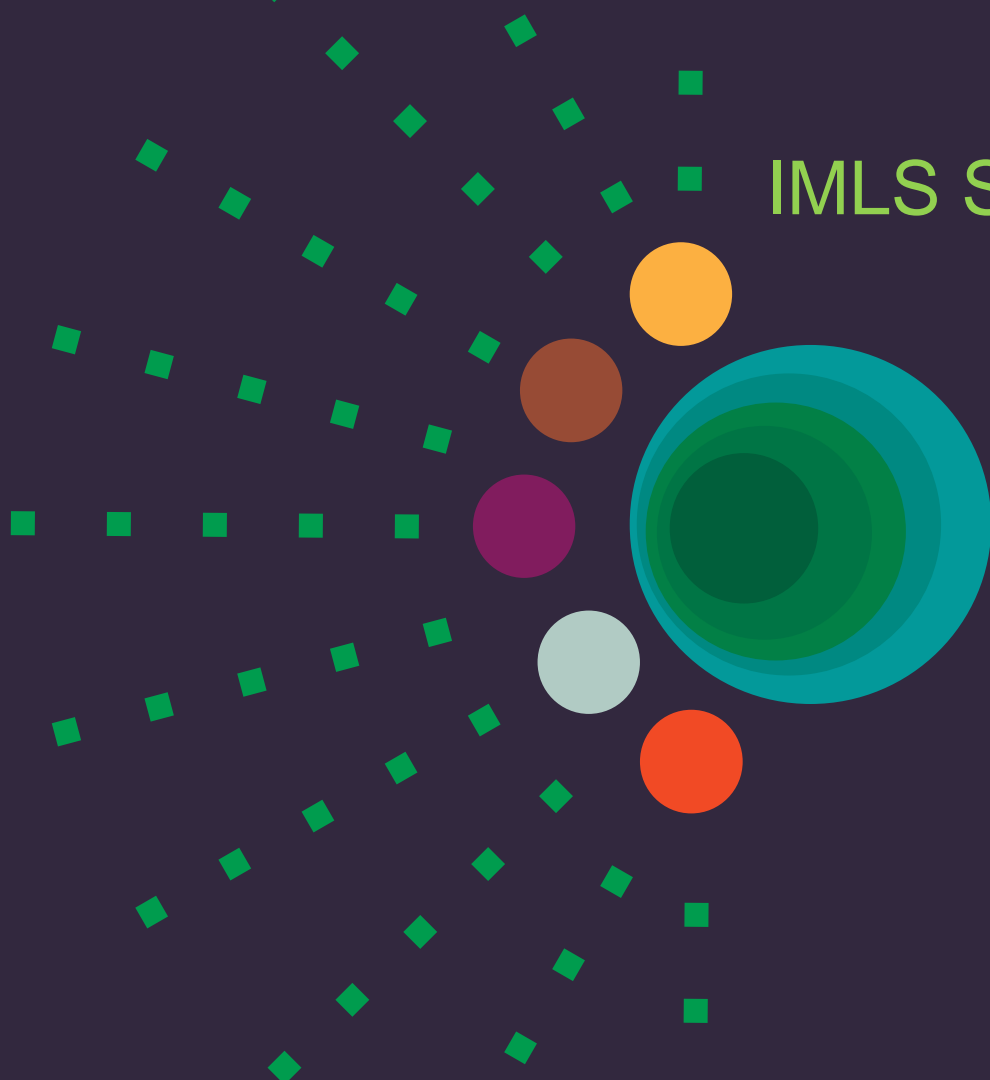




MILEX June 2018



IMLS Sparks! Ignition Grant

IL Framework
Cooperative Project
for At-Risk Student
Success in Smaller
Colleges

Jessame Ferguson
McDaniel College



Why Did I Do This?



- Project SAILS Results FY 2012
 - Minorities & Males Lower Performance
- Same groups difficult to retain (=at-risk)
 - Concern at all colleges
- Teagle Foundation Grant 2008-2012
 - 5 small colleges investigating student diversity
- Met with MD academic librarians 8/2014
 - Busy, busy people...



