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The role of academic libraries in supporting student transitions

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The Role of
Academic Libraries
in Supporting
Student Transitions





Introductions

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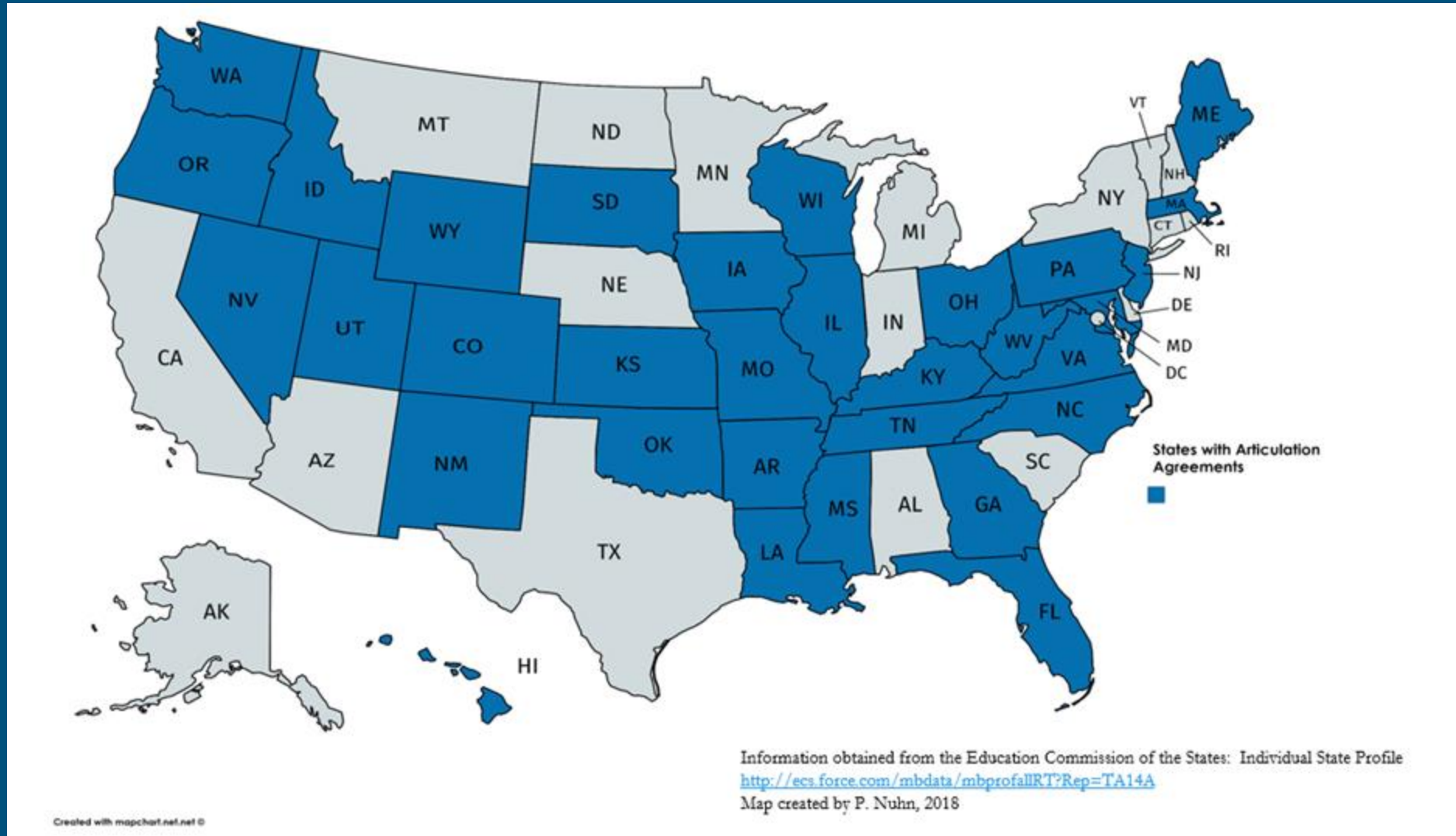




