The Library Can Do That?

Library Services for Transfer Students
Background: What do librarians do?

- Information literacy instruction;
- Research consultations;
- Subject liaison work;
- Reference / drop-in research assistance;
- Tutorial / website development;
- Outreach programming, etc.
Background: What do librarians do?

Information literacy:
“The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

(ACRL, 2016)

Framework vs. Standards:
- The ACRL Information Literacy Standards (now rescinded)
- ACRL Framework for Information Literacy for Higher Education
Information Literacy Instruction and Transfer Success

Mark Robison
First-Year Experience Librarian
Valparaiso University
Through teaching information literacy, does the library have a role to play in supporting transfer success?
Tinto (1975, 1993):

Academic Integration & Social Integration

Image courtesy of Wikimedia user Irina.stelea: https://commons.wikimedia.org/wiki/File:Seminar_Bard_College_Berlin,_2013.jpg
Laanan, Starobin & Eggleston (2010):

Transfer Student Capital

RQ1: Does information literacy instruction contribute to a student's successful academic integration into her/his current university?

RQ2: Does previous information literacy instruction contribute to a transfer student's successful academic integration into a new institution?

RQ3: When, and through which channels, do incoming transfer students want to receive information about library resources and the research skills needed at their new universities?
The Survey

- Previous University (experiences/attitude)
- New University (experiences/attitude)
- Communication Preferences

- Response rate: 29.4% (n = 38)
Findings

- IL instruction produced immediate, significant benefits to student confidence with finding information.
  - Previous institution ($p = 0.021$)
  - At Valpo ($p = 0.009$)
Findings

- This benefit was not transferrable.
Findings

- Transfer students believe they need information about how to use their new library.
Findings

- Respondents were least interested in contact in which they might feel singled out: direct emailing; direct meetings. Group & solitary learning were preferred.
Findings

- The critical period is a window of about two and a half weeks: from the time they arrive on campus, through the second week of class.
Future Directions

- Is IL really not part of transfer student capital?
- Is IL truly a key component in student confidence?
Information Literacy Skills and Needs of Incoming Transfer Students@UNCG

Karen Stanley Grigg
Science Liaison Librarian

University of North Carolina at Greensboro (UNCG) Libraries and Archives
Why study transfer students and information literacy?

- UNCG serves more than 17,000 students, about 11% of which are transfers.
- Retention and success of transfer students considered high priority
- Information literacy skills tied to student success
- Diverse educational backgrounds and exposure to information literacy training
- What do these students need, and how can the library help?
Background Research

Phillips and Atwood (2010): OhioLINK librarian survey: less than 25 of 200 or more reported classes were taught to transfer students.

Tag (2004): Western Washington survey of incoming transfer students- some familiarity with library resources, but over half requested library instruction.

Gross and Latham (2011, 2012): Students who score below average in Information Literacy believe they are more skilled than they are.
Data Collected

- Incoming grade level
- Type of institution from which student transferred
- Age range
- Major/s
- Previous exposure to scholarly research and research instruction
- Knowledge of basic information literacy concepts
- Perceived needs
The first three questions are to find out what strategies and skills you use when searching for background and research information on topics.

I want to find information through the library. What are the best words for me to type? This is my research question: What are the long term effects of smoking on health?

I'm doing a persuasive speech about quitting smoking. Can you tell which of these web pages would be the best source for me to use?

- [ ] http://cigarettezoom.blogspot.com
- [ ] http://www.cdc.gov/tobacco

Why did you select this website?

Which of these statements would I need to cite? (tell my audience where I found the information). Please check each statement that needs a citation.

- [ ] Smoking causes lung cancer [this information can be found in many places - the Internet, seen on t.v., heard in class, and seen on packs of cigarettes]
- [ ] “Approximately 69% of smokers want to quit completely” [this quote was found for free on the Internet]
- [ ] Even being around second hand smoke can cause health problems like lung cancer, heart disease, and respiratory infections [this information was found for free on the Internet and I restated the information in my own words]
Have you ever done a research paper with a bibliography (works cited page)?

- Yes
- No

Have you ever had a workshop or class about searching for information?

- Yes, in high school
- Yes, in community college
- Yes, somewhere else
- No

What kind of research skills training would you like?

Please check all that apply.

