



Successful Landings:

The Impact of Information Literacy Instruction on Transfer Student Success

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Warm-Up Discussion

Does your library currently have outreach or instruction aimed specifically at transfer students?

If so, what does it entail?

60-Second Warm-Up Writing

1. Who do you imagine the transfer students on your campus are?
2. What might their unique IL and research needs be?

1. Why focus on transfer students?



student retention and graduation

1. Why focus on transfer students?

- Transfer Shock
- IL Instruction and transfer students?



2. What does the literature say?

Transfer Student Capital

(Laanan, Starobin, & Eggleston, 2010)



Photo courtesy of Flickr user wuestenigel.

2. What does the literature say?

Academic Integration and Social Integration

(Tinto, 1975)



Photo courtesy of Flickr user college.library.

3. Background: Our Campuses

Purdue Fort Wayne



University of Vermont



Valparaiso University



Research Questions

1. IL experiences ---> academic integration?
2. IL experiences ---> transfer student capital?
3. How do libraries best reach incoming transfer students?

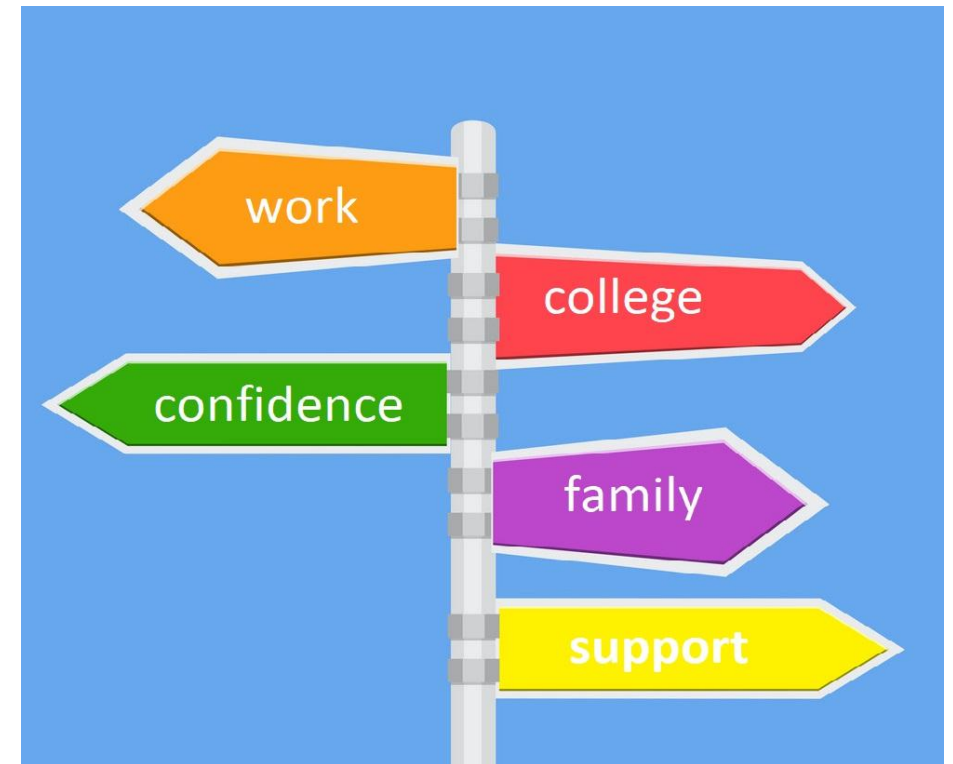
4. What We Did: The Study

- follow-up to a survey of transfer students at Valparaíso University
- survey distributed to incoming transfer students in fall 2017
- follow-up interviews with four to six juniors and seniors

4. What We Did: The Study

Survey Questions

1. demographic info
2. previous institution
3. transfer institution
4. communication preferences



4. What We Did: The Study

Interview Questions

1. background
2. experience with research assignments
3. experience with library instruction
4. challenges



5. What We Found: Survey Key Findings

Disclaimer:

Correlation, not necessarily Causation

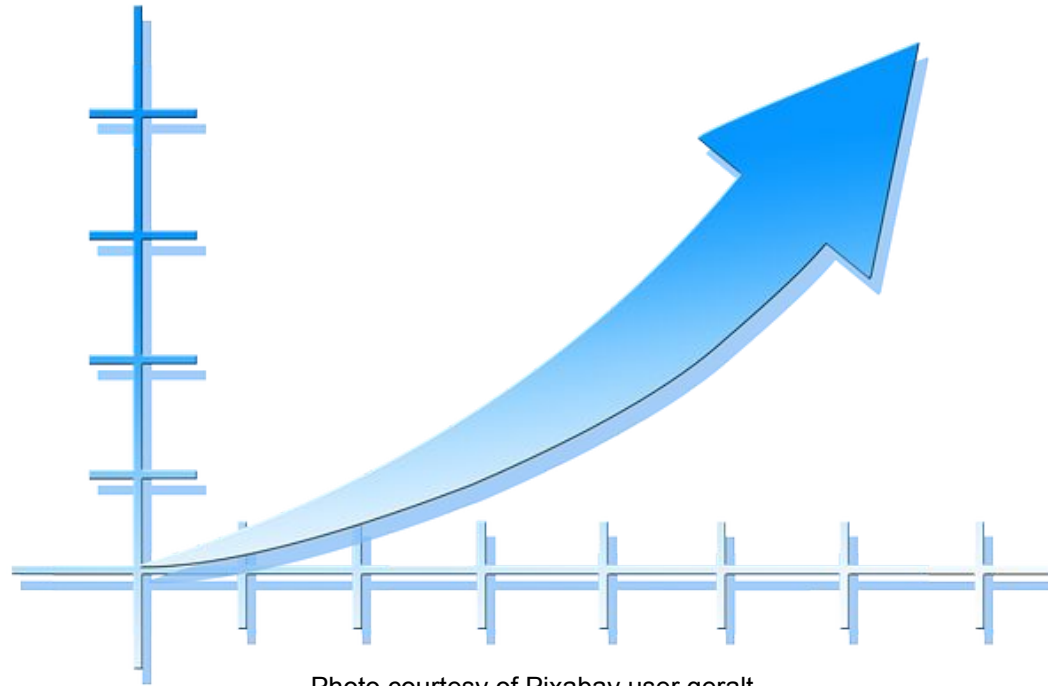


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5. Survey Key Findings

What Counted as an IL Instruction Experience?

1. Traditional, classroom IL sessions.
2. One-on-one research consultations with a librarian.
3. Orientation sessions.
4. Receiving information about the library during transfer process.

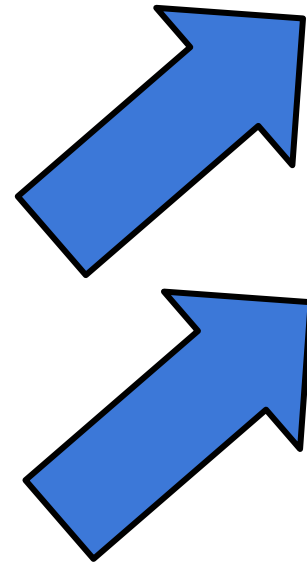
5. Survey Key Findings

How Did We Measure Academic Integration?

1. Levels of research confidence.
2. Sense of connection to a system of academic support.
3. Saying that the university is a “good fit” for them academically.

5. Survey Key Findings

IL Instruction Experiences
and
Academic Integration



5. Survey Key Findings

- No support for the idea of IL experience building transfer student capital.



Photo courtesy of PublicDomainPictures.net.

5. Survey Key Findings

- Transfer students believe information about the library is important.
- Prefer electronic or small group formats.

