

1-27-2015

# Information Literacy in the “Pathway to Success”

Sharon A. Weiner  
sweiner@purdue.edu

Follow this and additional works at: [http://docs.lib.purdue.edu/lib\\_fspress](http://docs.lib.purdue.edu/lib_fspress)

 Part of the [Curriculum and Instruction Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), [Higher Education and Teaching Commons](#), and the [Information Literacy Commons](#)

---

## Recommended Citation

Weiner, Sharon A., "Information Literacy in the “Pathway to Success”" (2015). *Libraries Faculty and Staff Presentations*. Paper 89.  
[http://docs.lib.purdue.edu/lib\\_fspress/89](http://docs.lib.purdue.edu/lib_fspress/89)

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact [epubs@purdue.edu](mailto:epubs@purdue.edu) for additional information.

# *Information Literacy in the "Pathway to Success"*

*Dr. Sharon Weiner  
Professor, W. Wayne Booker Chair in Information Literacy  
Purdue University  
Vice-President, National Forum on Information Literacy*



## What we'll cover...

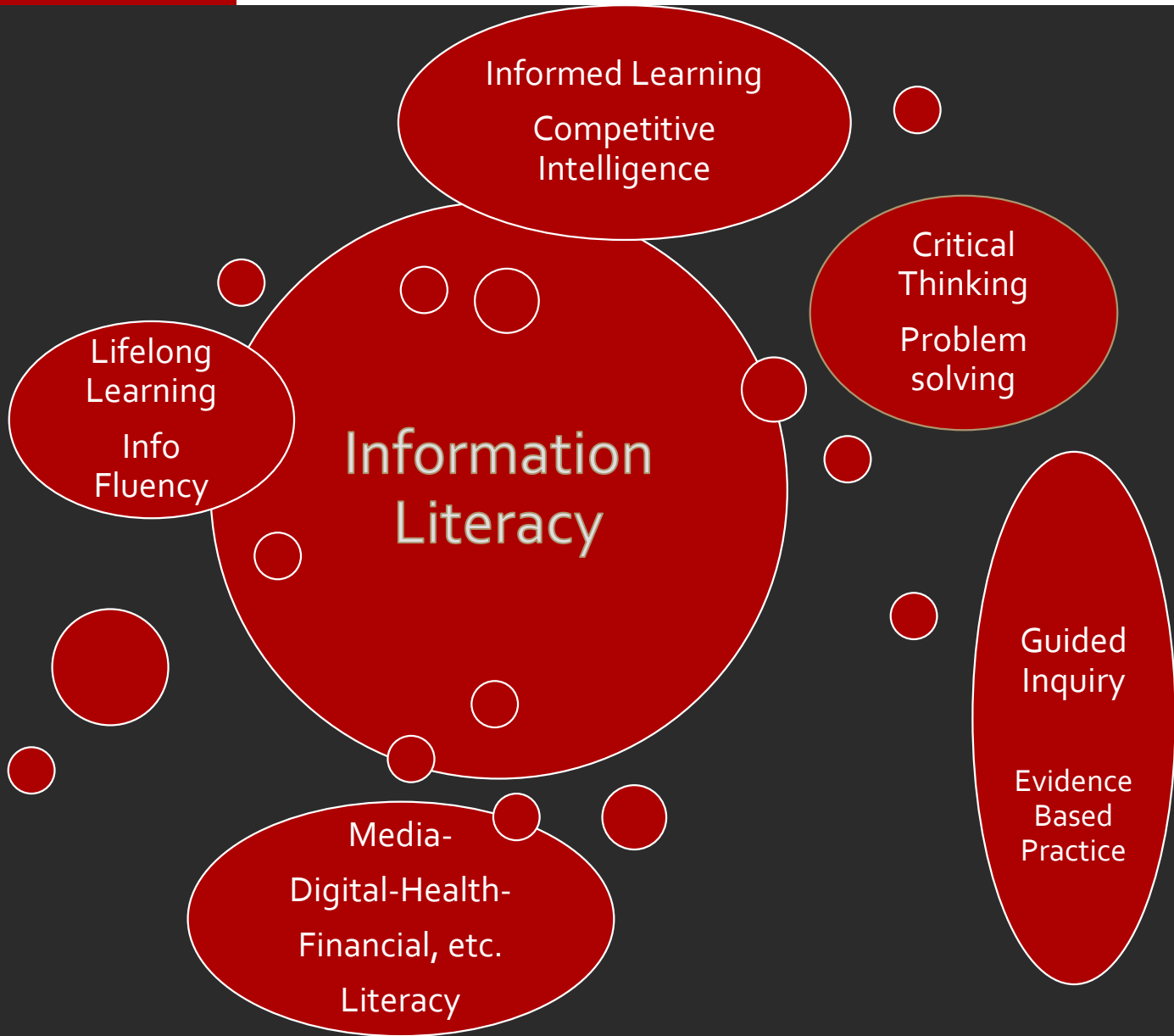
- *What is information literacy (IL)?*
- *What do we know about IL and college student success?*
- *What is happening at other colleges?*
- *What can Indiana State do?*