- Finding books
- Finding articles
- Finding other sources (please let us know what kind of sources in the "other" box below)
- Figuring out which sources fit your information need
- Figuring out how to cite a source
- No thanks, I'm not interested in research skills training
- Other: [ ]
Survey results

- N=150
- Rubric created for qualitative data
- 28% of our transfers are 30-59, and 55% of transfers from community colleges
- Results on choosing keywords: Almost 73% of respondents scored fair or poor
- Students reporting no library instruction experience least knowledgeable
- Older students and students from community colleges least knowledgeable
- Transfer students from other NC 4 year colleges most knowledgeable
Challenges and questions

- Keyword question wording might not have suggested to use connectors like “AND” and “OR”
- Citation question possibly ambiguous
- Older students and community college students least knowledgeable, but why?
ACRL Assessment in Action Program

- Librarian served as AiA Team Leader
- Assembled strategic partners who worked with transfer students and assessment across university
- In-person meetings, Moodle course, webinars, group of cohorts.
- Project presented at ALA
- Research designed using structured Assessment Cycle.
Pre and Post Assessment

- Library instruction in two sessions of class for new transfer students (FFL 250)
- Task- catalog search, attitudinal questions on comfort levels for tasks, identify most challenging skills
- Rubric instrument applied and analyzed in SPSS
Pre- and Post- Assessment challenges

- Pre-test not sent out before class; time crunch
- One session not scored because of student challenges
- Small sample size (19) made it difficult to find significant differences
How would you rate your comfort level with finding books in the library?

How would you rate your comfort level with finding journal articles on a topic?

Post-Test improvement finding call numbers, not for other two tasks.

25% increase in comfort level for finding books, and 26% increase in finding journal articles.
Challenges citing sources:
“The different formats on citing a source, for example, MLA and APA.”
“Because there are many different ways to cite and I am not familiar with doing so.”

Challenges finding kind of information needed:
“Because that is usually the most challenging for me at any library, since it is so broad.”
“When it is time to find information, sifting through the minutiae will still be challenging.”

Challenges finding journal articles
“I think it will be challenging because there are so many articles to choose from and having to go through and find one that fits with my research would be difficult.”
Follow Up Survey - Methodology

- Re-surveyed 2014 cohort
- Similar - demographic + Information Literacy tasks
- Asked about student-librarian interactions
  - Reference desk
  - Virtual reference
  - Library instruction
  - Consultations with liaison
- Rubric instrument, SPSS
Follow Up Survey

- This time asked the length of gap between transferring institutions
- Significant results
  - Students who have received library instruction were more likely to seek consultations with subject librarians.
  - Older students were more likely to have had a longer gap between transferring institutions, perhaps affecting skills

Students who attended an instruction class were 450% more likely to seek out help from a subject librarian!
Challenges, Survey

- Almost half of solicitation e-mails bounced back, suggesting retention issues
- Smaller sample size than desired (n=58)
- Theories for flattened results:
  - Those students who previously scored poorly might have been the students who dropped out
  - One year of instruction and research brought up lower scorers
Conclusions

- Both AiA studies show that library instruction increases confidence and motivation to seek out librarians.
- Increase in confidence will hopefully lead to greater sense of self-efficacy.
- Pre-test/Post-test results on increased skills disappointing, but team was happy to see that student confidence increased.
Next Steps

- Use student ID number for access to all available demographic information, such as:
  - Ethnicity
  - Military service
  - First gen status
- Embed in transfer student orientations, specialized instruction
- Outreach to community college librarians
- Focus group in planning stages
Dedicated Library Services for Transfer Student Needs

Tammy Ivins, Transfer Student Services Librarian
University of North Carolina - Wilmington

<table>
<thead>
<tr>
<th>Enrollment (all figures are preliminary)</th>
<th></th>
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<tr>
<td>Undergraduate, Fall 2016</td>
<td>approximately 13,914</td>
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<tr>
<td>Graduate, Fall 2016</td>
<td>1,826</td>
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</table>

<table>
<thead>
<tr>
<th>Degrees Offered</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>54 in 49 majors</td>
</tr>
<tr>
<td>Master</td>
<td>29</td>
</tr>
<tr>
<td>Doctoral</td>
<td>4</td>
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</table>
Transfer Students @ UNCW

Fall Transfer Admissions
2015 - 1,729 ↑
2014 - 1,445 ↓
2013 - 1,689 ↓
2012 - 1,734 ↑
2011 - 1,522 ↑
2010 - 1,224

Growing Veteran Population

Of the 11,444 new freshman applicants, 61% were admitted and 29% of the admitted students enrolled at University of North Carolina Wilmington in Fall 2015.

