Creating an Inclusive Learning Environment: Academic Library Role in Helping First-Generation Students Succeed

Liya Deng
Carterette Series Webinar
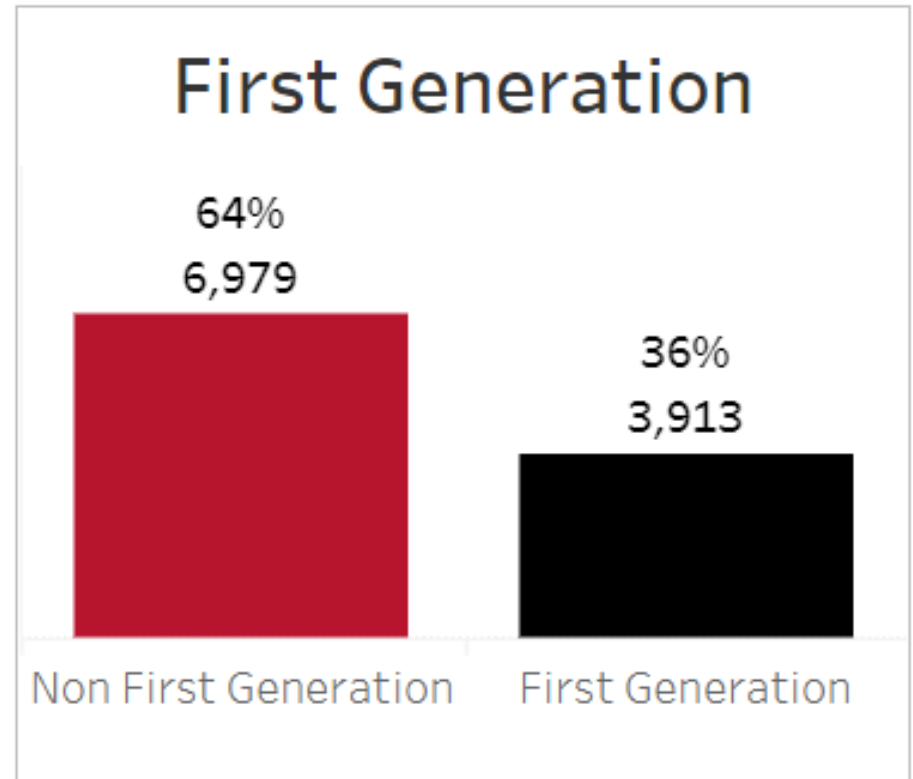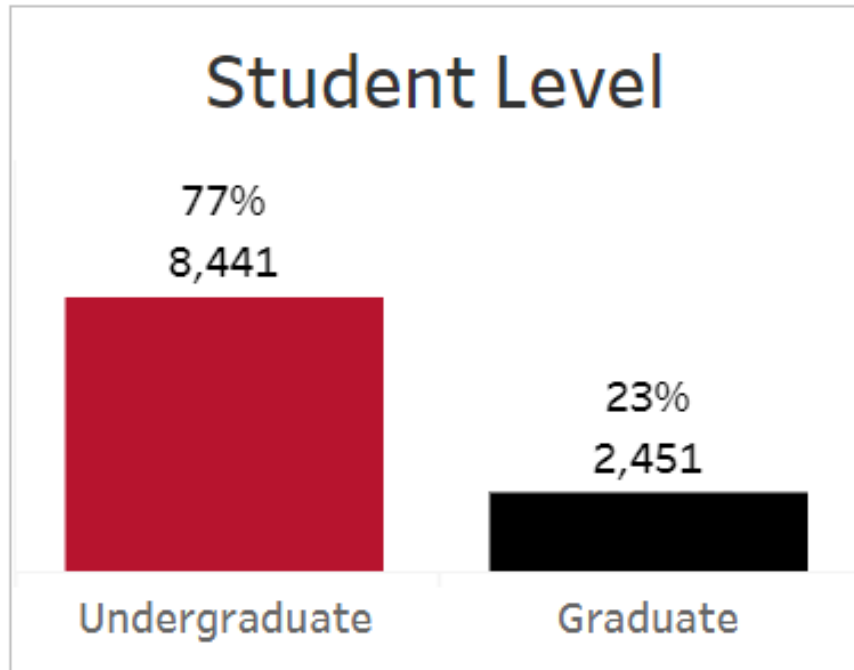September 21, 2022

Project Background

- Project focusing on first-generation students (FGS) information seeking behavior, Summer and Fall 2018

- Tailored library service for FGS through collaboration with the Pathways program, Spring 2019