Project Focus



- Teagle Grant Institutions = Ready Partners
 - Goucher College (MD)
 - McDaniel College (MD)
 - Ursinus College (PA)
 - Washington College (MD)
 - Washington & Jefferson College (PA)
- Funding Opportunities Limited
 - IMLS Sparks!  Funding but  Opportunity



Sparks! Project Overview



- Very Constrained Timeline
 - December thru November = 1 year!
- Workshops with Trainers/Consultants
 - Proposed 4 F2F / Did 2, 2-day Workshops
- Multiple Working Groups
- Challenges
 - Fewer colleagues than originally planned
 - Refining LOs & PIs in tandem



IRB

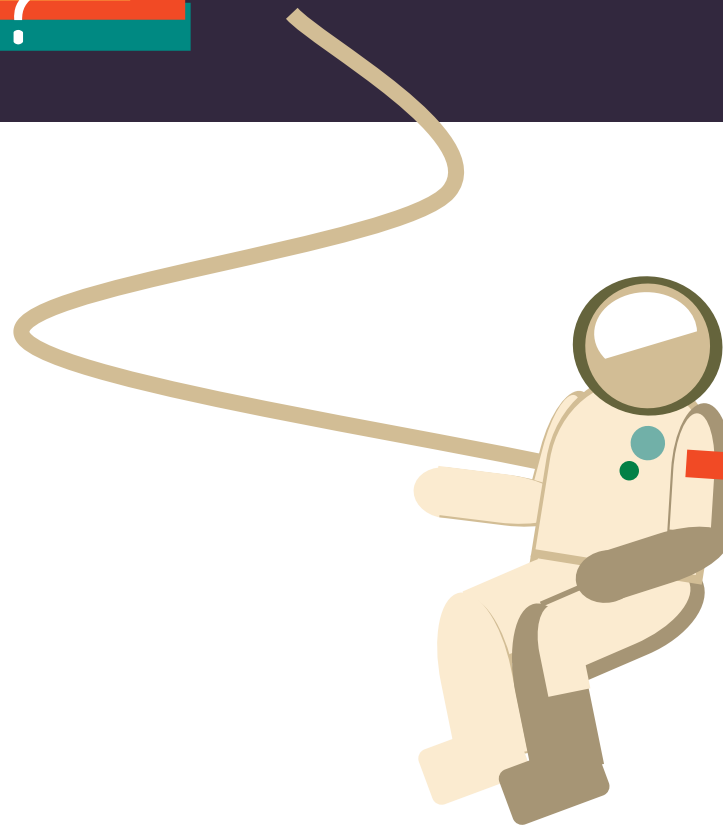


- 3 Institutions Required IRB Processes
 - McDaniel College (MD)
 - Ursinus College (PA)
 - Washington College (MD)
- Different Forms & Needs
- Other 2 “OK” if IRB permission obtained
- All used the same consent text
 - Local names of people involved



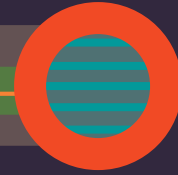
Who Is At-Risk?

- Multiple Definitions
- Data Points Collected:
 - Race
 - Gender
 - First-Generation Status
 - Pell Grant Eligibility
 - High School GPA
 - Prior access to a library



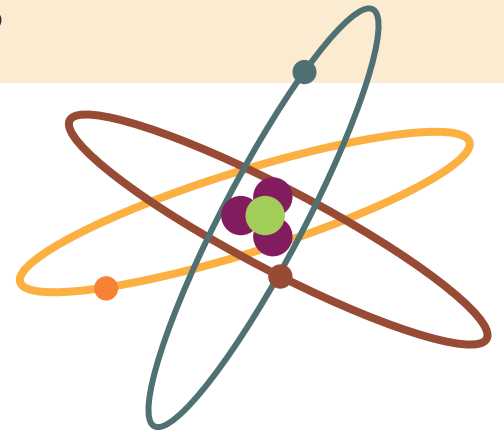


Making An Impact



How can we get students, who may have never seen/used a library, to where they can effectively *start* college-level research?

