Partnering with Librarians to Integrate Information Literacy Support for Student Success

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Agenda

- Overview
- Context
- Information literacy models: Cabrillo, Solano, CCSF
- Information literacy at your college
  - What do students need? What resources are available?
  - Opportunities for partnering with your Library

“Americans have unprecedented access to the diverse and independent sources of information, as well as institutions such as libraries and universities, that can help separate truth from fiction and signal from noise.”

“The ability to seek, find, and decipher information can be applied to countless life decisions, whether financial, medical, educational, or technical.”

-Presidential Proclamation, National Information Literacy Awareness Month, 2009
What is “information literacy”?

What does it mean to be information literate?
“Information literacy contributes to inquiry-based and problem-solving learning, including effective identification and use of information, critical thinking, ethical reasoning, and civic engagement.”

-Association of College and Research Libraries, 2017
California has the **worst** student-to-librarian ratio in the nation at

8,091-to-1

-California State Auditor Fact Sheet, 2016

“California symbols” by Openclipart is in the [Public Domain, CC0](https://creativecommons.org/publicdomain/zero/1.0/).
“At present, we worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish.”

-Stanford History Education Group, 2016
Stanford Study: 2016

- n=8000 students (middle school, high school, college)
- Each group performed 5 Web evaluation tasks
- “Overall, young people’s ability to reason about the information on the Internet can be summed up on one word: bleak”
80% couldn’t distinguish “sponsored content” from news articles.

65% took online images at face value.

Fukushima Nuclear Flowers
by plesegoogleShakerAamerpleasegoogleDavidKelly • a month ago

Not much more to say, this is what happens when flowers get nuclear birth defects.
67% failed to recognize potential bias; almost all struggled to evaluate info on social media.

Follow-Up Stanford Study: 2017

- n=45 ("experts")
  - 10 PhD historians
  - 10 professional fact-checkers
  - 25 Stanford undergrads
- 6 online web evaluation tasks
Bullying at School: Never Acceptable

American College of Pediatricians – October 2013

ABSTRACT: No child should be harassed for his or her unique characteristics. We must encourage an environment of respectful self-expression for all students.

Fact-Checkers 100%

Historians 50%

Stanford Students 20%


Icons made by Freepik from www.flaticon.com
Project Information Literacy Study: 2018

- n=5,844 students across 11 colleges
- 89% are getting news from social media
- 36% said “fake news” had made them distrust the credibility of any news and “…deep political polarization…has made them suspicious of biased reporting”

“It is really hard to know what is real in today’s society; there are a lot of news sources and it is difficult to trust any of them.”

“Educators and librarians need to teach their students how to frame questions of their own while helping them develop mental and intellectual frameworks for credibility testing of information that comes (and will come) in different genres and formats.”

-Project Information Literacy, 2018
### INSTITUTIONAL INFORMATION

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent Students</td>
<td>10,392.2</td>
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<tr>
<td>Credit Sections</td>
<td>3,312</td>
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<td>Non-Credit Sections</td>
<td>71</td>
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<tr>
<td>Median Credit Section Size</td>
<td>24</td>
</tr>
<tr>
<td>Percentage of Full-Time Faculty</td>
<td>62.5%</td>
</tr>
<tr>
<td>Percentage of First-Generation Students</td>
<td>35.8%*</td>
</tr>
<tr>
<td>Student Counseling Ratio (FALL 2016)</td>
<td>442:1</td>
</tr>
</tbody>
</table>

### STUDENT INFORMATION

#### Gender
- Female: 51.2%
- Male: 47.9%
- Unknown: 0.9%

#### Ethnicity/Race
- African American: 1.1%
- American Indian/Alaska Native: 0.3%
- Asian: 3.2%
- Filipino: 1.0%
- Hispanic: 39.1%
- Pacific Islander: 0.2%
- White: 48.3%
- Two or more Races: 5.1%
- Unknown: 1.6%
Cabrillo College

Library 10 Content

- Algorithmic bias & fact-checking
- Privacy, the attention economy, & info commodification
- Classification systems

- Strategies for searching websites, databases, and discovery systems
- New ways of creating & sharing information
- Source citation: collaborate with ENGL 1A on works cited list

“Wikipedian Protester” by xkcd is licensed under CC BY-NC 2.5
Cabrillo College

ENGL 1A-LIBR 10 Co-Req

- Systematic & consistent
- First semester foundation
- English-Library partnership

“Heart on Paper” by Brad Neathery is in the Public Domain, CC0
Guided Pathways and AB705: Course Redesign

- Equity Syllabus Review
- Accessible & mobile friendly
- OER / Zero Textbook Cost
- More low-stakes assignments, interactive discussions, feedback
- More scaffolding & flexibility for works cited assignment

“Library” by Rabie Madaci is in the Public Domain, CC0
Cabrillo College

Student Survey Results:
Library 10 improved my ability to...

