Sustainable Support for Dual Credit: Connecting High School Students with Your Library

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Presentation Overview

1. Institutional Context
2. Dual Credit Context
3. Our Dual Credit Support Program
4. Feedback & Results
Institutional Context
Award-Winning Digital Library
Our Team

8 Full-Time Team Members
5 Librarians
7k+ Students
Teaching and Learning Program

Classroom Teaching
Information literacy instruction sessions

Student Consultations
Personalized support via 1-on-1 meetings

Faculty Development
Work directly with faculty to embed librarian expertise and skills into improved research assignments
Faculty Development Offerings

- Information Literacy Development Program
- No-Cost Textbook Institute
- Common Read Program
- Dual Credit Support Program
Dual Credit

Context
Quick Poll

via Mentimeter (menti.com)
Have you tried to connect with dual credit high schools?

**Poll Results**

- YES - Via school librarians: 4
- YES - Via high school instructors: 7
- YES - Via my institution's faculty: 5
- NO: 4
What has your library's involvement been with dual credit:

- Sharing information: 5
- In-person instruction: 10
- Virtual instruction: 2
- Faculty development: 2
- None: 3
What challenges have you experienced with supporting dual credit courses?

- Time and staff
- Communication with the high school instructors.
- Can't provide database access to school librarians
- CE is over half of our enrollment. Our staff can't support the need
- Reaching everyone
- Time -- some request all-day events
- Curriculum mapping and coordinating
- Connecting with the instructors and finding time
What challenges have you experienced with supporting dual credit courses?

- The high schools don’t have librarians
- Getting access to all of them. Some are taught by HS teachers and others are taught on our campus. There isn't a lot of consistency
- We tried this a while ago but lost it due to lack of administrative support
- Off campus access

- High school budgets
- Due students don't have credentials for online access until later in the semester
Figure 2. Growth of Dual Enrollment, 1999–2021

Source: Fink (2023).
Dual enrolled students at NSHE

SOURCE: Nevada System of Higher Education. Data includes all Nevada high school students enrolled in an NSHE program in a given academic year across all seven degree-granting institutions, but does not duplicate students taking multiple courses at multiple institutions.
Dual Credit at Nevada State

14 participating high schools offering courses in:

- Art
- Business
- Chemistry
- College Success
- Communications
- Criminal Justice
- Education
- English
- History
- Math
- Music
- Political Science
- Psychology
- Sociology
- Spanish
Benefits of Dual Credit

- **College credits** from Nevada State University which can easily be transferred to other higher education institutions;
- **A head-start on completing general education requirements** for future college graduation;
- **Access to Nevada State University Student resources**, such as Academic Advising, Academic Success Center, the Writing Center, and the University Library.
Dual Credit

Instructor Support

- Faculty liaisons at the university provide all new instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- Instructors participate in university provided annual discipline-specific professional development and ongoing collegial interaction...
Library Support Considerations

- Instructor Requests
- Learning Needs
- Sustainability
- Access to Resources
- LMS Platform
- Scheduling
“The amount of extra hours that teachers have to put in beyond the contractual time is ridiculous. Arriving 30 minutes before and leaving an hour after is just the tip of the iceberg. ... And as far as ‘having summers off,’ most of August is taken up with preparing materials for the upcoming school year or attending three, four, seven days’ worth of unpaid development training.”

– High school teacher

Source: Pew Research Center
3 Dual Credit Program
Program Outcomes

- **Grow** awareness of library resources and understand the role of the library in supporting student success
- **Increase** confidence with incorporating University Library resources into their courses
- **Design** and implement assignments/activities aimed at enhancing students' information literacy skills
- **Provide** a platform for dual credit instructors to connect with university librarians
- **Improve** faculty-library partnerships to foster integration of library resources into the learning process
Planning the Program
Identifying Stakeholders

- Provost Office
- Dual Credit/High School Partnerships
- Faculty Liaisons
Format

- Synchronous
- Virtual
- Weekend - Saturday
- Dedicated time to work on creating/adapting assignment
Recruitment

- Personalized outreach
- Outreach from familiar contact
- Expanding eligibility

Participating High Schools & Courses

There are many reasons to consider becoming a dual credit student. Below are the high schools and courses that participate in the Dual Credit Program with Nevada State University.