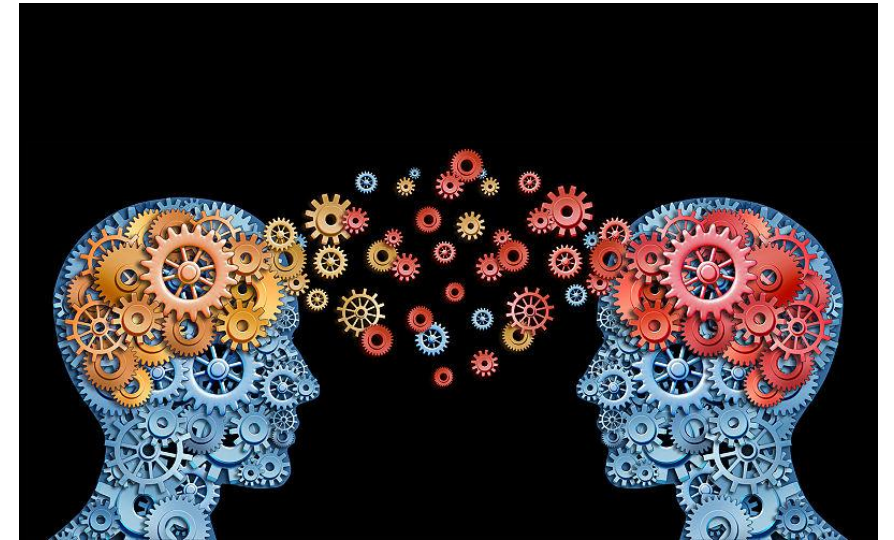


Photo courtesy of Wikimedia.

6. What We Found: Interview Preliminary Findings

6. Interview Preliminary Findings

- Upper-level transfer students were immediately enrolled in courses that required in-depth research.
- STEM majors were less likely to have classes that involve traditional research.