Essential
Building Blocks





Framework Teaching







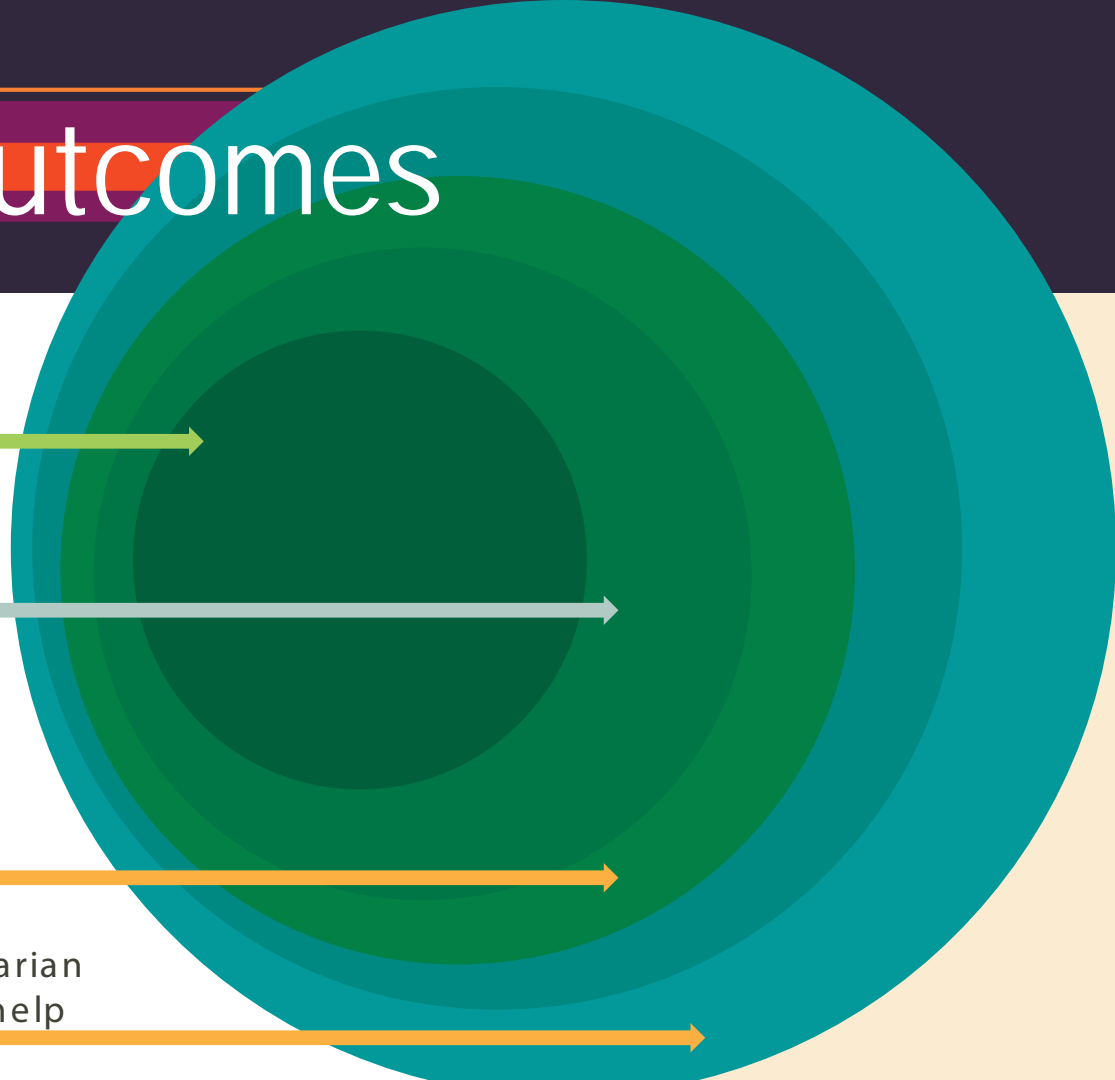
Workshop with Lisa J. Hinchliffe

- What are the frames? And how should we approach them?
- UbD: Backward instructional design
- Frames + UbD = Impactful learning outcomes



4 Learning Outcomes

- 1 Learners will understand that Information Creation is a Process 
- 2 Learners will apply the Information Seeking Process 
- 3 Learners can read & interpret search results in order to discern if the results contain items/sources which may meet an information need 
- 4 Learners will recognize the librarian as a go-to person for research help 



Learning Outcome 1

Learners will understand that Information Creation is a Process

Frames Addressed: “The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes.”

Learning Activities:

- Watch video/complete worksheet
- ID Physical examples of types of sources
- What is my source?
 - Scholarly
 - Popular
- Peer Review Graphic/explanation
- Anatomy of a Scholarly Article

Learning Outcome 2

Learners will apply the Info. Seeking Process

Frames Addressed: “Research as Inquiry”
and “Searching as Strategic Exploration”

So important to realize that research is
iterative; not a straight line

Learning Activities:

- Depict Research Process
- Jenny Video/worksheet
- Modify Research Process



Learning Outcome 3

Learners can read & interpret search results ... to discern if the results contain items/sources which may meet an info need

Frames Addressed: “Searching as Strategic Exploration” and “Research as Inquiry”

Learning Activities:

- Guided database searching
 - Types of sources looked very different in real life but same online - where can we look for the info we need to ID source types
 - Abstract
 - Title
 - Subject Terms
 - Filters
- Allow supervised searching



Learning Outcome 4

Learners will recognize the librarian as a go-to person for research help

Frames Addressed: “Research as Inquiry” and “Searching as Strategic Exploration: Dispositions: “Seek appropriate help when necessary;” “Seek guidance from experts such as librarians, researchers and professionals” respectively

