First Year Success

Integrating Information Literacy into an Interdisciplinary Program for At-Risk Students

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About the First Year Success Program

Teaching and Learning Framework

May 2010-May 2011

Institution wide consultations leading to the final document:

"A Comprehensive Framework to Teaching and Learning at Memorial University of Newfoundland"

Mandate of the first initiative to come out of the framework

Develop a pilot focussed on academically vulnerable first year students

First Year Success Program

- Support for Students with Academic Challenges Advisory Group (est. May 2011)
  - Co-Chairs:

    Susan Cleyle, AUL, QEII Library

    David Philpott, Faculty of Education
  - Environmental scan and literature review
  - Institution wide consultations

- Program approved unanimously by Senate in February 2012
- Program to start in September 2012

First Year Success Program
www.mun.ca/success

Academic Director, Dr. Valerie Burton, Faculty of Arts

For students starting at Memorial with high school grades between 70-74.9%

Experience enhanced by:

- new courses
- smaller classes
- supplemental instruction
- learning communities
- regular academic and career advising sessions

First Year Success Program
A Full First Year

Semester One

University 1010
ARTS1500
Psychology 1000 (F-Slot)
"Advised" Math or Elective
2nd Elective

Semester Two

University 2020
English 1080 (F-Slot)
Psychology 1001 (F-Slot)
"Advised" Math or Elective
2nd Elective

Class size for **UNIV1010, ARTS1500, UNIV2020**, **"Advised" Math and F-Slot** is **30 students**

Library Involvement

Library Involvement

- Information Literacy

  Embedded librarian throughout the first year

- Math Tutoring in The Commons
- Academic Advising in the Library
- Writing Centre
- Computing Support

Students in the library multiple times for multiple reasons

Library Involvement: Embedded IL

First steps:

a) Draft information literacy outcomes

- ACRL *Information Literacy Competency Standards for Higher Education*
- Past experiences teaching first-year and at-risk students

b) Map IL to core FYS courses

IL Content

Fall 2012

Winter 2013

UN1010 (Uni life/culture)

- Library orientation
- Reflection/Framework for academic research
- Scholarship on the web 1

UN 2020 (Metacog. learning)

- Focusing a research topic
- The research process
- Refining a search
- Evaluating sources

ARTS 1500 (Writing)

- Acad. integrity
- Peer review
- Popular vs. Scholarly
- Scholarship on the web 2

English 1080 (F-slot)

- Research support
- Tutorials on special topics
- Reflection/application*
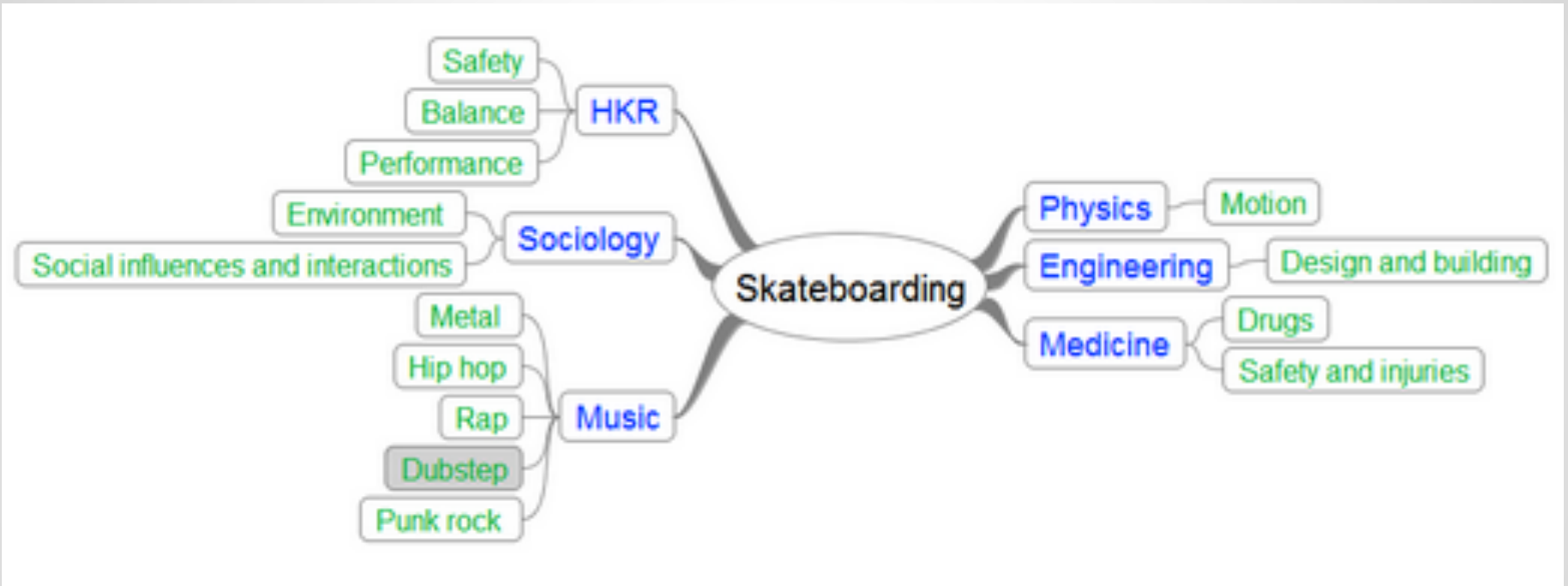- Citation management*

