Improving Student Success: Arkansas State’s Partnership with Credo Reference and Regional High School

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Improving Student Success: Arkansas State’s Partnership with Credo and Regional High Schools
Background

• Instruction and Outreach at A-State

• State and university goals

• Credo - “Building Bridges” program
The Details

• Finances
• How Schools Were Selected
• Arkansas State’s Role
• Credo’s Role
Credo’s “Building Bridges”

100% Aligned with A-State’s: Library at the Center
• Aligning with Administration Strategic Goals: 3Rs
  – Recruitment + Retention + Remediation
• Support college readiness by improving secondary school student knowledge and information literacy skills

• Improve success of incoming freshmen and reduce remediation support

• Building Learning Communities between secondary and post-secondary schools
A-State Goal 1

Help high school students be better prepared for college:

- Increase graduation rates of participating schools compared to base year and non-participating schools.
- Increase overall high school GPA.
- Increase college entrance test scores (ACT, SAT, etc.).
- Reduce number of remedial classes for incoming freshmen.
A-State Goal 2

Improve the college success of incoming freshmen:

- Increase acceptance rates for incoming freshmen.
- Increase first-year and second-year retention rates.
- Increase six-year graduations rates of students.
A-State Goal 3

Improve Arkansas State’s relationship with local schools:

• Increase number of accepted students enrolling at Arkansas State University from participating high schools by 3% over a five-year period.

• Increase number of high schools participating in concurrent enrollment with Arkansas State.
A-State’s Role & Support

• Provide training to teachers & media specialists.

• Visit local schools at teachers’ & media specialists’ request to provide instruction directly to students.
  — Visited 62 classrooms and had face-to-face contact with 2,157 students.
Intro to Academic Research

- One hour credit course
- Created and taught by A-State Librarians
- Offered online to concurrent students
## Intro to Academic Research

### Value of IL Library Instruction

<table>
<thead>
<tr>
<th></th>
<th>Overall Freshmen</th>
<th>LIR Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(^{st}) Year Retention</td>
<td>68.5%</td>
<td>88.5%</td>
</tr>
<tr>
<td>2(^{nd}) Year Retention</td>
<td>55.6%</td>
<td>76.4%</td>
</tr>
<tr>
<td>6 Year Graduation Rates</td>
<td>39%</td>
<td>51.1%</td>
</tr>
</tbody>
</table>

"I understand the library and the internet like never before. It's incredible, really."
A-State Concurrent Course: Syllabus Weeks 1-5

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment Due Sunday 11:59pm</th>
<th>Points</th>
</tr>
</thead>
</table>
| Week 1 | Getting Started Module  
Review of Syllabus  
Pre-Assessment (Credo) | Pre-Assessment                 | 5      |
| Week 2 | Information Literacy Tutorial  
Tutorial: Why Information Literacy Matters (Credo)  
Video: Life in the Information Age (Credo)  
Job Hunting Example | Discussion Board               | 5      |
| Week 3 | Video: The Research Process (Credo)  
Tutorial: Choosing a Topic (Credo)  
Video: How to Narrow Your Topic (Credo)  
Tutorial: Background Research (Credo)  
Starting Your Research Tutorial | The Research Process Quiz       | 5      |
| Week 4 | Sources of Information Module (Credo)                                 | Module Quizzes                 | 15     |
| Week 5 | Scholarly Journals Tutorial  
Information Cycle                                                      | Discussion Board               | 5      |
## A-State Concurrent Course: Syllabus Weeks 6-10

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Video: Academic Integrity (Credo) Video: What is Plagiarism? (Credo)</td>
<td>Academic Integrity Quiz</td>
</tr>
<tr>
<td></td>
<td>Video: Copyright (Credo)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Video: Why Citations Matter (Credo) Tutorial: Why Citations Matter (Credo) Citation Style Guide and Builders</td>
<td>Plagiarism News Story</td>
</tr>
<tr>
<td>8</td>
<td>Tutorial: Choosing and Using Keywords (Credo)</td>
<td>Starting Your Research Assignment</td>
</tr>
<tr>
<td></td>
<td>Tutorial: Search Techniques, Part 1 (Credo)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutorial: Search Techniques, Part 2 (Credo)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video: Refining Search Results (Credo) Boolean Tutorial</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Library of Congress Classification Dewey Decimal Classification (DDC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using the Library Catalog Tutorial</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>OneSearch Tutorial</td>
<td>Discussion Board Using the Catalogs Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
## A-State Concurrent Course

### Syllabus Weeks 11-17

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Video: Choosing a Database (Credo) Research &amp; General Databases Tutorial</td>
<td>Choosing a Database Quiz</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Specialized &amp; Subject Specific Databases Tutorial Journal Search Tutorial</td>
<td>Journals &amp; Databases Assignment</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>Consumers &amp; the Web Tutorial Searching the Internet Tutorial</td>
<td>Searching the Web Assignment</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>Government Information Tutorial</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>Evaluating Information Module (Credo)</td>
<td>Discussion Board Evaluating Info Quiz</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Evaluating Websites Tutorial</td>
<td>Evaluating Websites Assignment</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>Work on Final Project</td>
<td>Post-Test</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Project Due Friday 11:59</td>
<td>100</td>
</tr>
</tbody>
</table>
Decoupled Evolution between Senders and Receivers in the Neotropical Albogaster Parasitic Frog Complex

