

To: Faculty Senate

From: Willette Stinson, Ph.D. (on behalf of the Library Committee)

Date & Time: Friday, <sup>Feb.</sup> April 3, 2017, 1:30 p.m.

**LIBRARY COMMITTEE MEMBERS**

Senate report: February

2-year term

4 faculty (1 rep from each College), 1 LC, 1 student, 1 GRDI (non-voting) appointed by VP of Research and Public Service. *Ex officio*: Library Director

| Names                              | Term              | Represents   | Address          | Phone | E-mail     |
|------------------------------------|-------------------|--------------|------------------|-------|------------|
| Stinson, Willette ( <i>chair</i> ) | <i>ex officio</i> | Library Dir. | 17 Library       | 3239  | wstinson   |
| Naga, Sundar ( <i>co-chair</i> )   | 2 of 2*           | NSM          | 325 Hamblin      | 5756  | naga       |
| Richards, Steve                    | 1 of 2*           | PS           | 156 Fleming      | 3003  | srichards  |
| Carroll, Matt                      | 2 of 2            | BSS          | 313A Cole        | 3093  | mcarrol2   |
| McConnell, Anne                    | 2 of 2            | AH           | 205 Hill         | 3073  | amcconnell |
| Deborah Wells                      | 1 of 2            | LC           | 44A Drain-Jordan | 3150  | wells      |
| Nimmakayala, Padma                 | 1 of 1            | GRDI         | 221 Hamblin      | 3258  | padma      |
| Kerry Hughes                       | 1 of 1            | student      |                  |       | khughes4   |

Since the beginning of academic year 2014 through the present, the University library staff in collaboration with The English Department, have had a member of AmeriCorps who, according to Joshua Cole, “tutors West Virginia State students in any kind of writing assignment for any class. Students have demonstrated improvement in their own writing and grades and have returned. “This is evident when they come back bringing a new assignment and we see the improvement from the last time they visited,” stated Joshua Cole. He also says he has “surveyed some professors who have noted improvement in students who have visited the Writing Center.” This is a copy for your review:

**AMERICORPS COLLEGE MENTORING PROGRAM  
Professor Survey**

**Each member working with college students must turn in a minimum of 10  
Due May 15**

|  |  |             |           |      |   |   |
|--|--|-------------|-----------|------|---|---|
| School/Site: _____   |  | Date: _____ |           |      |   |   |
| Student: _____   |  |             |           |      |   |   |
|  |  | Excellent   |           | Poor |   |   |
| 1.   | Overall, how would you rate the mentoring program? | 5           | 4         | 3    | 2 | 1 |
| 2.   | Mentoring has been beneficial to the student/s     | 5           | 4         | 3    | 2 | 1 |
| 3.   | The assigned mentor met his/her commitment         | 5           | 4         | 3    | 2 | 1 |
| After the Mentor/Mentee relationship, the student showed <b>improvements</b> in the following areas: |  |             |           |      |   |   |
| 1.   | Grades/Academic Performance                        | Yes         | No Change |      |   |   |
| 2.   | Completion of Homework                             | Yes         | No Change |      |   |   |
| 3.   | School Attendance                                  | Yes         | No Change |      |   |   |
| 4.   | Positive Attitude                                  | Yes         | No Change |      |   |   |
| 5.   | Engagement in Class Discussions                    | Yes         | No Change |      |   |   |
| 6.   | Self Confidence                                    | Yes         | No Change |      |   |   |
| 7.   | Relationships with Peers                           | Yes         | No Change |      |   |   |
| 8.   | Relationships with Professors                      | Yes         | No Change |      |   |   |
| 9.   | Following Directions                               | Yes         | No Change |      |   |   |
| 10.  | Engagement in Extracurricular Activities           | Yes         | No Change |      |   |   |



The above survey was disseminated to all professors whose students have come to the writing center between Fall of 2014 up to May 2016. The purpose is, according to Joshua Cole, “basically showing what we do that is helping these students.” The Americorp organization devised the survey which is reported to The Corporation for National and Community Service. This is a U.S. federal government agency that engages more than five million Americans in service through AmeriCorps, Learn and Serve America, Senior Corp, and other national service initiatives. The agency’s mission is to “support the American culture of citizenship, service, and responsibility.”

The Writing Center is furnished with comfortable seating, ideal for those who may need more time spent in the Writing Center. The noise level is appropriate. We also have five laptops for the students to use, as well as printer and scanner access. We also have writing resource books, such as those on the APA and MLA manual of styles.

Beginning in Spring 2014, the University Library formed a partnership with the English Department in collaboration with Americorp. By this date in time, 388 logged students have visited the Writing Center.

In April, there will be a Library hosted program as an Anniversary Celebration of the Writing Center & University Library collaboration and in Celebration of National Poetry Month.