Activities

Challenge: classroom engagement

Needed to create learner-centered experiences that promote active learning, student participation, and classroom interaction.
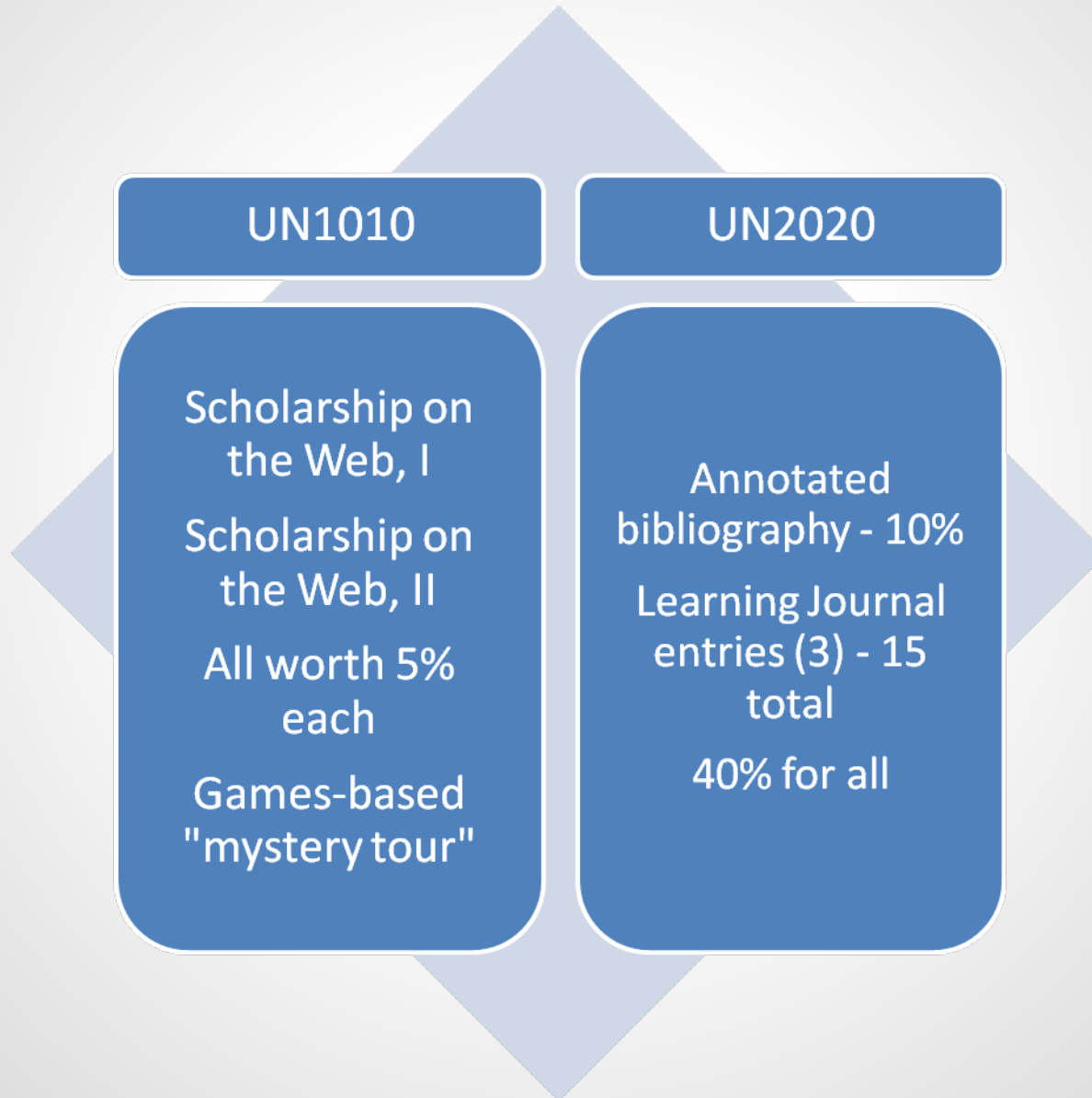
- Orientation activities
- Small group discussion
- Learning journals
- Case/Evaluation exercises
- Web-based polling
- **Concept mapping**

"Everything is Scholarship"

Concept map created using **FreeMind**
freemind.sourceforge.net

Assignments/Student assessment

UN1010

Scholarship on the Web, I

Scholarship on the Web, II

All worth 5% each

Games-based "mystery tour"

UN2020

Annotated bibliography - 10%

Learning Journal entries (3) - 15 total

40% for all

Program Assessment

Course Evaluation Questionnaire (CEQ)

- Administered online, starting Winter semester

Centre for Institutional Analysis and Planning (CIAP)

- Focus groups
- Pre, post-surveys of the students

Library pre- and post-tests

- 4 questions testing search strategy, evaluation, citation identification
- Students showed improvement in all areas
- Complements what we've learned from student assessment

Reflecting on Year One

Benefits

- Opportunity to highlight the role of information literacy and librarian expertise

- Demonstrate the relevance of IL within the institution

- A working partnership with faculty members and various units such as Academic Advising

- More comprehensive, reflective, holistic, "true" IL instruction (IL vs. point-of-need instruction)

- Deeper, more-meaningful sustained relationships with students (vs. one-shot instruction)

Challenges

Program-level challenges

- Embedding IL
  - maintaining "buy-in"
  - academic freedom

- Short timeline
  - content development
  - collaboration

Classroom-level challenges

- Attendance
  - student performance
  - Engl. 1080 F-slot

- Student culture/behaviors
  - attendance
  - "nest" phenomenon

Year Two and Beyond

Year Two and Beyond

- Review of the information literacy modules, exercises and assignments

- Planning for increase of students in year two
  - Number of librarians hours to devote to program

- Future of programme
  - Will FYS continue to exist in current form?
  - Might it evolve into a model for all first-years?
  - How might these things impact IL programming, in FYS and overall?

Questions?

Thank you.

http://www.flickr.com/photos/osucommons/6170252894/

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