Of the 3,561 transfer applicants, 77% were admitted and 63% of the admitted students enrolled at University of North Carolina Wilmington in Fall 2015.
“Transfer Student Services Librarian”

Changing roles in the library to serve changing populations

New, but not so new

- Libraries have had “first year” librarians for years.
- Tailored services for transfer students usually provided by several librarians.
"Transfer Student Services Librarian"

What’s the job? Includes

- Tailored information literacy (research) instruction
- Targeted outreach for transfers
- Core-curriculum solutions
1) Tailored Library Instruction

Information Literacy Instruction @ Randall Library

**4 Steps:**

1. **First Year Seminar**
   - Information cycle
   - “Scholarly vs. popular”
   - Evaluating information

2. **ENG 100/101**
   - Basic keyword searching
   - Differences between search tools
   - Finding background information

3. **ENG 103/200/201**
   - Advanced keyword searching
   - Choosing a database
   - How to find full-text
   - Interlibrary Loan

4. **In Your Major**
   - Discipline specific research
Tailored Library Instruction

Originally, transfer seminars (201) = first year seminar (101)

Eventually, transfer seminars ≈ first year seminar

UNI 101 & UNI 201 → ENG 100/101

UNI 101 → ENG 100/101
• UNI 201
Tailored Library Instruction

Information Literacy Instruction @ Randall Library

4 Steps:

1. First Year Seminar
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   - Discipline specific research
Tailored Library Instruction

Now, transfer seminars ≠ first year seminar
2) Outreach to Students

Why?

- Familiarity with campus resources such as the library = increased retention
- Connecting transfers with appropriate subject expert librarian

Outreach to “all”

- Orientation fairs (post major declaration)
- Tailored welcome emails
Outreach to Students

Outreach to select groups

- Veterans
- Early college students
- TAO Sigma

Outreach to “related” groups
3) Core-curriculum & the Library
Core-curriculum Solutions

Collaboration and Advising

- Working with University Studies to manage the IL requirements.
- Helping transfer students navigate our IL graduation requirements.

Information Literacy Exam

- For high-credit transfer students.
- “Test out” of three IL credit hours.
- Coordinated by our University Studies Librarian
Next Steps

Continue to learn from other academic libraries

● Our “feeder” schools
● Newly published research

Continuing to learn from our transfer students

● Informal and formal assessment.

Continue to learn from other UNCW departments

● How can we help?
About Appalachian State University
Kelly McCallister, Distance Education Librarian/Assistant Professor

- ASU, located in Boone, NC is a public, four-year large, primarily residential University with an enrollment of approximately 18,026 students
- ASU offers undergraduate, selected masters and intermediate programs, and a Doctorate in Education, and is one of 17 campuses comprising the University of North Carolina system
- Students transfer with varying number of hours:
  - 52% transfer as sophomores
  - 32% transfer as juniors
  - 13% transfer as freshmen
  - 2% transfer as seniors
- Students transfer from three types of colleges:
  - 70% from community colleges
  - 28% from four-year colleges
  - 2% from unknown types (such as foreign institutions or military)
Transfer Students & the Library Workshop

- Responding to the immense amount of literature concerning Transfer Student retention and the library’s role in improving it through specialized resources and services.
- Created and implemented a one-day workshop for ASU librarians and colleagues from two-four year public and private feeder schools.
- Goals:
  - To understand the information literacy programs at feeder schools
  - To develop relationships with librarians at the schools where transfer students begin their academic journey
  - To share best practices, tools and strategies for teaching and assessing information literacy
EBSCO Transfer Student Research Study

- Collaboration with Appstate, DePaul University, Catawba Valley Community College and Moraine Valley Community College
- Research Goals:
  - Assess the information literacy skills gap of transfer students and community college that plan to attend a four year school
  - Evaluate available resources/services for community college and transfer students
  - Determine additional research opportunities to continue effort to understand how community college and transfer students approach research and their skillset

User Research Report
Community College & Transfer Student Interviews: Approach to Research and Information Literacy Skills

Khalilah Gambrell, EBSCO Information Services
February 22, 2016
EBSCO Transfer Student Research Study

- Students’ research workflow did not differ across participants. Students begin with Google and then use common techniques to evaluate relevant content.
- 5 out of the 6 transfer students received library instruction at their previous school.
- Most transfer students (only 1 out of 6) did not receive library instruction at their current school.
- Faculty play an important role in students’ approach to research.
- Students utilize the library as a physical space - a place to study or meet with classmates.
- Students utilize academic support services (e.g. tutoring and writing support).
- Students do not utilize library website, library resources, and librarians.
- Students believe librarians are very helpful and knowledgeable but rarely turn to them for help.
- Students are very confident about their research skills. They are self-sufficient and only when necessary turn to faculty and/or peer.
- Students research roadblocks: finding relevant search results and identifying resources to use.
EBSCO Transfer Student Research Study

Characteristics of a Community College student:

- **Cost and location** (close to home) were factors for attending community college
- Employed **20-30 hours** a week
- Have taken library instruction
- Plan to attend a **local 4 year college/university**
EBSCO Transfer Student Research Study