Use databases 96% Agree or Strongly Agree
Use online sources 97% Agree or Strongly Agree
Cite sources using MLA 95% Agree or Strongly Agree
Succeed in English 1A 93% Agree or Strongly Agree
Cabrillo College

Increase in students who “Strongly agree” after course redesign

Use databases  
38% → 66%

Use online sources  
39% → 60%

Cite sources using MLA  
41% → 57%

Succeed in English 1A  
31% → 43%

% who "Strongly" Agreed increased by 12% in SP19
What did you like best about Library 10? Student Comments

- “Provided me with crucial information I needed in order to succeed in English!”
- “This is one of the most informational classes as far as real world tools go.”
- “Information on finding credible sources!!!! Priceless.”
- "This class is very helpful for my future!"
- “Learning several of the subjects about internet safety and truths was a lifetime takeaway.”
- “Learning which sources are credible since this will be the crux not just in research papers, but also in just trying to be an informed human being.”
## Student Information (2016-2017)

<table>
<thead>
<tr>
<th>GENDER</th>
<th>RACE/ETHNICITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>African American</td>
<td>14.4%</td>
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<tr>
<td>Male</td>
<td>American Indian/Alaska Native</td>
<td>0.3%</td>
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<tr>
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<td>5.8%</td>
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<tr>
<td></td>
<td>Filipino</td>
<td>9.9%</td>
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<tr>
<td></td>
<td>Hispanic</td>
<td>29.0%</td>
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<tr>
<td></td>
<td>Pacific Islander</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>28.9%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>9.2%</td>
</tr>
<tr>
<td></td>
<td>Unknown Ethnicity</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

## Other Information (2016-2017)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Students</td>
<td>6,485.0</td>
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<tr>
<td>Credit Sections</td>
<td>2,359</td>
</tr>
<tr>
<td>Non-Credit Sections</td>
<td>42</td>
</tr>
<tr>
<td>Median Credit Section Size</td>
<td>25</td>
</tr>
<tr>
<td>Percentage of Full-Time Faculty</td>
<td>61.7%</td>
</tr>
<tr>
<td>Percentage of First-Generation</td>
<td>29.4%*</td>
</tr>
<tr>
<td>Student Counseling Ratio</td>
<td>603:1</td>
</tr>
</tbody>
</table>

* Insufficient data
Solano Community College

Pairing began in 2006 as a single, face-to-face learning community with English 001 (College Composition) and LR10 (Information Skills for College and Beyond).

Instructors were looking for a more meaningful research experience than what librarians were able to provide with “one-off” orientations.

Using Cabrillo’s model, Spring 2007: Expanded the pairing to 12 sections and moved LR10 online.

Fall 2008: Linked all sections (approximately 24) as a “one-way” co-requisite.
Fall 2019: 49 linked sections of English 001 and LR10

Taught in all programs that include English 001

- Guided Pathways
- First Year Experience
- Umoja
- Puente
- California State Prison Solano
All LR10s are a version of the same Master course. The course is written and updated by fulltime librarians with support from adjuncts.

All instructors are encouraged to adjust the course and the assignments to fit the needs of their paired English course.

Average of four sections per librarian. This model is as close as SCC can get to every English 001 student having a “24/7” access to the Library and help from a librarian (adhere to regular effective contact).

Encourages future relationships with the college library and librarians

High use of library resources (good justification for spending on resources)
Solano Community College

With the exception of the prison, all courses are offered online through Canvas with college libraries functioning as face-to-face hours and instructional support.

Students who are uncomfortable online are encouraged to work in the Library with a librarian.

Students learn to navigate Canvas, work online and manage time in a closely monitored, consistent, supported environment.

Library Chromebook loan program also for support of LR10.

We are working to align the CSU for consideration GE Area E
AB705 changes:

Push the course as a blended learning experience: students are encouraged to spend as much time in the library as they need to complete their coursework.

Due dates are “massaged” to help deal with technology obstacles and difficulties students might encounter (i.e. no internet at home). Opportunities provided for “catch up.”

Librarians spend more time (physically) in classes with English support course.

Research log as capstone project rather than traditional annotated bibliography.
Q1 Do you think taking LR10 has improved your research skills?