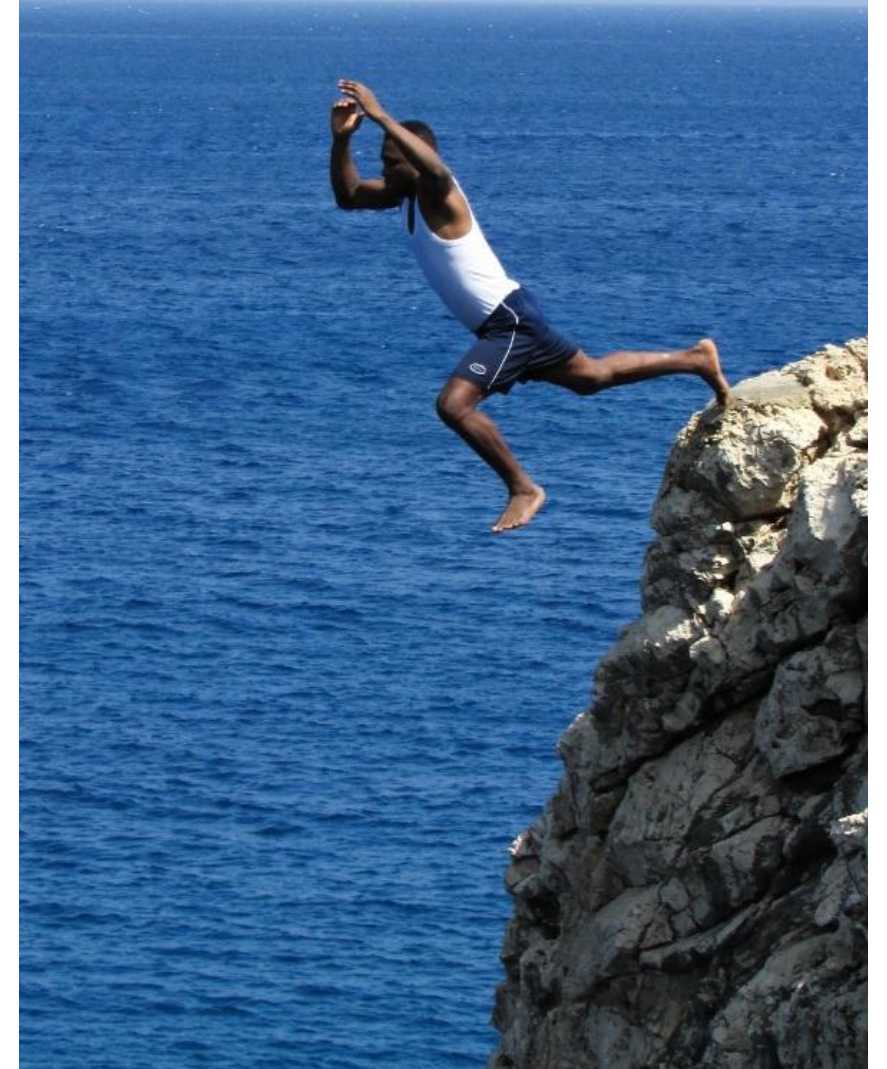


Photo courtesy of pxhere user, riciardus.

6. Interview Preliminary Findings

- Upper-level students were unlikely to receive IL instruction that semester.
- More reliant on instructors for research advice.

6. Interview Preliminary Findings

- Previous IL instruction experiences
- Prior information literacy instruction prepared them well for research at their new institution



Photo courtesy of Flickr user, saulalbert.

6. Interview Preliminary Findings

- Lack of knowledge of fundamental library processes, like interlibrary loan, identifying subject databases, and accessing e-resources off campus.
- Lack of familiarity with disciplinary citation styles.

6. Interview Preliminary Findings

Students may have:

- transferred multiple times
- changed their majors
- work and/or family commitments
- long commutes



Photo courtesy of Flickr user, davidpwhelan..

[My previous institution] was very small... there's only really two science majors, environmental science and biology, and I knew everyone in both by name. So it's a little different here where in my organic chemistry class there's like two hundred people and the labs here are a bit more intense.

“There’s going to be a transition period with any transfer student and [my previous institution] was a very small school and most people lived on campus and so it is very different from PFW. I think like getting used to like this Library has four stories and the other one only had one ... is just kind of an adjustment.”

“Every school has different requirements... Maybe I have an advantage from knowing different perspectives and different... ideas, so I can kind of, like, combine them together.”

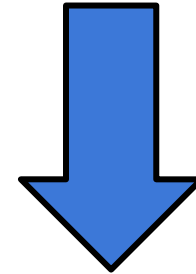
“I used the library’s search engine thing.”

“A couple times when I used the library website, I would like click on one and then I’d hit ‘Download’ and it wouldn’t download, so I just picked another source. And at the very beginning, I was using Google Scholar but a lot of it was like through JSTOR and stuff which it wouldn’t let me in unless I went through the library, because I didn’t have a subscription.”