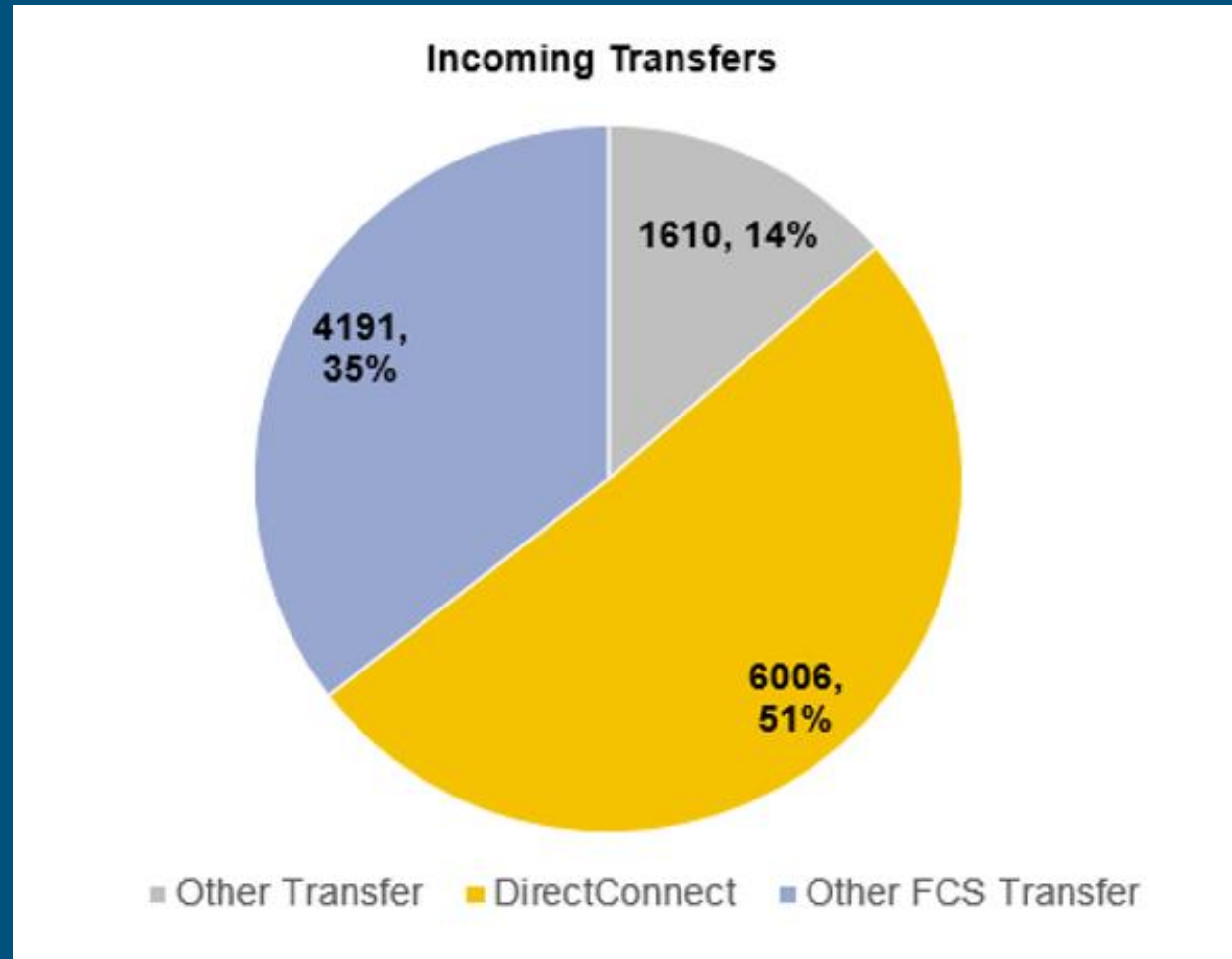
Overview of Presentation

- Articulation Agreements and Implications for Transfer Students
 - UCF DirectConnect & Partner Colleges
- Transfer Pathways & Implications
 - “Transfer Shock”
 - Collaboration is Key
- Information Literacy & Transfer Student Success
- Collaborative Opportunities
 - Celebration of Collaboration
- Q & A

Articulation Agreements



Transfer Students to UCF, 2017-2018



Transfer Pathways

While the A.A. to university route or **VERTICAL TRANSFER** is considered the most commonly taken pathway, it is by far not the only way.