- FGS-oriented services becoming a priority for academic libraries

Defining First-Generation Students

- "[First-generation] students are defined as those whose parents' highest level of education is a high school diploma or less" (Nunez & Carroll, 1998, p. 7)

- College students who are the first members of their families to attend college (Nunez & Carroll, 1998)

- College students whose parents/legal guardians have not completed a bachelor's degree (Ward, et al., 2012)

EWU Student Population

Student Level

- 77% 8,441 — Undergraduate
- 23% 2,451 — Graduate

First Generation

- 64% 6,979 — Non First Generation
- 36% 3,913 — First Generation

Source: https://cdn.ewu.edu/wp-content/uploads/2021/11/EWUStudentFacts2122.pdf

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Features of First-Generation Students

- Low-income, minority, or immigrant family backgrounds (Blackwell & Pinder, 2014)

- More likely to be academically and culturally unprepared for the college experience (Robinson, 1996)

- More likely to have difficulty finding, evaluating, and using library resources (Arch & Gilman, 2020)
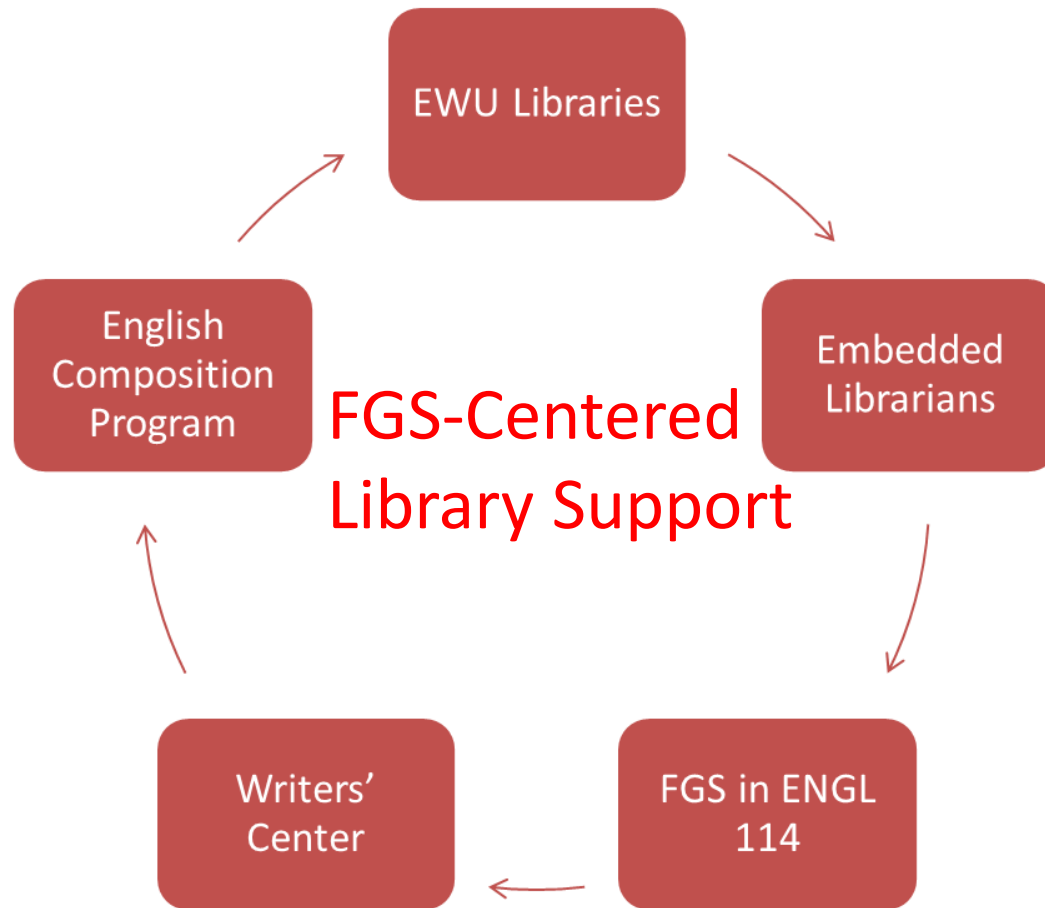
Challenges for Academic Libraries

- FGS have a high level of anxiety about using the library (Black, 2016)

- FGS lack understanding of research as a process and perceive it as a single-step activity (Pickard & Logan, 2013)

- FGS learn differently from their peers and require additional support from the library (Wildhagen, 2015)

Collaboration and Embeddedness

EWU Library Instruction Program

- Tier I: FirstSTEP Summer Orientation
- Tier II: Information Literacy (IL) instruction for English Composition students
  - ENGL 101 & ENGL 201: one-shot instruction + "research hour"
- Tier III: Advanced IL skills through subject-specific library instruction for research-oriented and capstone courses

