Building Inclusion:
How Can Information Literacy Instruction at Two-Year Colleges Help Students Successfully Transition to the University?

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Definitions

• *University of Central Florida – UCF – “the University”*

• *Seminole State College of Florida – SSC – “the College”*

• *Articulation Agreements – Florida ‘2+2’ and nationwide*

• *UCF Articulation Agreement: DirectConnect™*
Definitions

- UCF Foundations of Excellence (FoE) Transfer Initiative
  *Developed by the John N. Gardner Institute for Excellence in Undergraduate Education*

- Information Literacy Instruction

- The Modules – UCF’s Canvas Course and Info Lit Module
Articulation Agreements
Transfer student success is important in at least 32 states with statewide Articulation Agreements between colleges and universities.
States with Statewide Articulation Agreements are in Blue

Information obtained from the Education Commission of the States: Individual State Profile
Map created by P. Nuhn, 2018
Transfer student success is important in Florida because of the Statewide ‘2 + 2’ articulation agreement between the State University System (SUS) and the Florida College System (FCS).
“Established in 1971 as the nation’s first legislatively mandated articulation policy, Florida’s ‘2+2’ transfer pathway represents a bold idea – to provide students access to a seamless path toward a bachelor’s degree no matter where in the state the student lives. Florida’s 2+2 articulation model has been replicated across the country and has received national attention and praise.”
Transfer Student Success at UCF
Transfer student success is extremely important at UCF because transfer students make up more than half of our undergraduates.
This is due in large measure to UCF’s ‘enhanced’ articulation agreement called ‘DirectConnect’™.
In 2017-2018 more than half of UCF’s transfer students came from partner colleges through DirectConnect™.
UCF Direct Connect Partner Colleges

- College of Central Florida
- Daytona State College
- Eastern Florida State College
- Lake-Sumter State College
- Seminole State College
- Valencia College
Top UCF DirectConnect™ Transfer Institutions

- **Valencia College** -- 37.5 percent
- **Seminole State College** of Florida -- 11.2 percent
- **Eastern Florida State College** -- 6.1 percent
- **Daytona State College** -- 4.4 percent
- **Lake Sumter State College** -- 2.5 percent
About 90 percent of Seminole State graduates who transfer to a university come to UCF
Research Questions
Research Question

- How do Information Literacy instruction elements of Partner College librarians align with UCF information literacy instruction elements?
HOW UCF delivers IL

• UCF Face to Face Information Literacy Instruction
  2016-17  **285 Face to Face IL** instruction classes to undergraduate students reaching approximately 8,041 students

• UCF Online Information Literacy Instruction
  2016-2017  **20% of UCF’s 64,000 students** completed one or more of the online information literacy instruction modules
How Partner Colleges Deliver IL

• Partner College Face to Face Information Literacy Instruction
  Primary delivery of information literacy is Face to Face classroom instruction.

• Partner College Embedded Librarian Online Presence
  o 30% embedded in one to five classes
  o 20% embedded in six or more classes
  o 50% not embedded in any classes
Research Methodology

TWO STAGE SEQUENTIAL MIXED METHODS STUDY
CONTENT ANALYSIS - QUALITATIVE
ONLINE SURVEY - QUANTITATIVE
Content Analysis

- We started by reviewing what primary elements of information literacy were included in the two sets of UCF online instruction modules.
Online Survey

• We then designed a survey for DirectConnect™ Partner College librarians.
Preliminary Findings
### Basic Elements