Students also transfer in other patterns such as:

- **LATERAL**



- **REVERSE**



- **SWIRLING**



- **DOUBLE-DIPPING**



- **TRANSIENT**



Our Research Question:

“How do Information Literacy instruction elements of **Partner College** librarians align with **UCF** information literacy instruction elements?”



What is “Transfer Shock”?

- A drop in the student’s GPA in the immediate post-transfer semester(s)
- A measure of the student’s transition-related challenges
- “Culture shock”
- Different teaching methods and different assessment models
- Student’s misapplication of “old” information at their new institution with negative consequences, i.e., making decisions based on the timing of their financial aid disbursement at their previous institution, but which may be handled differently at their new institution



Collaboration is Key





What is Information Literacy?

Information Literacy includes the competencies an individual summons in order to locate, retrieve, evaluate, select, and use information sources.

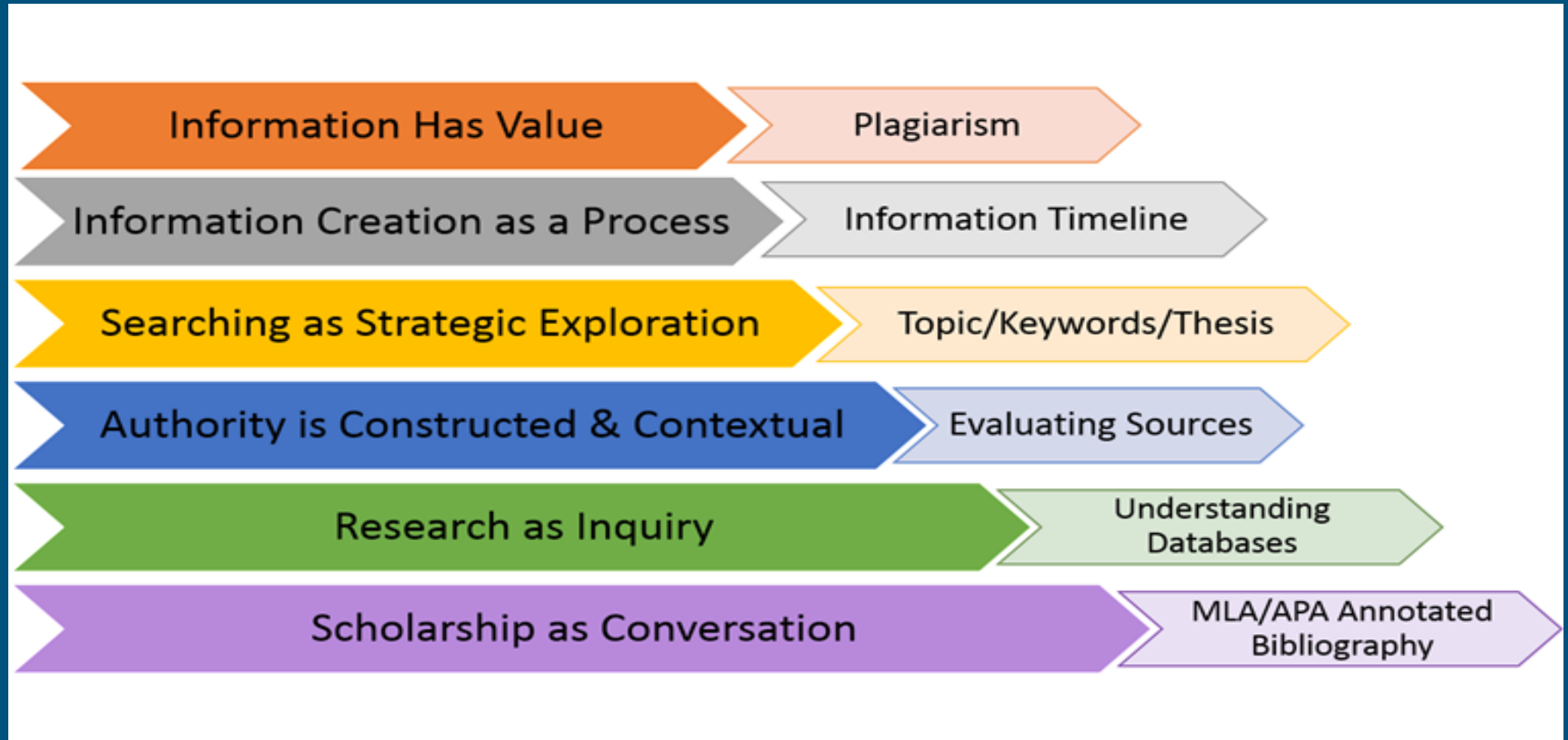
(Bawden, 2001)



