Expect More Profile

Title: QUEST – Quality Education for Student Transformation
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Allow Public Access: Yes.
Expect More Chapter Link: Chapter 5; Provide Training
Link to Profile (if applicable): n/a
Tweetable Profile Description (140 characters): "Embedded" librarians in freshman coursework helps first-year University students gain confidence, and increases student success and retention rates.
Institutional Profile: According to the National Center for Education Statistics (NCES) Our Lady of the Lake University (OLLU), located in San Antonia, TX, is a small, private university.

- Full-time enrollment 2014-2015: 3,021 students.
- First-time, Degree-seeking Freshman Class of 2014: 306 students.
- Sueltenfuss Library Faculty: 12 staff (OLLU, 2017).

Service Description:

"QUEST," or Quality Education for Student Transformation, began as part of a larger strategic plan implemented by OLLU to increase the number of first-year students that complete college-level Math and English courses by the end of their freshman year; and to set them on a path to success as the students' progress in their chosen majors. The University is a small, private school of approximately 3,000 students. OLLU offers a variety of Bacherlor's and Master's Degree programs, and two Doctoral programs (OLLU, 2017). Roughly 60% of the student population is Hispanic, and 40% are first generation. OLLU estimated that approximately 80% of OLLU's first-year students needed remediation in writing (ACRL, 2014, p. 3). The learning outcomes established by the plan are as follows:

1. First-time, first-year students requiring supplemental learning will demonstrate competency in math and English skills after completing redesigned first-year math and English courses.
2. First-time, first-year students will demonstrate competency in written communication, oral communication, critical thinking, information literacy, and

interdisciplinary thinking through participation in a prescribed freshman curriculum (OLLU, 2013, p. 1).

The librarians at the Sueltenfuss Library were called upon to assist with the redesign of Composition I courses, with an emphasis on information literacy and the research process. In the past, librarians had provided one-shot workshop style instruction to new students. The course redesign allowed the librarians a chance to experiment with a new model for teaching information literacy – one that would 'embed' a librarian into the Composition I course.

With this goal in mind, librarians worked collaboratively with Composition instructors to create redesigned learning outcomes for information literacy on the syllabus for first-year Composition students. The librarians also included the instructors at the OLLU's Writing Center in this process in order to help students research their Composition term papers. Some of these learning outcomes included: suitability of sources, writing style, and integration of sources into the paper itself (ACRL, 2014, p. 3). Additionally, librarians embedded online information literacy tutorials into various sections of the coursework of first year Composition courses, as well as providing face-to-face instruction sessions with a librarian at several points throughout the semester.

Though their efforts were largely successful, the project was not without its initial speed bumps. Technological issues posed a challenge for both students and instructors, but through trial and error the process became better streamlined for future Composition I students. As a direct result of the first 'case study,' instructor-librarians were given access to class Blackboard accounts. This allowed librarians to embed information literacy assignments directly into the students' coursework. Furthermore, graded assignments could be viewed by both student and faculty.

Overall, the librarians involved in QUEST found that students gained increased confidence in their research skills, which is a valuable skill that could conceivably contribute to the student's success both during school and after graduating. Students found the video tutorials to be both informative and helpful. The library's information literacy instruction contributed to student success in a measurable way: a positive correlation between student GPA and the completion of online video tutorials (ACRL, 2014, p. 3).

We can Expect More of OLLU's librarians:

Chapter 4 – Facilitating Knowledge Creation: Expect to Create is about learning as an active process as opposed to a passive one – a process in which both teacher and learner are engaged. This challenges the notion that merely providing physical access to a book or other information resource constitutes providing "access." The first model of access, wherein librarians simply curate materials into collections and wait for them to be used, operates on the assumption that everyone already knows how to use what is available. The second model, one focused on active learning, acknowledges the essential nature of providing training to facilitate the learning process. After all, most "technologies need some basic instruction in how to use them. We don't learn to read by sleeping on top of books. Access is not enough. We must expect our libraries to help prepare the community to engage in active learning," (Lankes, 2016, p. 46).

The OLLU's project was designed to kick start new instructional services for the University's students. Chapter 4 points out that academic libraries have long been providing training in the form of information literacy instruction, but the librarians and staff at OLLU have taken their instruction one step further – they have stepped out of the library, and into both

the physical and virtual classrooms of the students they are trying to reach. Librarians worked with professors in order to embed information literacy instruction into the required coursework for Composition I, providing self-paced video tutorials as well as personalized one-on-one instruction. The embedded librarian at OLLU is the proverbial "guide on the side," (p. 42) enabling the students to pursue knowledge in any field of study.

