exist, such as Archivists' Toolkit and ArchiveGrid, the instructors' institution does not permit using software that must be located on a local server, or for that matter, discourages the adoption of software with a high learning curve that is only applicable to one department (the library) due to limited IT staffing.

In conclusion, by the end of the four-week course, all students in the Boot Camp course passed and chose to matriculate in the fall. Many of the students approached the instructors in the fall semester to create a student government association club—history club—so they could continue working with archival documents and continue on their expressed interest in scanning archival documents, as they had been introduced to during Boot Camp.