Information Literacy Defined

Information literacy is 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. (ALA, 2015)

Information Literacy Framework





Information Literacy & Transfer Students

Building Inclusion

How can information literacy instruction (IL) at two-year colleges help students successfully transition to the university?



Research Question

How do information literacy instruction elements of (partner) **college** librarians align with (UCF) **university** information literacy instruction elements?



Methodology

Two stage sequential mixed method study

- Content analysis - Qualitative - university
 - Basic & Advanced IL elements identified
- Online survey - Quantitative - state colleges
 - Alignment & Gaps in IL elements identified




Findings- Alignment of IL Elements

How to use general databases	100%
How to use subject specific databases	100%
How to contact a librarian for help	96%
Creating a search strategy	91%
Navigating library homepage	83%



Findings - Gaps of IL Elements

Caution when using database generated citations	78%
MLA/APA citation resources	78%
Identifying parts of a citations	70%
Recognizing a research study	65%
Avoiding plagiarism	48%
Understanding the information cycle	35%
Literature review	9%



Implications &
Take-aways to inform
information literacy
instruction at colleges and
universities



Implication 1

This research informs stakeholders of specific gaps between what is presently covered in information literacy instruction at the college level and what native university students are learning.



Implication 2

This research informs stakeholders of areas of gaps in IL Framework coverage that impact transfer student preparedness.



Implication 3

This research supports that elements of the IL Framework are a fundamental means of structuring effective aligned information literacy instruction thereby supporting student academic success.



Impact for Transfer Student Success

“... a student enrolled in a course that received library instruction should have a GPA that is, on average, 0.09 higher than a student who was not in a course that received library instruction...”

Vance, J.M., Kirk, R. and Gardner, J.G. (2012)

State College Perspective

VALENCIA COLLEGE

- 7 Campuses
- 62,293 Students (Total Enrolled)
- UCF Direct Connect Partner
- Almost 25% of UCF graduates start at Valencia
- UCF Regional Campuses located at 2 campuses (including librarians)
- Joint UCF + Valencia Downtown Campus

Academic Library Perspective

VALENCIA COLLEGE

- Information literacy is a part of the General Education Outcome
- Curriculum Structure
 - Primarily One-Shot Sessions
 - Primary Users: Composition, Speech, New Student Experience, Nursing and Psychology Classes
- Assessment Efforts
 - Threshold Achievement Test for Information Literacy, Information Literacy Assessment & Advocacy Pilot, Standard Assessment of Information Literacy Skills, and more!

Collaboration Opportunities



NEW STUDENT EXPERIENCE

Designing Your Learning Journey



Collaboration Opportunities: modules

Welcome to the Library



Overview

Greetings from the Valencia and UCF Libraries!

This module will help you learn how both libraries can help you complete the annotated bibliography assignment. An annotated bibliography is a list of citations on a specific subject that also includes descriptive information about the cited sources.

As students in this course, you have full access to the Valencia College Libraries as well as the opportunity to utilize some of the resources at the UCF Library. By the end of this module, you will discover that both libraries offer useful material that will assist you not only with the annotated bibliography but with future research assignments as well.

By the end of this module you will:

- Understand how to access materials and services at Valencia and UCF Libraries
- Distinguish between popular and scholarly sources
- Find information on a topic of your choice using library resources
- Understand how to avoid plagiarism
- Write an annotated bibliography

Why is this Important?