# What is IL?

- Habit of mind, way of thinking
- Skills and competencies
- Ability to *use information to learn*

# What is IL?

- Ability to recognize when need info
- Formulate good questions
- Know best sources to use & how to search for info
- Ability to make decisions, solve problems based on credible info
- Ability to communicate info appropriately to intended audience
  
- *Varies according to discipline and context*



# What is IL?

*Information literate people are those who **have learned how to learn**. They know how to learn because they know how knowledge is organized, how to find information, and how to use information...They can always find the information needed for any task or decision at hand.*

ALA 1989

# Student Success

Complex, many factors contribute, personal and organizational



# Student Success

- Many “success” indicators
  - Graduation rate
  - Retention rate
  - Course completion success
  - GPA
  - Achievement
  - Job and salary, workforce preparedness
  - Career success
  - Personal, college, and job satisfaction
  - Critical thinking, problem-solving, lifelong learning preparedness

# Why is student success important?

- Costs to students-tuition, loss of time in workforce or grad school
- Costs to institutions-reputation, rankings, resources needed
- Loss of cohort
- Need for prepared workforce, engaged citizenry, lifelong learners

# What Affects Student Success?



- Academic and social integration
- Institutional commitment to the goal of college graduation
- Connections with institution **and its people**
- Inclusive and affirming institutions

# What Affects Student Success?

- High expectations
- Student-centered learning
- Out-of-classroom learning experiences
- Teaching quality

# What Affects Student Success?

- “High-impact educational practices”
  - 1st-year seminars & experiences
  - Common intellectual experiences (book reads)
  - Learning communities
  - Writing-intensive courses
  - Collaborative projects
  - Undergrad research
  - Diversity/global learning
  - Community-based learning
  - Internships
  - Capstone projects

# What Affects Student Success?

- Inform about school resources
- Time management, study skills
- Tutoring
- Remediation and bridge programs
- Financial assistance
- Mentoring

# IL and Student Success



**W. Wayne Booker's story**

# IL and Student Success



*2E.2 Students are offered guidance in the **ethical use of information** resources.*

*3B.3 Every degree program offered by the institution engages students in **collecting, analyzing, and communicating information**; in mastering modes of inquiry or creative work; and in developing **skills adaptable** to changing environments.*

*3D.5 The institution provides to students guidance in the **effective use of research and information resources**.*

Also, program accreditations...



# IL and Student Success



- Faculty believe IL is important

*(Saunders; Weiner)*

- Relationship between library instruction and retention, GPA

*(Soria, et al.; Vance, et al.; Cox & Jantti; Wong and Cmor)*

# IL and Student Success



- IL = ability to use information to learn
- What are libraries and librarians?
- Libraries are places to learn outside the classroom

# IL and Student Success



- Librarians are educators, collaborators and partners **in learning...**
- An “underused educational resource” (Kuh et al.)
- 2013 ISU NSSE—“institution emphasizing using **learning support services**” was an “area of concern”

# IL and Student Success



- Libraries are places to **use information to learn** outside of classroom
- Study space, collaborative learning spaces, technology
- Libraries participate in orientations, campus tours
- Participate in summer “bridge” programs

# IL and Student Success

- Librarians assess student IL needs and artifacts
- Work with 1<sup>st</sup> year, transfer, at-risk, international students
- Embed in courses

# IL and Student Success

- Individual research consultations
- Academic and social support for library student employees
- Scholarships for library student employees

# IL and Student Success

- Links to tutorials, resource lists for courses
- Librarians consult on IL aspects of courses
- Librarians teach scholarly communication, specific literacies (data, GIS, financial, health)
- Undergrad research programs
- Distance learning/online programs, courses