**Personnel:**

- In the 2016, I attended the Harvard Graduate School of Education’s Leadership Institute for Academic Librarians (LIAL) in Cambridge, Mass. The program details important leadership concepts and applies them to the practical challenges of leading and managing the contemporary academic library. The curriculum addresses three areas — planning, organizational strategy and change, and transformational learning — with an overarching goal of increasing your leadership and management capacity.



- Paperwork is moving forward for all signatures necessary to advertise for a Government Documents Librarian position, filling a vacant faculty position that occurred in August with the resignation of Jennifer Zuccaro. Also, recruitment has been initiated for a Special Collections Librarian with the retirement of Ellen Ressmeyer. That position has been vacant for almost one month. Also, a brand new part-time Evening and Weekend Reference Librarian position has been created and is anticipated to be advertised very soon. That position will be filled with a half time permanent employee for nine to 12 months per year.
- It is hoped that the two Associate Librarian positions will be hired to start in July or August. And, the candidate selected for the part-time position will hopefully be hired by May of this year. A search Committee will be formed and various members of the Library Committee will have a role in the screening, interview and hiring process, especially of those positions having faculty status. Resumes, cover-letters, and references are requested. You will see job announcements posted on our University website as well as The West Virginia Library Commission website and in the WVLA (West Virginia Library Association) bi-monthly newsletter.
- Phone calls will be made to the top pool to make sure the candidates are still interested and to inform them that their references will be contacted. The other reason for contacting candidates include clarifying and expanding on the information in the application materials. The first meeting with persons will be on campus, a formal presentation will be required, and lunch between the candidates and the search committee members and staff will be part of the evaluation process. The Library faculty positions have longer and more extensive interviews than the part-time non-exempt Evening & Weekend Part-time Reference Clerk position. If there is a lag time with the processing for approval for advertising, the second plan for preliminary interviews will be to conduct a preliminary interview in June during the American Library Association Annual conference in Chicago, where I and one or two other employees will conduct those interviews with an alternate plan of hiring by Spring of 2018.

Next, Diana Haberfield of the University Library submitted the following data, stating "I attribute the following accomplishment to the hard work of the Library Committee towards promoting use of our own University Library, which is going



in the direction that I believe will help support the goal to, one day, become a member of the PALCI (Pennsylvania Academic Library Consortium Inc.). I submit this report to Dr. Stinson & the Library Committee to include in the Annual Report, because it speaks to the impact of your efforts in my opinion. Before Dr. Stinson became the director of the Drain-Jordan Library:

- The highest annual total amount of materials borrowed through interlibrary loan was 258 (books 152) and (articles 106). Since Dr. Stinson has been here, they have doubled. Her first year 2013-2014 the total amount of materials borrowed was 516, the second year 2014-2015 was 485, and the third year 2015-2016 was 602.
- The total amount of materials loaned through interlibrary loan was 41 (books 37) and (articles 4). Once again they have doubled or tripled. First year 2013-2014 the total amount of materials loaned was 74, the second year 2014-2015 was 152, and the third year 2015-2016 was 139.
- The same thing happened with the reserves: The amount of materials on reserve was 159 items. Her first year 2013-2014 the amount of materials on reserve was 302 items, the second year 2014-2015 was 408 items, and the third year 2015-2016 was 351.

Next, I want to thank all of you faculty members, including members of the Library Committee, for being driven by a passion for teaching and for supporting our University Library and our committee in its efforts to teach the Information Literacy skills essential for student success. I am pleased to report about first year student success at WVSU. A new report issued by ACRL, "[Documented Library Contributions to Student Learning and Success: Building Evidence with Team-Based Assessment in Action Campus Projects](#)," shows compelling evidence for library contributions to student learning and success. My project led at State was cited in this peer-reviewed publication. This report is part of the project "Assessment in Action: Academic Libraries and Student Success" and made possible by a grant from the Institute for Museum and Library Services. See page



12 of this report. This achievement is good news for us!

The report focuses on projects conducted as part of the program Assessment in Action: Academic Libraries and Student Success (AiA) by campus teams that participated in the second year of the program, from April 2014 to June 2015.

**Leveraging Information Literacy Instruction to Impact First-Year College Student Success**  
 Willette F. Stinson, Ph.D. – Library Director – West Virginia State University – [wstinson@wvstateu.edu](mailto:wstinson@wvstateu.edu) OR [drstinson1@comcast.net](mailto:drstinson1@comcast.net)

**Abstract**

West Virginia State University's Library developed an information literacy instruction to promote first-year students' progress toward a General Education Certificate program. Faculty collaboration that integrated library instruction into a Freshman Experience course and a research assignment plan and year-long research team ultimately enhanced the learning experience. Students' responses provided information that demonstrates how students perceive their ability to locate information charged as a result of learning during the one-semester session of the course.

**Research Question**

How does the first-year college students' perception of their ability to locate information change as a result of the information literacy instruction experienced within the General Education course (WVU Freshman Experience)?