- Basic Academy of International Studies
- Boulder City High School
- Desert Oasis High School
- Desert Pines High School
- East Career Technical Academy
- Green Valley High School
- Liberty High School
- Rancho High School
- Southeast Tech – SECTA
- Southwest Tech – SWCTA
- Spring Valley High School
- Valley High School
- Veterans Tribute – VTCTA
  - ENG 101/102
  - HIST 101/102
  - PSC 101
Surprise Package

- Common Read book
- Library swag items
- Reminder note about the program
Leading the Program
Demo of Library Search

- Our University Library website
- How to search across all databases
- How to find subject guides (LibGuides)
- LibraryChat
What do you want your students to get out of your assignment?

- To show understanding of the concept, how the concept came about, what is the proof, follow the procedural steps, apply it in a real life application, problem, etc.
- The ability to find stronger and more reliable sources for research.
- Get students to start researching and evaluating scholarly resources.
- Exposure to methodology of the college process.
- Up to date research information.
- To be able to use NSU Library resources to do research on Social Emotional Learning for Elementary Classrooms.
- I want them to have a better understanding of the origins of mathematics, and how that relates to WHY they're learning the topics they are learning in Math 126/127.
- I want them to understand how media (both eastern and western) and sources type have an influence on political power and populations.
- To understand how to use a range of literacy tools to access credible information through library sources & answer a self-developed research question for senior capstone.
- A clearer understanding of how to find good sources that will allow them to argue a topic.
Evaluating Sources

- Critical evaluation
- CRAAP Test

Currency
Relevance
Authority
Accuracy
Purpose
Student-Friendly Framework

Transparent teaching methods help students understand how and why they are learning course content in particular ways.

Learn More: tilthighered.com
The Data


Library link to access full article

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**First-Generation College Students, End of Term**

- **Amount of Transparency**
  - Less Transparent: N=246
  - More Transparent: N=188
  - ES=0.80

- **Employer-valued Skills**
  - Less Transparent: N=245
  - More Transparent: N=188
  - ES=0.58

- **Academic Confidence**
  - Less Transparent: N=242
  - More Transparent: N=183
  - ES=0.50

- **Sense of Belonging**
  - Less Transparent: N=246
  - More Transparent: N=188
  - ES=0.64

**KEY:**
- N: number of students responding
- ES: effect size (Hedges’ G). Effect sizes of 0.25 standard deviations or larger are “substantively important” (US Dept of Education WWC, 2014, p. 23).
- less Transparent: mean perceived transparency <3.3/4
- More Transparent: mean perceived transparency ≥3.3/4

*Hart Associates 2015, 2013

**The Data**

Library link to access full article
Transparency in Learning & Teaching

Purpose
- Skills practiced
- Knowledge gained

Task
- What students will do
- How to do it

Criteria
- What excellence looks like
- Criteria provided in advance
Dedicated Work Time

- Allotted about 2 hours for participants to make progress on the assignment
- Created breakout rooms for various subjects
- Librarians met with almost all participants to discuss assignment
4

Feedback & Results
Survey Results
5-Point Likert Scale

- I view the University Library as a partner for integrating information literacy strategies and/or library resources into my curriculum.
- I have a better understanding of the role of the University Library in supporting student success.
- I feel more confident about incorporating University Library resources into my course(s).
- The resources provided by the program helped me with designing activities or assignments to enhance students' information literacy skills.
- I feel more connected to Nevada State University as a result of this program.
Feedback From Participants

What specifically did you find most valuable, helpful, or informative?

“I absolutely loved the TILT framework and knowing it is a research-based framework”

“I also loved learning about how to better navigate the library database”

“One on one conversations”
Feedback From Participants (cont’d)

“This was a fantastic class, and I really appreciate y'all doing this. I've been teaching Dual Enrollment for 6 years, and I really needed this!!"

“I really enjoyed it and feel much more prepared for next year.”
Assignments Produced
Finding Appropriate Sources for Research Topic

**Purpose:** to understand the difference between primary and secondary research, to be able to plan projects that utilize both kinds of sources, and to understand that source information can be used in a variety of ways.