Link(s) to Service (if applicable):
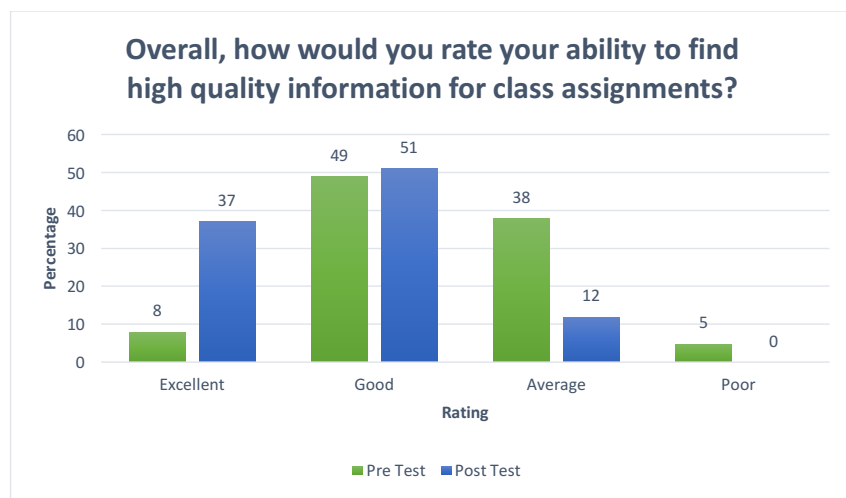
A Lib-Guide Created for ENGL 1313 Students:

http://libguides.ollusa.edu/c.php?g=296685&p=2655077

An Information Literacy Assignment:

https://www.surveymonkey.com/r/2FF5MBZ

Usage Data (if applicable): All sections of ENGL 1313.

Overall, how would you rate your ability to find high quality information for class assignments?

(OLLU, 2014)

Overall, I found the library modules informative and helpful to me in writing and researching my assignments.

Response	Percentage
Strongly Agree	20.65
Agree	67.39
Disagree	9.78
Strongly Disagree	2.17

Percentage
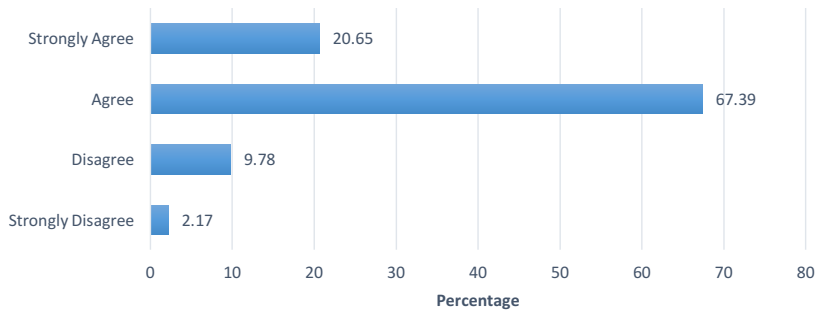
(OLLU, 2014)

Related Resources:

Association of College and Research Libraries. (2014). Our Lady of the Lake University: Project

Description. *Assessment in Action.*

Retrieved from: https://apply.ala.org/aia/docs/project/10190

National Center for Education Statistics. (2014). Our Lady of the Lake University Profile.

Integrated Postsecondary Education Data System. Retrieved from:

https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=adadb2aeaeac

Lankes, R. D. (2016) Chapter 4. Facilitating Knowledge Creation: Expect to Create. In *Expect*

More: Demanding Better Libraries For Today's Complex World (pp. 39 – 57)*.* CreateSpace

Independent Publishing Platform.

Our Lady of the Lake University. (2017). *Academics: Degrees Offered.* Retrieved from:

> **Comment [LD3]:** APA citations to related resources and articles.

http://www.ollusa.edu/s/1190/hybrid/acad-hybrid-

ollu.aspx?sid=1190&gid=1&pgid=7536#gotoSecondContent

Our Lady of the Lake University. (2014). *Embedding Information Literacy in Multi-Section*

Composition Courses to Improve First Year Student Success.

Retrieved from: https://ala-ppo-apply-

attachments.s3.amazonaws.com/answerable/attachment/file/20532/Presentationfinal.

pdf?AWSAccessKeyId=AKIAJO4KSYKHL77IOFJQ&Signature=0T98pSS8zqy9kNuU4S5o/Cnl

c20%3D&Expires=1493938819

Our Lady of the Lake University. (2013). *QUEST Executive Summary.* Retrieved from:

http://www.ollusa.edu/s/1190/images/editor_documents/News/quest_exec_summary.

pdf?sessionid=d8c5f3de-5215-4367-9fd8-aae1bbcc13a0

Our Lady of the Lake University. (2017). *Sueltenfuss Library: Library Staff.* Retrieved from:

http://library.ollusa.edu/staff