Characteristics: Transfer Student

- Average age: 21
- Most received an Associate’s Degree
- Most students that transferred from a 4 year college/university were only at their previous school for a year.
- Live off-campus
- Received library instruction at their previous school
- Location (close to home) and program aligned with their interests were reasons students transferred from another 4 year college/university
- Cost was the most common reason students attended a community college
- Course load has been the biggest adjustment
- Very happy with decision to transfer. Love new school!
Current and Next Steps

Current:

- Newly developed Librarian for Non-Traditional Students position
- Member of Transfer Services Team and Transfer RLC committees
- Active orientations (face to face and online), tours (both parents and students), workshops, websites, personal interaction
- Contributing to the scholarship through publications and presentations
Current and Next Steps

Next steps:

● Continue working with colleagues from feeder schools
● Continue to collaborate with faculty and Office of Transfer Services
● Design and administer an ethnographic study of our Transfer Student population
● To develop a required transfer course similar to a first year seminar
Library Strategies for Multi-Campus Student Transition

Carrie Bishop, Regional Campus Librarian
Indiana University of Pennsylvania, Indiana, PA

- One of Pennsylvania’s 14 universities comprising the PA State System of Higher Education
- Fall 2016 enrollment was just under 13,000

Regional Campuses

- Two regional campuses serving about 500 students
- Regional campus students typically take 2-4 semesters of coursework at the campus before transitioning to Indiana to complete their degree
How could the library help ease the transition?

What?: Our goal was to play our part in easing a student’s transition from a regional campus to the Indiana campus.

How?: We hoped to ease the transition by building a sense of familiarity and create a connection with the library buildings, the services, and the staff.

Why?: We hoped that this familiarity would increase their use of the library and lead to long-term student persistence and retention.
## Best Practices for Transfer Student Success

<table>
<thead>
<tr>
<th>Best Practices</th>
<th>Library Strategy</th>
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<tbody>
<tr>
<td>Build familiarity with receiving institutions</td>
<td>Transition Day Program</td>
</tr>
<tr>
<td>Provide opportunities for students to visit the</td>
<td>Transition Day Program</td>
</tr>
<tr>
<td>receiving institution</td>
<td></td>
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<tr>
<td>Provide information on services available</td>
<td>1-credit information literacy course</td>
</tr>
<tr>
<td>Receiving institution should reach out to students</td>
<td>Personal Librarian co-taught one lesson in the credit course</td>
</tr>
<tr>
<td>Identify a liaison in each department</td>
<td>Main Campus personal librarian assigned to regional campus students</td>
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</table>
Strategy: Information Literacy Course

In this course students are introduced to:

- The research process including writing a research question, gaining an understand of scholarly research materials, evaluating information and the ethical use of information.

- The tools the library provides to do this work including the book catalog, article databases, and citation tools.

Best Practice: Provide information on services available
The Library’s Student Success Librarian was assigned to serve as a Personal Librarian for the regional campus students once they arrived in Indiana.

She reached out to students before and after their arrival in Indiana through social media, email, and online instructional materials.

Best Practice: Identify a liaison in each department
Strategy: Introduce Personal Librarian in class

Student Success Librarian traveled to the regional campuses to co-teach 1 session of the Information Literacy Course.

We planned a fun activity for the class that she led to allow students to get to know her and begin to feel comfortable with her.

Best Practice: Receiving institution should reach out to students.
Strategy: Transition Day Program

- Regional campus students participate in a transition day program during the Spring Semester.
  - Meeting with academic advisors and scheduling for Fall
  - Orientation to campus buildings and services
- Library offered an Amazing Race style activity to allow students to explore the library services and meet library personnel
  - Pre and Post test results showed that the activity increased both students’ confidence and comfort level using the library as well as their actual knowledge about library services such as where to ask to get help.

Best Practice: Build familiarity with receiving institutions
Provide opportunities for students to visit the receiving institution
Assessment and Next Steps

● Follow-up survey
  o Sent to former regional campus students during their first semester in Indiana
  o How did you use/interact with the library this semester?
  o Which activities/learning opportunities did you participate in?
  o Which activities/learning opportunities were most useful in increasing your comfort level and knowledge of the library?

● Next steps
  o Continue offering programs and support for regional campus students before and during the transition to Indiana
  o Conduct focus groups to evaluate the success of the program
Takeaways

- Academic libraries exist to support students in their research and academic success.
- Libraries are always looking for special campus populations who might need specific outreach and help.
- We are always looking for new collaborators! Let’s tear down the silos.
Virtual Handout

goo.gl/9vQOK8

“O” as in “Oatmeal”
Questions?