7. What Should We Do Based on What We Learned?

Focus of this study:
IL instruction &
Academic Integration

Sense of Belonging

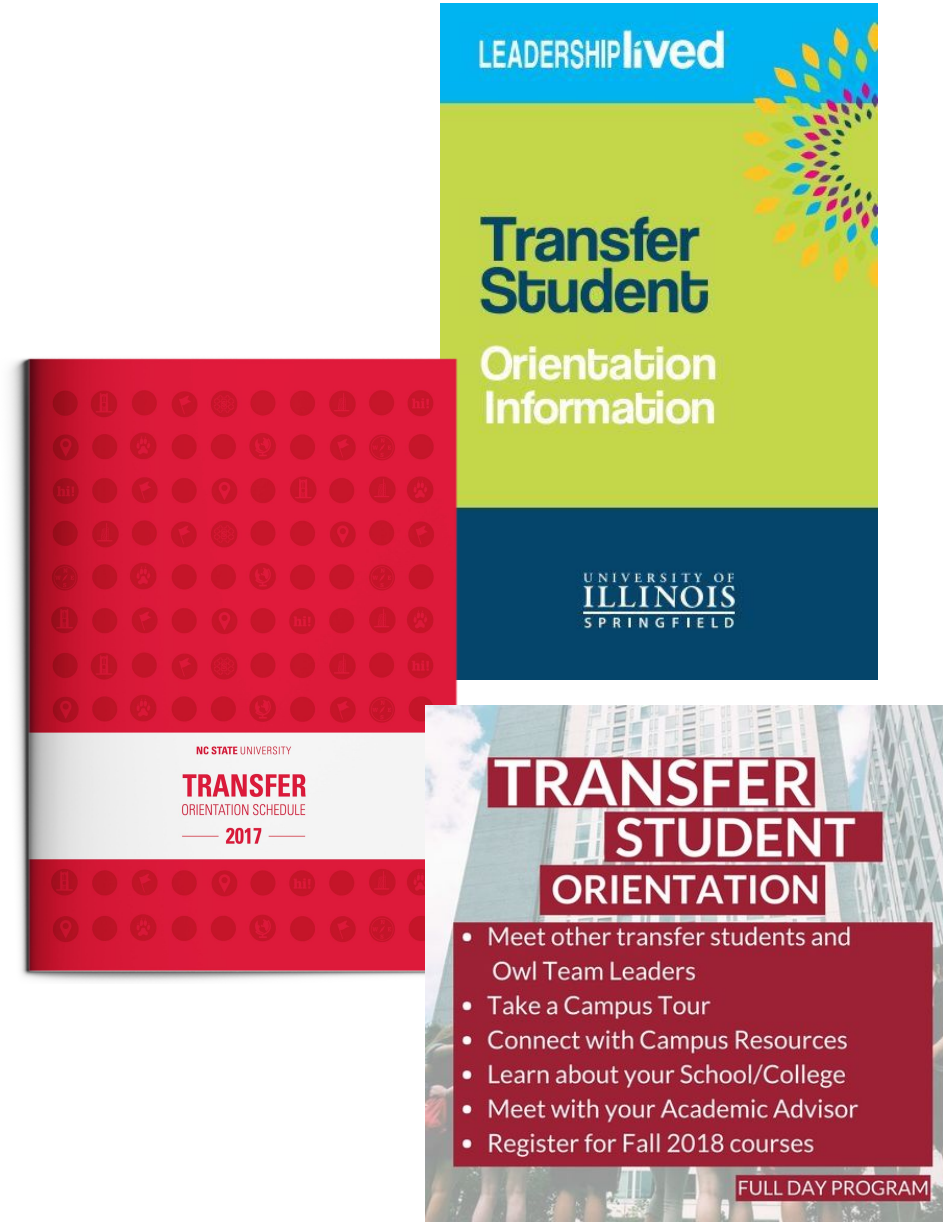


Probability of Persistence

What Should We Do?

1. Reach out to partners on campus:
Admissions; Student Affairs;
Academic Advisors; Res Life.

Who is already working with transfer students on your campus?



2. Transfer students are not the same as first-year students.

Remember that transfer students often arrive with previous IL instruction and knowledge of the research process.



Photo courtesy of Pixabay user, condorhauck.

3. Transfer Student Demographics

- Slightly older
- Family responsibilities
- Work responsibilities
- 50% of our survey respondents were commuter students