<table>
<thead>
<tr>
<th>Elements</th>
<th>Advanced Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the library homepage</td>
<td>Information literacy defined or introduced</td>
</tr>
<tr>
<td>How to log in to the library</td>
<td>Information Literacy Framework</td>
</tr>
<tr>
<td>Searching the online library catalog</td>
<td>Conducting a literature review</td>
</tr>
<tr>
<td>How to use LC to find materials on shelves</td>
<td>Understanding the information cycle</td>
</tr>
<tr>
<td>General databases</td>
<td>Recognizing a research study</td>
</tr>
<tr>
<td>Subject specific databases</td>
<td>Creating an annotated bibliography</td>
</tr>
<tr>
<td>Creating a search strategy</td>
<td>Evidence-based research</td>
</tr>
<tr>
<td>Scholarly v popular sources</td>
<td>Recognizing a systematic review</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Primary v secondary sources</td>
</tr>
<tr>
<td>MLA/APA citation resources</td>
<td>Identifying parts/elements of a citation</td>
</tr>
<tr>
<td>Caution when using electronically generated citations</td>
<td>How to identify the types of resources from the citations (i.e. book, article)</td>
</tr>
<tr>
<td>Evaluating websites</td>
<td></td>
</tr>
<tr>
<td>Identifying types of sources (i.e. books, eBooks, journal articles)</td>
<td></td>
</tr>
<tr>
<td>Aligning sources with assignment requirements</td>
<td></td>
</tr>
<tr>
<td>Evaluating information sources and suitability for assignments</td>
<td></td>
</tr>
<tr>
<td>Topic refinement</td>
<td></td>
</tr>
<tr>
<td>Using online library tutorials</td>
<td></td>
</tr>
<tr>
<td>Using online library subject guides</td>
<td></td>
</tr>
<tr>
<td>Instructor requested class specific content</td>
<td></td>
</tr>
<tr>
<td>How to contact a librarian for help</td>
<td></td>
</tr>
<tr>
<td>Elements of IL @ UCF Mapped to the ACRL Framework</td>
<td>University of Central Florida Major Elements of Information Literacy Modules</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Scholarly vs Popular sources</td>
<td>Authority is Constructed / Contextual</td>
</tr>
<tr>
<td>Primary vs Secondary sources</td>
<td>Authority is Constructed / Contextual</td>
</tr>
<tr>
<td>Navigating library homepage</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>Subject Databases: General</td>
<td>Searching as Strategic Exploration</td>
</tr>
<tr>
<td>Subject Databases: Specific</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>Identifying sources from a citation</td>
<td>Searching as Strategic Exploration</td>
</tr>
<tr>
<td>Avoiding plagiarism</td>
<td>Authority is Constructed / Contextual</td>
</tr>
<tr>
<td>Citation management software</td>
<td>Information has Value</td>
</tr>
<tr>
<td>Database-generated citations: Warning</td>
<td>Scholarship as Conversation</td>
</tr>
<tr>
<td>Identifying parts of a citation</td>
<td>Information has Value</td>
</tr>
<tr>
<td>Getting help with research (librarian)</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>Citing sources: APA and MLA (3,4)</td>
<td>Information Creation as a Process</td>
</tr>
<tr>
<td>Literature review (5)</td>
<td>Scholarship as Conversation</td>
</tr>
<tr>
<td>Creating a search strategy (6)</td>
<td>Information Creation as a Process</td>
</tr>
<tr>
<td>Evaluating web sites (7)</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>Recognizing a research study (10)</td>
<td>Information Creation as a Process</td>
</tr>
<tr>
<td>Understanding the information cycle (12)</td>
<td>Research as Inquiry</td>
</tr>
</tbody>
</table>

- Major Elements of Information Literacy Modules
- Framework for Information Literacy Alignment
Survey Highlights: Element *Alignment*

**Elements of Information Literacy included:**

- ✓ How to use General databases: 100 percent
- ✓ How to use Subject Specific databases: 100 percent
- ✓ How to contact a librarian for help: 96 percent
- ✓ Creating a search strategy: 91 percent
- ✓ Navigating library homepage: 83 percent
Survey: Element Alignment \textbf{G-A-P-S}

\textbf{Elements of Information Literacy included:}

- Caution when using database-generated citations \hspace{1cm} 78 percent
- MLA/APA citation resources \hspace{1cm} 78 percent
- Identifying parts of a citation \hspace{1cm} 70 percent
- Recognizing a research study \hspace{1cm} 65 percent
- Avoiding plagiarism \hspace{1cm} 48 percent
- Understanding the information cycle \hspace{1cm} 35 percent
- Literature review \hspace{1cm} 9 percent
The Gaps: How much does this difference matter?

• For 2017-2018 UCF’s incoming transfer students had an average GPA of 3.06.
• Their average first term GPA was 2.87 and their average second term GPA was 2.91.

Data and graphic from UCF’s Foundations of Excellence Initiative.
While so-called ‘transfer shock’ can be attributed to a multitude of factors, the one area where librarians can help offset that impact is in our Information Literacy instruction.
“……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 …”

A GPA which is 0.09 points higher, may seem insignificant, but added to the average GPAs of the 2017-2018 incoming class of *UCF transfer students*, it translates as follows:

\[
\begin{align*}
2.87 + 0.09 &= 2.96 \\
2.91 + 0.09 &= 3.00
\end{align*}
\]
Implications
Implication 1:

- This research informs stakeholders of specific gaps between what is presently covered in Information Literacy Instruction at the UCF Partner Colleges and what ‘native’ UCF students are learning.
Implication 2

- This research informs stakeholders of areas of gaps in Framework coverage impacting transfer student preparedness.
Implication 3

- Although developed ‘pre-Framework’, this research confirms that the existing UCF modules align to the Framework.
Implication 4

- This research supports that the elements of the Framework are a fundamental means of structuring effective aligned Information Literacy instruction thereby supporting student academic success.
Information Has Value

Scholarship as Conversation

Information Creation as a Process

Research as Inquiry

Searching as Strategic Exploration

Authority is Constructed and Contextual

Framing Information Literacy Instruction
University Instruction Coordinator’s perspective

- Two-way street, emphasis on collaboration
- Importance to UCF of this research
  - How it informs our IL instruction efforts
  - Potential further research
View from the Administrator's Desk

- “Disconnect” with Direct Connect
- Looking to avoid duplication of effort
- How could this collaboration influence others?
Next Steps....

- Facilitate a group discussion between UCF Instructional Librarians and Partner College Instructional

- Continued research, including following matriculated Seminole State students post-transfer to UCF

- Collaboration by extending the survey statewide to all Florida Universities and Colleges

- Collaboration in sharing module content, particularly ‘Canvas’ module (easily sharable).
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Christina Wray, Associate Librarian, Teaching & Engagement, UCF Libraries
Questions?

HTTPS://GUIDES.UCF.EDU/BUILDINGINCLUSION INFOGRAPHIC HANDOUT
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