Answered: 1,009    Skipped: 2

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96.83%</td>
</tr>
<tr>
<td>No</td>
<td>3.17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Learning the different database made it so much easier to complete my work in all my courses.

I was not aware that not all information on the internet specifically could be biased or inaccurate. Now I feel like I will re think the information that I use in future assignments and classes.

I know to be a Factchecker now.

I think that LR10 dramatically improved my research skills. I found the lesson on fact checking the most interesting and helpful.
# City College San Francisco

## Student Information (2016-2017)

<table>
<thead>
<tr>
<th>Gender</th>
<th>RACE/ETHNICITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>African American</td>
<td>7.5%</td>
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<tr>
<td>Male</td>
<td>American Indian/Alaska Native</td>
<td>0.3%</td>
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<tr>
<td>Unknown Gender</td>
<td>Asian</td>
<td>30.7%</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>5.9%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>0.7%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>23.1%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>5.0%</td>
</tr>
<tr>
<td></td>
<td>Unknown Ethnicity</td>
<td>2.0%</td>
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</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Under 20 years old</td>
<td>16.9%</td>
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<tr>
<td>20 to 24 years old</td>
<td>26.6%</td>
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<tr>
<td>25 to 39 years old</td>
<td>37.6%</td>
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<tr>
<td>40 or more years old</td>
<td>18.9%</td>
</tr>
<tr>
<td>Unknown Age</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

## Other Information (2016-2017)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Students</td>
<td>20,772.9</td>
</tr>
<tr>
<td>Credit Sections</td>
<td>5,619</td>
</tr>
<tr>
<td>Non-Credit Sections</td>
<td>0</td>
</tr>
<tr>
<td>Median Credit Section Size</td>
<td>21</td>
</tr>
<tr>
<td>Percentage of Full-Time Faculty</td>
<td>72.8%</td>
</tr>
<tr>
<td>Percentage of First-Generation</td>
<td>45.6%*</td>
</tr>
<tr>
<td>Student Counseling Ratio</td>
<td>587:1</td>
</tr>
</tbody>
</table>

* Insufficient data

City College San Francisco
Embedded Librarians Pilot Program

- English faculty initiated
- Equity funded - 5 sections of both Eng 1A and Eng 1AS
- Created in support of AB705 changes to English sequence

SO VALUABLE! It was a huge form of support and I suspect will change this set of students' attitude toward research forever.

The program was extremely valuable. Students felt like they were being taught by a team of teacher, tutor, and librarian... [T]he librarian was...able to provide strategies and advice that went beyond what the teacher could have taught.
City College San Francisco
Embedded Librarians Pilot Program

- Guiding structure:
  - 20 paid hours for each librarian over one semester
    - Time included:
      - Collaborative meetings with English instructor
      - Session preparation
      - At least 3 live sessions
      - Creation of learning objects
  - Active learning and flipped structure encouraged
City College San Francisco
Results from Spring 2019 Pilot

- Nearly 8% increase in course success among classes with embedded librarians.

<table>
<thead>
<tr>
<th>SPRING 2019</th>
<th>Course Success (Completion with an A, B, or C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Enrolled</td>
</tr>
<tr>
<td>Embedded Librarian Eng 1A</td>
<td>141</td>
</tr>
<tr>
<td>Overall Eng 1A</td>
<td>2,179</td>
</tr>
</tbody>
</table>

- Equity gap
Count of As a result of having a librarian in my class, my research skills have...

- stayed the same: 13.1%
- improved: 86.9%

Student survey (61 responses)
“An informed and educated citizenry is essential to the functioning of our modern democratic society, and I encourage educational and community institutions across the country to help Americans find and evaluate the information they seek, in all its forms.”

- Presidential Proclamation, National Information Literacy Awareness Month, 2009
Information Literacy Needs at Your College

Use these questions to guide your self reflection:

● What information literacy skills do students in your courses struggle with?

● What kinds of support would they benefit from?

● What kinds of academic support services would you like to see at your college?
Information Literacy Support at Your College

What kinds of academic support services for information literacy are available at your college?

Do you have:
- credit courses, workshops, embedded instruction?
- online guides?
- Canvas modules?
- IL student learning outcomes?
- an IL institutional learning outcome?
- accreditation requirements?

Identify opportunities for partnering with the library to meet your students’ information literacy needs.
Ideas from the session:
Thank You

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Ruth Fuller: ruth.fuller@solano.edu
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Megan Kinney: mkinney@ccsf.edu