Research is a fact of life. Whether you are looking to purchase a new car, take your next vacation, or complete an assignment for your SLS 1122 course, the ability to locate credible information and use it in decision making is an important skill. Assignments such as the annotated bibliography help you learn about research so that practice in the classroom transforms into essential skills used in your everyday life.

More Collaboration Opportunities



Celebration of Librarian
Collaboration for Transfer Student
Success Planning Committee

- College of Central Florida
- Daytona State College
- Seminole State College
- University of Central Florida
- Valencia College

Transfer Initiatives & Studies



- UCF Foundations of Excellence Initiative (2014) in partnership with the John N. Gardner Institute for Excellence in Undergraduate Education
- UCF Libraries Standardized Assessment of Information Literacy Skills Survey (2014)
- UCF Libraries Informal Transfer Student Surveys and Focus Groups (2017)



UNIVERSITY OF CENTRAL FLORIDA

Foundations of Excellence Transfer Focus Initiative

First Year Summary
2014-2015

Current Efforts at UCF Libraries

- Research Tips Tuesday Webinar Series

- <https://guides.ucf.edu/rtt>



- Transfer Student Research Guide

- <https://guides.ucf.edu/transferstudents>

- Information Literacy Modules

- <https://infolit.ucf.edu/>

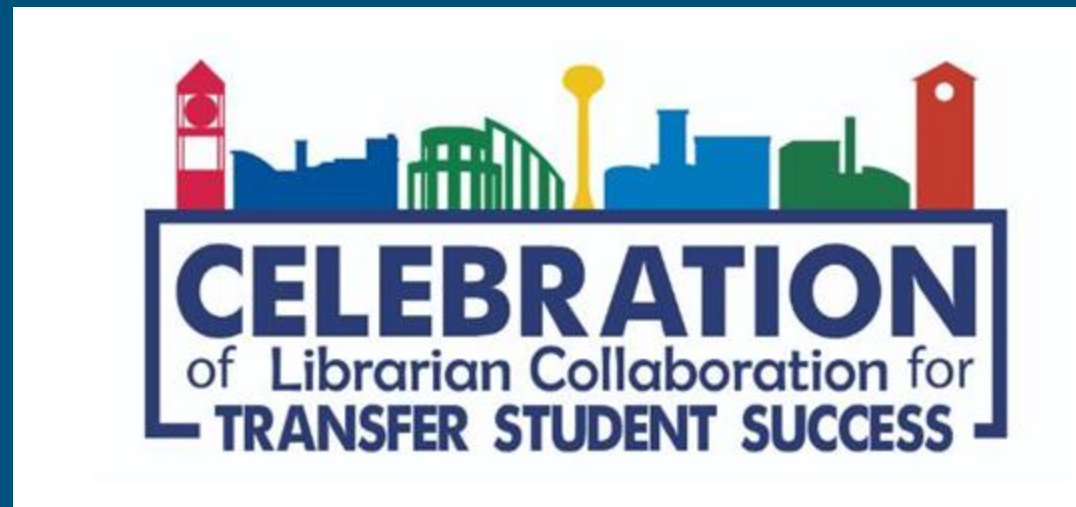


- Partnerships with UCF Online Success Coaches and Transfer and Transition Services