# IL and Student Success



## *Southern Association of Colleges and Schools*

- More than 30 institutions have “Quality Enhancement Plans” that focus solely on IL
- All include assessment plans



# IL and Student Success



## *Purdue*

- Within last 5 years
- IL = informed learning = learning
- Librarians = educators = IL specialists
- Core curriculum includes IL
- Librarians on key campus committees

# IL and Student Success

*Purdue*

*Instruction Matters:  
Purdue Academic Course  
Transformation*



# IL and Student Success



- Libraries are learning spaces—active learning classrooms, new Active Learning Center Building planned
- Campus leaders in data IL

# IL and Student Success

## *Purdue*

- Librarians embedded in courses and teach courses (although est. 20 librarians/40,000 students)
- Librarians participating in “badges” for new outcomes-based Purdue Polytechnic Institute



# IL and Student Success



## *Purdue*

- IL courses in business, nursing, nutrition, pharmacy
- Undergraduate research programs
- Librarians are residence hall faculty, subject and program liaisons

# IL and Student Success

## *Purdue*

- Copyright Office
- Purdue University Press
- *Journal of Purdue Undergraduate Research*



# What can Indiana State do?



- Systems thinking—library and librarians are part of the system—how can you involve them?
- Go back to “what affects success” and consider how the library can be involved
- Change your perceptions of what libraries are and librarians do

## What can Indiana State do?

- Ask the faculty—do the students demonstrate acceptable competency with IL? (use Weiner faculty survey?)
- Curriculum mapping—is the learning of IL competencies planned when pre-requisites or learning outcomes?
- Progressively integrate IL in courses, programs, expected outcomes, engagement, co-curricular, experiential learning



# What can Indiana State do?

- Collaborations between library and student learning initiatives, academic programs, student affairs, alumni office, curriculum committees, individual faculty, co-curricular programs, assessment directors, athletics...
- Train-the-trainer
- Embed librarians

# Obstacles



- IL in High School:
- Decreased funding for school library media specialists, school libraries
- Teacher prep programs don't teach teachers how to teach IL
- Need for remediation in college (see IL courses and tutorials)

*Project Information Literacy --Freshman Study*

# Obstacles

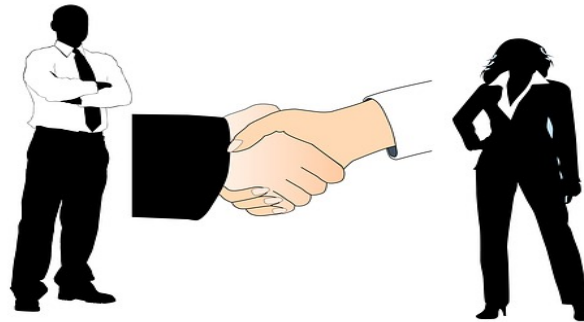


- Traditional perceptions of libraries, librarian roles, functions, abilities

*What If:*

No IL in  
Student  
Success

- Growing body of studies on workforce preparedness
- Students graduate from college unprepared for information environment
- 2015 AACU study:
- Employers place **greatest value** on skills and knowledge that cut across all majors



*What If:*

No IL in  
Student  
Success

- Most important learning outcomes are related to IL:
  - Written and oral communication skills
  - Teamwork
  - Ethical decision-making
  - Critical thinking



*What If:*

No IL in  
Student  
Success

- Also important:
- Capacities to problem solve
- Locate and evaluate information from multiple sources
- Innovate
- Stay current with technologies

*What If:*

No IL in  
Student  
Success

- Both employers **and** college students believe important:
  - Senior thesis/project demonstrating knowledge, research, problem-solving, communication skills
  - Multiple courses involving significant writing
  - Research project done collaboratively with peers
  - Service-learning project with community organizations
- 
- **All involve IL**

*What If:*

No IL in  
Student  
Success

- Medical decision-making
- Financial decision-making
- Involved citizenship
- Lifelong learning





Conclusion...  
or the  
Beginning?

How can *you* proceed?

# References

Barnhart, A. C. et al. 2013. Libraries and student persistence at southern colleges and universities. *Reference Services Review* 41(2):266-79.

Barnhart, A. C. & Stanfield, A. 2013. Bridging the information literacy gap: Library participation in summer transition programs. *Reference Services Review* 41(2):201-18.

Bell, S. 2008. Keeping them enrolled: How academic libraries contribute to student retention. *Library Issues: Briefings for Faculty and Administrators* 29(1).