Does the A-State Library have the following book? 10 point possible (graded)

A. The Library does not have it in any format.

B. The Library has it as an ebook.

C. The Library has it in the General Collection.

D. The Library has it both in the General Collection and as an ebook.
Credo Instruct

Does the A-State Library have the following book?
1.0 point possible (graded)

Does the A-State Library have the following book? If so, in what format?
Haunted Little Rock by Linda L. Howell, c2012.

- A. The Library does not have it in any format.
- B. The Library has it as an ebook.
- C. The Library has it in the General Collection.
- D. The Library has it both in the General Collection and as an ebook.

Editing: Does the A-State Library have the following book?

1. <p>Does the A-State Library have the following book? If so, in what format? Haunted Little Rock by Linda L. Howell, c2012.</p>

2. <multiplechoice response="false">A. The Library does not have it in any format. <choicehint>Make sure to search OneSearch or the Library Catalog when looking for books in the Library.</choicehint></multiplechoice>

3. <multiplechoice response="false">B. The Library has it as an ebook. <choicehint>Not quite. We have a newer edition as an ebook, but not this edition.</choicehint></multiplechoice>

4. <multiplechoice response="false">C. The Library has it in the General Collection. <choicehint>Correct. The only copy we have is in the Library's General Collection.</choicehint></multiplechoice>

5. <multiplechoice response="false">D. The Library has it both in the General Collection and as an ebook. <choicehint>No, the only copy we have is in the Library's General Collection.</choicehint></multiplechoice>

6. <p></p>

7. <p></p>

8. <p></p>

9. <p></p>

10. <p></p>

11. <p></p>

12. <p></p>

13. <p></p>

Save Cancel
Post-Test: If you want to find articles in a database that cover the topic of "medical marijuana" as well as "seizures," what Boolean operator should you use?

Pre-Test: If you want to find articles in a database that cover the topic of "medical marijuana" as well as "seizures," what Boolean operator should you use?
Learning Community

• 13 high schools currently participating

• Participants include high school librarians, media specialists, teachers, principals, A-State and Credo reps

• Virtual bi-annual meetings to share ideas and successes, address concerns, and plan instruction

• Resource sharing page updated monthly
  – Webinars and Conferences
  – Relevant Blog Posts and Articles
  – Resources
Measuring Success

- Gathering data on set Goals (KPIs)
  - Office of Institutional Effectiveness
  - Local high schools
Measuring Success

• Baseline Data (Average for all schools)

<table>
<thead>
<tr>
<th>Registered at A-State</th>
<th>Need Remediation</th>
<th>Average High School GPA</th>
<th>Average ACT</th>
<th>Average A-State GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7%</td>
<td>21.2%</td>
<td>3.498</td>
<td>23.4</td>
<td>2.96</td>
</tr>
</tbody>
</table>
Early Successes

• Admission Rates:
  —Students from participating schools have higher admission rates the overall student population:

<table>
<thead>
<tr>
<th></th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>72.25%</td>
<td>70.95%</td>
</tr>
<tr>
<td>2016</td>
<td>76.29%</td>
<td>70.48%</td>
</tr>
<tr>
<td>2017</td>
<td>77.03%</td>
<td>65.32%</td>
</tr>
</tbody>
</table>
Early Successes

• Registration Rates:
  Students from participating schools have higher registration rates the overall student population:

<table>
<thead>
<tr>
<th></th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>46.47%</td>
<td>29.55%</td>
</tr>
<tr>
<td>2016</td>
<td>42.81%</td>
<td>30.24%</td>
</tr>
<tr>
<td>2017</td>
<td>42.32%</td>
<td>26.51%</td>
</tr>
</tbody>
</table>
Early Successes

• Retention:
  —Students from participating schools have higher first-year retention rates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>77.61%</td>
<td>74.90%</td>
</tr>
<tr>
<td>2016</td>
<td>73.99%</td>
<td>72.80%</td>
</tr>
<tr>
<td>2017</td>
<td>76.55%</td>
<td>Not available</td>
</tr>
</tbody>
</table>
Early Successes

• Remediation:
  Students from participating schools have lower remediation rates the overall student population:

<table>
<thead>
<tr>
<th></th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>13.18%</td>
<td>22.40%</td>
</tr>
<tr>
<td>2016</td>
<td>15.54%</td>
<td>27.10%</td>
</tr>
<tr>
<td>2017</td>
<td>18.36%</td>
<td>21.20%</td>
</tr>
</tbody>
</table>
Questions?

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