Learning Activities:

- What do librarians do?
- Raise awareness & reinforce role
- Look at the research process depictions and ID areas the librarian fits in
- Continue to reinforce throughout all learning activities



Assessment Instrument



- Workshop with April Cunningham
- Test Items Assigned by Outcome
- Review & Feedback Process
 - Librarians & faculty at each institution
- Confidence Questions
- Qualtrics used as platform
- Beta Testing with Incoming Students
- Jessame, April, and Hal refined



Focus Group Process



- Consultant Joel Wright
- Following proper procedures:
 - Standard Script
 - Outside Trained Facilitators (some)
 - (attempted) Random Sample of Participants
 - Correct Recording & Coding of Transcript (some)
 - Joel provided analysis (outside view)
- More @ TCAL in July

Implementation



○ **McDaniel College (MD)**

- Partnership = IL Coordinator + Director of College Writing & 1st Yr. Composition
- ENG 1002 (developmental + new presence) 8 sections
- 2 librarians / 97 students / 28 F2F interactions
- 2 focus groups conducted
- Reached the most potentially at -risk & showed gains in all areas



Implementation



○ Ursinus College (PA)

- 3 librarians reaching a variety of classes using a hybrid approach (some F2F & some online)
- Used some of the grant activities, revised some
- Added a variety of check-in quizzes w/online modules to simulate in-class discussions
- Methods for reaching students when professors won't dedicate in-class time



Implementation



- **Washington College (MD)**
 - Embedded in 1 FYS section
 - Worked with faculty member from early summer throughout the semester
 - Met with students 4 times – individual F2F, 3 instruction sessions, online modules
 - Used all grant learning activities & additional in-class and online worksheet assignments
 - 1 focus group

Implementation



- **Washington & Jefferson College (PA)**
 - Embedded in 1 FYS section
 - Worked with faculty member over the summer
 - Met with students 8 times – intro & pre-test, 3 instruction sessions, 4 work days w/librarian
 - Used all grant learning activities & more
 - 1 focus group



Implementation



- **Goucher College (MD)**
 - 2 sections of WRT 101, a 1-credit class for students wanting extra writing help
 - 1 class period in each of the 2 sections
 - Did not use much of the grant activities
 - Covered: research process, scholarly articles, evaluating results
 - Presented as a conversation between the librarian, the students, and the writing instructor

Pre-Test Participation



<i>College</i>	<i>Pre-Test Participants</i>	<i>Valid Percent</i>
Goucher	11	6.0
McDaniel	87	47.3
Ursinus	58	31.5
Washington	11	6.0
Washington & Jefferson	17	9.2
Total	184	100.0

Test Results Overview



- Post-test matching participants = 159
 - McDaniel = 81 (51% of matching participants)
- Consultant Brian Ault – SPSS Analysis
 - White students do statistically significantly better on pre-test Outcome 3 and Overall; and on post-test Outcome 3
 - Students of color improved their results statistically significantly in all areas; significant improvement as a result of the instruction

Test Results Overview (cont.)



- First Generation behind on Outcome 1 on pre - test; no stat. sig difference on post -test
- Pell students better than non -pell on Outcome 2 on post -test
- No statistically significant differences in Male and Female scores or confidence
- HS GPA is significantly correlated with the 3 most important outcomes on the pre -test = instrument validity check

Focus Group Results



- Attitudes of students, including those potentially at-risk, are positively impacted by information literacy instruction
- Students recognize the need to increase their abilities for college -level work, that those skills are different from the ones they employed in high school, and they are able to recall specific abilities they now employ in their research practices to be more successful



Needs More Work



Learning Outcome 3:

Learners can read and interpret search results in order to discern if the results contain items/sources which may meet an information need .

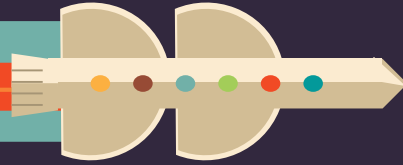
How would you address this outcome?

+Sharing



- TCAL in July: Focus Groups w/Joel & Jessam e
- PaLA in October: Ursinus & W ashington & Jefferson College
- McDaniel focused results article w/Jessica, Brian & Jessam e
- ACRL 20 19 W orkshop Proposal w/Jessam e, Lisa & April (fingers crossed!)

Launch



Find more details at: https://digitalcommons.ursinus.edu/imls_ilframework/

Expand on our beginnings

Add your resources and results to the toolkit!



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THANK YOU, JESSICA!