Blevens, C. L. 2012. [Catching up with information literacy assessment: Resources for program evaluation](#). *C&RL News* 73(4):202-6.

Cox, B. & Jantti, M. 2012. [Discovering the Impact of Library Use and Student Performance](#). *Educause Review Online* July.

Dubicki, E. 2013. Faculty perceptions of students' information literacy skills competencies. *Journal of Information Literacy* 7(2):97-125.

Emmons, M. & Wilkinson, F. C. 2011. [The academic library impact on student persistence](#). *College & Research Libraries* 72(2):128-49

Hart Research Associates. 2015. [Falling short? College learning and career success: Selected findings from online surveys of employers and college students](#).

Hsieh, M.L., et al. 2013. Faculty-librarian collaboration in improving information literacy of educational opportunity program students. *Reference Services Review* 41(2):313-35.

# References

Hubbard, M. A. & Loos, A. T. 2013. Academic library participation in recruitment and retention initiatives. *Reference Services Review* 41(2):157-81.

Kuh, G. D. & Gonyea, R. M. 2003. [The role of the academic library in promoting student engagement in learning](#). *College & Research Libraries* 64:256-282.

Kuh, G. D., et al. 2005. *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.

Lombard, . 2012. The role of the academic library in college choice. *Journal of Academic Librarianship* 38(4):237-41.

Mezick, E. 2007. Return on investment: Libraries and student retention. *Journal of Academic Librarianship* 33(5).

[NSSE Topical Module: Experiences with information literacy](#)

Pagowsky, N. & Hamond, J. 2012. [A programmatic approach: Systematically typing the library to student retention efforts on campus](#). *C&RL News* 73(10):582-94

Riehle, C. F., & Weiner, S. 2013. [High-impact educational practices: An exploration of the role of information literacy, critical thinking, and lifelong learning](#). *College & Undergraduate Libraries* 20(2):127-143.

Saunders, L. 2012. Faculty perspectives on information literacy as a student learning outcome. *Journal of Academic Librarianship* 38(4):226-36.

Soria, K. M., Fransen, J., & Nackerud, S. 2013. Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *portal: Libraries and the Academy* 13 (2):147-64

Stone, G. & Ramsden, B. 2013. [Library Impact Data Project: Looking for the link between library usage and student attainment](#). *College & Research Libraries* 74:546-59.

Teske, B., DiCarlo, M. & Cahoy, D. 2013. Libraries and student persistence at southern colleges and universities. *Reference Services Review* 41(2):266-79

# References

Valentine, J. C., et al. 2011. Keeping at-risk students in school: A systematic review of college programs. *Educational Evaluation and Policy Analysis* 33(2):214-34.

[Value of academic libraries: A comprehensive research review and report.](#) Chicago: ACRL, 2010.

Van Epps, A. S. & Nelson, M. S. 2013. [One-shot or embedded? Assessing different delivery timing for information resources relevant to assignments.](#) *Evidence Based Library and Information Practice* 8(1): 4-18.

Vance, J. M., Kirk, R., & Gardner, J. G. 2012. [Measuring the impact of library instruction on freshman success and persistence: A quantitative analysis.](#) *Communications in information Literacy* 6(1):49-58

Weaver, M. 2013. Student journey work: A review of academic library contributions to student transition and success. *New Review of Academic Librarianship* 19:101-24.

Weiner, S. A. 2014. [Who teaches information literacy competencies? Report of a study of faculty.](#) *College Teaching* 62(1):5-12.

Weiner, S. A. & C. Watkinson. 2014. [What do students learn from participation in an undergraduate research journal? Results of an assessment.](#) *Journal of Librarianship and Scholarly Communication* 2(2):eP1125.

Weiner, S. 2012. [Institutionalizing information literacy.](#) *Journal of Academic Librarianship* 38(5):287-293.

Weiner, S. 2011. Information literacy and the workforce: A review. [Education Libraries](#) 34(2):7-14.

Weiner, S. A. 2010. On information literacy in the library workforce. [Serials Review](#) 36(4):203-4.

Weiner, S. 2010. Information literacy: A neglected core competency. [EDUCAUSE Quarterly](#) 33(1).

Weiner, S. A. 2009. The contribution of the library to the reputation of a university. [The Journal of Academic Librarianship](#) 35(1):3-13.



*Thank you!*

*Questions and comments?*