**Skills:**
The purpose of this assignment is to help you practice the following skills that are essential to your success in this course/ in school/ in this field/ in professional life beyond school:
- Understand the difference between primary and secondary sources of information
- Evaluate sources of information using the CRAAP test
- Apply knowledge of information literacy to find scholarly vs popular sources

**Knowledge:**
This assignment will also help you become familiar with the important content knowledge in writing:
- Using scholarly sources when writing research papers
- Use correct citations when sourcing information
- Evaluating sources of information that are most effective to your topic.

**Tasks:**
1. Review Information from Class Lecture/Discussion about primary vs secondary sources.
2. Choose a topic from the Points of View Reference Center using Nevada State login.
3. Write a research proposal explaining why you chose this topic and where you stand before doing research.
4. Use Google to search your topic and share the first three links from your research. What do you notice regarding the credibility of the sources? [Use CRAAP for this evaluation.]
5. Start by reviewing the NSU Library tutorial, and go to Nevada State Library and put your topic in the search bar using keywords.
6. Using information from class, choose three scholarly sources and evaluate them using the CRAAP test.
7. Put the information about the source into the Google Form about Source Credibility. Responding to each question for each source.
Political Science

Modern Day Media

Purpose: The purpose of this assignment is to teach you how to identify bias and propaganda in political articles. You'll learn to discern between biased reporting and accurate information by comparing mainstream media articles with peer-reviewed sources available on https://msc.libguides.com/.

Skills: Developing the following skills is crucial for success in analyzing political articles:

- Applying basic disciplinary knowledge/tools to identify bias in Political Journalism.
- Analyzing sources for truth and accuracy in reporting.
- Learning how to utilize https://msc.libguides.com/ to locate peer-reviewed sources for comparison with mainstream media articles.

Tasks: Your task is to select a political article from a mainstream media website and contrast it with a peer-reviewed article. Utilize the NSC library resource to understand how to access peer-reviewed materials. Additionally, you'll create a poll with wording effects to demonstrate how bias can be introduced through question phrasing. Finally, you'll convene with classmates to discuss biases in their chosen articles and reflect on strategies for identifying bias in media.

Criteria for Success: The completed assignment should equip you with the skills to analyze media from diverse perspectives and conduct effective research. This aligns with the Socratic assessment method employed in this class and prepares you to defend your viewpoints in future political debates. Your performance on this assignment will contribute to your summative grade and will be evaluated based on the effort invested in completing the outlined tasks.

1. [link] your first article of propaganda below. Article must be related to a current government and political subjects. Why is this propaganda? What is the motive behind the post or article? Is this peer reviewed? What makes this a biased Source? (4-7 sentences)

2. Use https://msc.libguides.com/ sign in with your NSCHE ID and find a scholarly article that is relatable to your first article. Highlight on how the data is displayed and the overall data and sources in the journal. Compare and contrast this with the other article. What is the more reliable source and why? (4-7 sentences)
Lessons Learned
Instructor Expectations

- Meet instructors where they are
- Don't assume that their information searching habits are different than students'
- Ask instructors about their perceptions of libraries and professional development experience
What are the first words that come to mind when you think of a library?

20 responses
Have you incorporated library resources into your dual credit curriculum before?

- Yes - High School Library Resources: 1
- Yes - University Library Resources: 2
- No: 6
1-on-1 Support

- Conduct instructor-librarian check-ins for personalized support and accountability
- Create a plan for check-ins and track engagement
- Encourage instructors to reach out with any questions or requests for feedback
Community of Practice

- Ask participants to introduce themselves and share the participant list
- Create opportunities for instructors to connect with colleagues in their discipline
- Make sure participants understand how to navigate the virtual meeting platform (i.e. how to use Zoom breakout rooms) and set them up to allow for independent engagement
Future Improvements

- Make it as easy as possible for instructors to integrate library information and tutorials by creating template text, infographics, compiling video embed links, etc.
- Consider including all liaison librarians and having them facilitate breakout session discussions customized for their subject areas
Thanks!

Do you have any questions?

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