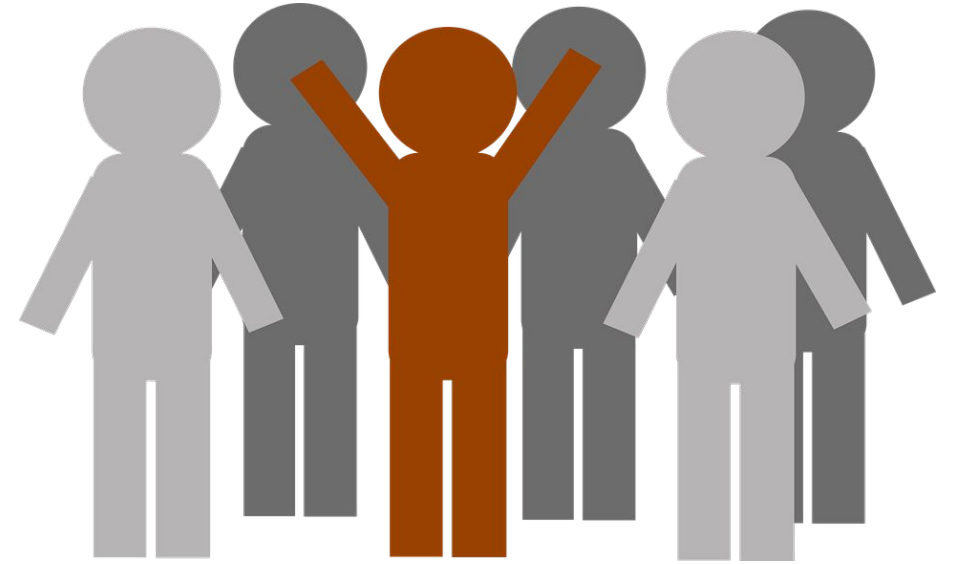


Photo courtesy of Pixabay user, condorhauck.

4. Remember that, although IL classroom instruction is effective, targeting transfer students in a classroom setting may be a challenge.

Orientations as a potential solution.



Photo courtesy of Nick Youngson, via alphastockimages.com

5. Consider that transfer students crave opportunities to form community and to meet other transfer students. “Invisible Identity” (Martinez, 2016).

Can your outreach do double-duty as a way to build community?



A fantastic example of an inclusive transfer student initiative at SUNY Geneseo.

6. Upper-level transfer students, especially in certain disciplines, are at risk of slipping through the cracks just when they need research skills the most.



Image courtesy of Pixabay user, geralt.

7. Offering "on my own" learning options

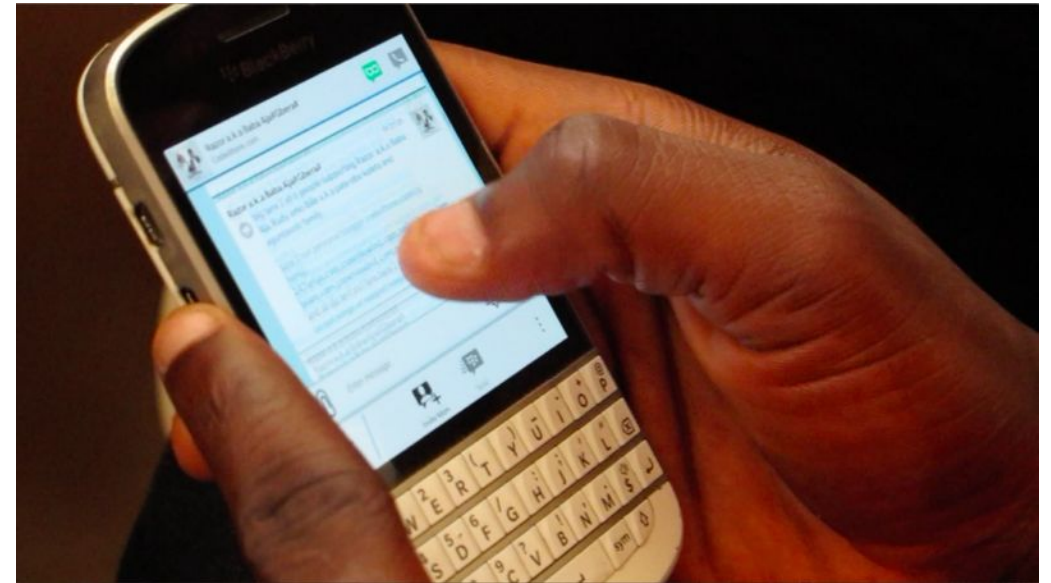


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Main Takeaways

- Among transfer students, participating in IL instruction and outreach is predictive of increased sense of belonging.
- Transfer students value information about the library, but might miss out on typical IL sessions.
- Upper-level transfer students often bring previous IL experiences, but these experiences are typically insufficient for their 300- and 400-level courses.

Follow-Up Writing

1. What ideas do you have to take back to your own campuses?
2. Write down **2 - 3 next steps** for implementing or improving your library's outreach to transfer students.



Questions?

References

Laanan, F. S., Starobin, S. S., & Eggleston, L. E. (2010). Adjustment of community college students at a four-year university: Role and relevance of transfer student capital for student retention. *Journal of College Student Retention, 12*(2), 175-209.

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