

(Formerly known as the Georgia Conference on Information Literacy)

Sep 28th, 2:45 PM - 4:00 PM

## 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

	Overall Freshmen	LIR Freshmen
1 <sup>st</sup> Year Retention	68.5%	88.5%
2 <sup>nd</sup> Year Retention	55.6%	76.4%
6 Year Graduation Rates	39%	51.1%

*“I understand the library and the internet like never before.  
It's incredible, really.”*



# A-State Concurrent Course: Syllabus Weeks 1-5

COURSE OUTLINE: (subject to change as necessary)

Week	Topic	Assignment Due Sunday 11:59pm	Points
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

Week 6	Video: Academic Integrity (Credo) Video: What is Plagiarism? (Credo) Video: Copyright (Credo)	<b>Academic Integrity Quiz</b>	5
Week 7	Video: Why Citations Matter (Credo) Tutorial: Why Citations Matter (Credo) Citation Style Guide and Builders	<b>Plagiarism News Story</b>	10
Week 8	Tutorial: Choosing and Using Keywords (Credo) Tutorial: Search Techniques, Part 1 (Credo) Tutorial: Search Techniques, Part 2 (Credo) Video: Refining Search Results (Credo) Boolean Tutorial	<b>Starting Your Research Assignment</b>	50
Week 9	Library of Congress Classification Dewey Decimal Classification (DDC) Using the Library Catalog Tutorial		
Week 10	<u>OneSearch</u> Tutorial	<b>Discussion Board Using the Catalogs Assignment</b>	50



# A-State Concurrent Course: Syllabus Weeks 11-17

Week 11	Video: Choosing a Database (Credo) Research & General Databases Tutorial	Choosing a Database Quiz	5
Week 12	Specialized & Subject Specific Databases Tutorial Journal Search Tutorial	Journals & Databases Assignment	50
Week 13	Consumers & the Web Tutorial Searching the Internet Tutorial	Searching the Web Assignment	50
Week 14	Government Information Tutorial	Discussion Board	5
Week 15	Evaluating Information Module (Credo)	Discussion Board Evaluating Info Quiz	5
Week 16	Evaluating Websites Tutorial	Evaluating Websites Assignment	50
Week 17	Work on Final Project	Post-Test	20
		Final Project Due Friday 11:59	100



# Credo Instruct

Arkansas State University INFO:IT Arkansas State University InRd:it Modules Altstateactiv

View this course as: Staff

Home Start here How to Use Embed Codes Deep Links LTI Links Prerequisite & Training Tools Instructor

Course > Sources of Information > Tutorial: how to read scholarly materials > Components of Scholarly Materials

Components of Scholarly Materials

Scholarly materials, in addition to various attributes, can be broken down by component.

The components are Title, Abstract, Literature Review, Methodologies, and Results and Discussion.

FLORA ONE. Downloaded 11:11 AM on 10/10/2016. <http://dx.doi.org/10.1371/journal.pone.0158299#abstract0>

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RESEARCH ARTICLE

**Decoupled Evolution between Senders and Receivers in the Neotropical *Allobates femoralis* Frog Complex**

Melody Blomquist-Curcio, Alberina P. Lima, Walter Hódz, Adolfo Amézquita

Published: June 8, 2016 | <http://dx.doi.org/10.1371/journal.pone.0158299>

Abstract

During acoustic communication, an audible message is transmitted from a sender to a receiver, often producing changes in behavior. In a system where evolutionary changes of the sender do not result in a concomitant adjustment in the receiver, communication and species recognition could fail. However, the possibility of an evolutionary decoupling between sender and receiver has rarely been studied. Frog populations in the *Allobates femoralis* cryptic species complex are known for their adhesive morphological, genetic and acoustic variation. We hypothesized that geographic variation in acoustic signals of *A. femoralis* was correlated with geographic changes in communication through changes in male-male recognition. To test this hypothesis, we quantified male call recognition using phonotactic response to playback experiments of advertisement calls with two, three and four notes in eight localities of the Amazonian basin. Then, we reconstructed the ancestral states of call note number in a phylogenetic framework and evaluated whether the character state of the most recent common ancestor predicted current relative responses to two, three and four notes. The probability of a phonotactic response to advertisement calls of *A. femoralis* males was strongly influenced by the call note frequency and the number of notes in most populations. Positive phonotaxis was complete for calls from each individual population, and in some populations, it was also partial for atypical calls; however, in two populations, individuals equally recognized calls with two, three or four notes. This evidence, in conjunction with our results from phylogenetic comparative methods, supports the hypothesis of decoupled evolution between sender and receiver in the male-male communication systems of the *A. femoralis* complex. Thus, signal recognition appears to evolve more slowly than the calls.