**Literature Review**

An literature team in investigating and identifying ways to improve student success. Research has identified that students have an increasing and consistent need for college-level instruction. Research has identified that students have an increasing and consistent need for college-level instruction. Research has identified that students have an increasing and consistent need for college-level instruction.

**Process**

Project Completion: Needs – Gap Analysis  
 Making a case for the importance of information literacy instruction to students in particular, especially considering that most WVU students are not living on campus.  
 To address a concern of faculty regarding the need to make best impressions of a topic and quality that will influence student success.

**Methods**

From October 2014 to February 2015, the following data gathering methods were used as a part of an initial phase of the study: information literacy instruction sessions at the Freshman Experience course (n=1); focus interviews (n=10); and  
 • An end-point survey (Freshman Experience, East, Transition Network, FLEDS) delivered to students at the end of the semester.  
 • A survey (n=1) conducted at the Freshman Experience course (n=1) responses to an ITI for a literature class.  
 • A survey (n=1) conducted at a student success center.  
 • A survey (n=1) conducted at a student success center.  
 • A survey (n=1) conducted at a student success center.

**Conclusions**

Information literacy instruction could improve students' locating of information ability demonstrated by the statistically significant difference between students' pre- and post-instruction perceptions.  
 Student self-perceptions on their locating-of-information ability were all improved significantly after the instruction.

**Implications**

Students' learning experience connects directly to a General Education Certificate program. Learning objectives along students' self-perceptions. The use of the college library and other resources and tools for student information. The use of the college library and other resources and tools for student information.

**Recommendations**

Additionally, the pilot study's evidence sets the library in position for marketing, as Pappalardo (2010) remarks, that "the library is more than just a place for studying or borrowing information. It is a crucial element in fostering a broad-based and positive student experience. Librarians can provide first-year students with the convenience, confidence and connections they need for a smooth adjustment to college" (p. 90). A next step for the Library Staff is to create a new student orientation brochure in collaboration with Admissions Staff. As Stinson, recommends that the brochure will include a reference to the Assessment in Action: Academic Libraries and Student Success project and the value of our university library in order to help promote student-connections in West Virginia State University's brand identity. Emphasis on mutual benefits for stakeholders would be essential to the success of the future plan.

**RESULTS**

**Fall of 2014 "Freshman Experience" Course Results: Student Perceptions**

In first-year college students' own thinking about their level of agreement with the six written statements of the Freshman Experience Library Orientation Survey (FLEOS) (authored by Willette F. Stinson, Ph.D.) that pertain to "ability to locate information", they used the survey to rate their perceptions of their ability to locate information as follows:

| Statement   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| First-Year Student FLEOS Data of Students' Perceptions of Their Ability to Locate Information |                |       |          |                   |
| 1. I can find the most appropriate source of information needed to do my job in the library   | 2.13%          | 4.98% | 24.98%   | 67.91%            |
| 2. I know where to begin to get the information I need  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 3. I know how to locate the database from our campus  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 4. I know how to submit to a university's own system  | 1.98%          | 4.98% | 24.98%   | 67.91%            |
| 5. I can find the help I need in the library  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 6. I can find the help I need in the library  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 7. I can find the help I need in the library  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 8. I can find the help I need in the library  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 9. I can find the help I need in the library  | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 10. I can find the help I need in the library   | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 11. I can find the help I need in the library   | 2.98%          | 4.98% | 24.98%   | 67.91%            |
| 12. I can find the help I need in the library   | 2.98%          | 4.98% | 24.98%   | 67.91%            |

A primary goal of this, above-mentioned, action-learning project was to form a baseline assessment for shedding light to the question of do Freshman Experience undergraduate students who attend an information literacy instruction class, perceive that they have acquired ability to locate information skills that will positively impact their future performance in locating information?

Also, the library department is working with Learning House. In addition, it is reviewing CREDO discovery system to assure that the needs of campus are best met. Mike Sweet, Credo CEO said, "With the Information Literacy Course Module, library staff can focus on high-value activities of instruction, working with students and collaborating with faculty."

The Course Module offers dozens of instruction and assessment components, all of which are aligned to ACRL standards, and includes learning objectives and activities in course and discussion notes. Instructional videos, tutorials or modules designed to build IL skills are included in each section of the course, along with interactive activities and assessments to reinforce learning and provide feedback to the student and instructor. Institutions can use the Information Literacy Course Module to supplement existing instruction or as a full for-credit course.

## **A CONCLUDING STATEMENT**

The committee recommends that our actions are attempts to be realistic and reflect the challenging economic times while at the same time being aspirational, and indicate directions that we think would be most beneficial for research and student learning and for our institution's growing academic and research programs. Our priority will be to help our institution respond to the current confronting budget challenges, should conditions change or opportunities arise still we are identifying best practices and promising opportunities for WVSU's library enhancements to occur within our emerging information and technology environment.