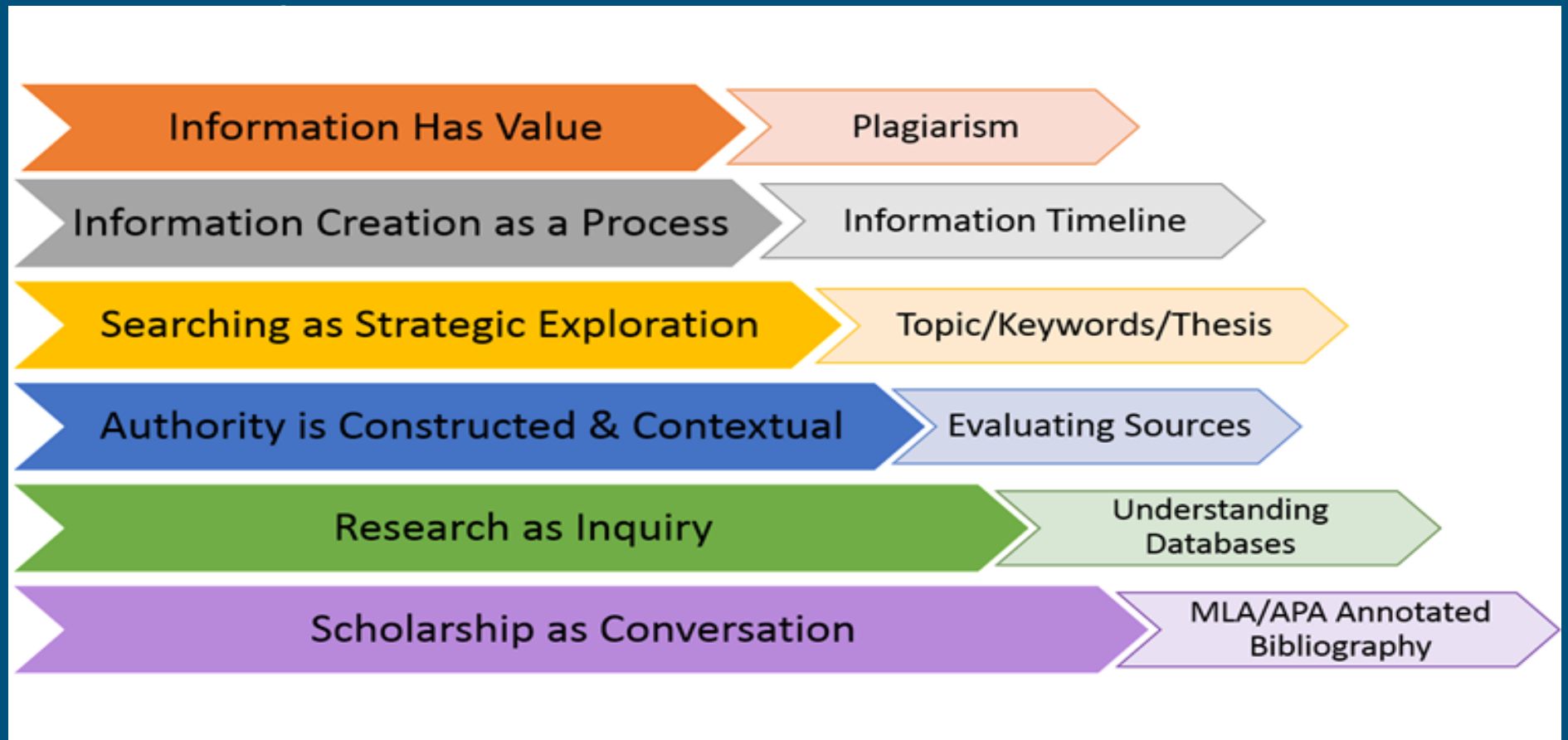
- Direct outreach to transfer students using EAB platform


Celebration of Collaboration

- UCF Subject Librarian Panel: Junior and Senior Information Literacy Instruction Readiness
- College Roundtable: “Speed Dating” Activity



Information Literacy Instruction at the state college vs. university level





Collaborative Possibilities of the ACRL Framework

“The *Framework* opens the way for librarians, faculty, and other institutional partners to redesign instruction sessions, assignments, courses, and even curricula; to connect information literacy with student success initiatives; to collaborate on pedagogical research and involve students themselves in that research; and to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond.”

<http://www.ala.org/acrl/standards/ilframework>

Next Steps

- Celebration of Librarian Collaboration for Transfer Student Success 2.0
 - <https://guides.ucf.edu/celebration-of-librarian-collaboration>
- Valencia First Year Experience and Transfer Students
- Florida Summit on Accelerating Transfer Success UCF (Oct. 28, 2019)
 - <https://transfer.sdes.ucf.edu/floridatransfersummit/>
- *Supporting Transfer Student Success: The Essential Role of College and University Libraries* (ABC-CLIO, coming July, 2020)





Q & A



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