Bookmark this page

Video: Why Citations Matter

are entertaining, but they're rarely something you should cite—even if dogs are the topic of your paper, like in Madison's case. Fine. YouTube video deleted. I did that! I mean, that's my reference list. The details in your reference list can be more than just the author, title, or date of a book—all of this information is detailed in citation style guides, which are like detailed instruction manuals for reference lists. Your professor may want you to include more information, so make sure you know which citation style guide he or she prefers. Already ahead of you, omnipresent narrator. My name's Will. Yeah, that's nice. And in addition to a reference list, a successful research paper also uses citations within the paper itself. Oh, I forgot about those. Wait, why do I have to use in-text citations if I already have

Transcripts

3:08 / 4:41 Speed 1.0x

SUBMISSION HISTORY STAFF DEBUG INFO

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/s?

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.



# 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/s?

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

SUBMISSION HISTORY STAFF DEBUG INFO

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

EDITOR

SETTINGS

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  c2012.</p>
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7     <choice correct="true">C. The Library has it in the General Collection. <choicehint>Correct. The only copy we have is in the
      Library's General Collection.</choicehint></choice>
8     <choice correct="false">D. The Library has it both in the General Collection and as an ebook. <choicehint>No, the only copy we
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9   </choicegroup>
10 </multiplechoiceresponse>
11
12
13 </problem>
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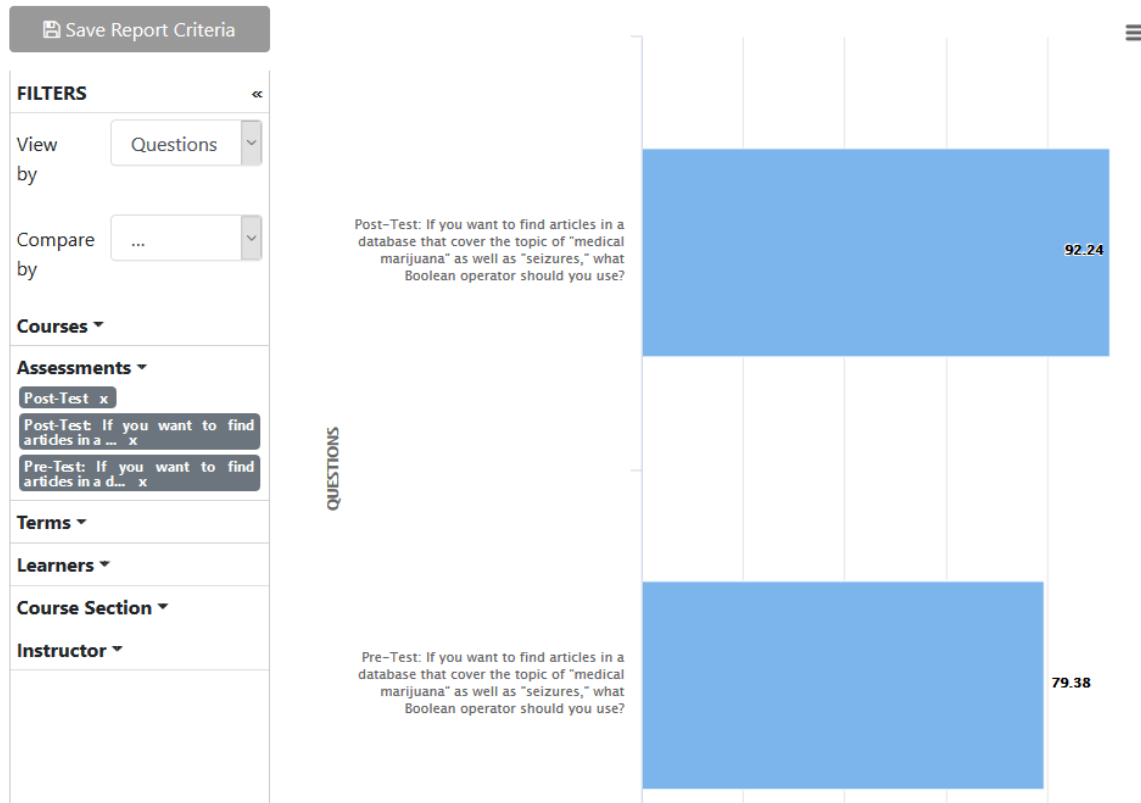
Save

Cancel





# Credo Insights



# 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)

Registered at A-State	Need Remediation	Average High School GPA	Average ACT	Average A-State GPA
35.7%	21.2%	3.498	23.4	2.96



# Early Successes

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

	Participating Schools	Overall
2015	72.25%	70.95%
2016	76.29%	70.48%
2017	77.03%	65.32%



# Early Successes

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

	Participating Schools	Overall
2015	46.47%	29.55%
2016	42.81%	30.24%
2017	42.32%	26.51%



# Early Successes

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

	Participating Schools	Overall
2015	77.61%	74.90%
2016	73.99%	72.80%
2017	76.55%	Not available



# Early Successes

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

	Participating Schools	Overall
2015	13.18%	22.40%
2016	15.54%	27.10%
2017	18.36%	21.20%





# Questions?



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