Project Timeline & Participants

- Fall 2019 and Winter 2020 quarters
- Project participants:
  - Students who were enrolled in ENGL 114 and willing to participate
  - Students who signed up for a follow-up individual appointment with the librarian
  - Only those students who completed both pre-test and post-test surveys
- 28 students from eight ENGL 114 classes

Project Design & Method

| 15 information literacy mini modules | Tailored research appointments with FGS | Pre-test and post-test student surveys |

Information Literacy Mini Modules

- 15 mini modules focusing on various information literacy (IL) skills
  - e.g. Searching PRIMO, APA Citation Style, Locating Background Info, Finding Scholarly Articles, Identifying Subject-specific Databases, etc.
- Individualized research appointments
- In-depth discussion of selected IL topics during the interaction with the librarian

Information Literacy Topics   *

Please select the two topics we will discuss during the consultation.

- ☐ APA citation style – in-text and reference list
- ☐ Basic steps in the research process
- ☐ Characteristics of a scholarly article
- ☐ Connecting Google Scholar search results to EWU Library databases
- ☐ Creating an account in EBSCOhost, ProQuest, JSTOR, or SAGE
- ☐ Finding a particular article in a specific journal from the databases
- ☐ Identifying subject-specific databases
- ☐ Limiting database search results with various facets/limiters
- ☐ Locating background information on a research topic
- ☐ Locating legal information – Supreme Court cases or state court cases
- ☐ MLA citation style – in-text and works cited
- ☐ Requesting library materials via Interlibrary loan service
- ☐ Searching PRIMO – Library Catalog
- ☐ Strategic searching steps to locate scholarly articles in library databases
- ☐ Using RefWorks citation management tool

Pre-test and Post-test Student Surveys

- Pre-test survey included:
  - Close-ended questions focusing on specific information literacy topics
- Post-test survey included:
  - Same close-ended questions
  - Demographic questions
  - Two open-ended questions focusing on FGS learning experience during the appointment and their opinions about library support

Pre-Consultation Survey

Information Literacy Topics   *

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- ☐ Strategic searching steps to locate scholarly articles in library databases
- ☐ Using RefWorks citation management tool

APA citation style – in-text and reference list

Which of the following represents a correct in-text citation in APA style? *
Select the best answer

○ (David M. Haugen, 2008)

○ (Haugen, D., 2008)

○ (Haugen, 2008)

○ (2008, Haugen)

Which of the following represents a correct reference in APA style for a book? *
Select the best answer

○ Conze, Edward, (2013). Buddhist meditation. Mineola, N.Y.: Dover Publications.

○ Conze, E. (2003). *Buddhist meditation.* Mineola, N.Y.: Dover Publications.

○ Edward Conze, *Buddhist Meditation.* Mineola, N.Y.: Dover Publications, 2003.

○ Conze, E. (2003), Buddhist Meditation. Mineola, N.Y.: Dover Publications.

Which of the following represents a correct reference in APA style for a journal article? *
Select the best answer

○ Adachi, P., and Willoughby, T. (2011). The effect of violent video games on aggression: Is it more than just the violence? *Aggression & Violent Behavior*, 16(1), pp. 55–62.

○ Adachi, P., & Willoughby, T. (2011). *The Effect of Violent Video Games on Aggression: Is It More Than Just the Violence?* Aggression & Violent Behavior, 16(1), 55–62.

○ P. Adachi, & T. Willoughby (2011). The effect of violent video games on aggression: is it more than just the violence? *Aggression & violent behavior*, 16(1), 55–62.

○ Adachi, P., & Willoughby, T. (2011). The effect of violent video games on aggression: Is it more than just the violence? *Aggression & Violent Behavior, 16*(1), 55–62.

Characteristics of a scholarly article

Which of these statements is NOT TRUE about scholarly journal articles? *

Select the best answer

○ The article must describe original research conducted by the author(s), summarize and synthesize other people's original research, or offer an in-depth analysis of an issue.

○ The article must have a bibliography or a list of references.

○ The article must be at least 15 pages long.

○ The article must have an author or authors listed, and usually it says where they were employed when the article was written.

What is the section that typically appears at the end of a scholarly article? *

Select the best answer

○ Abstract

○ References

○ Acknowledgements

○ Findings

The author of a scholarly article typically is a *

Select the best answer

○ Journalist

○ Community advocate

○ Memeber of the general public

○ University professor

Post-Consultation Survey

Study Introduction and Informed Consent Statement

As your librarian, I am interested to know how a targeted library research consultation may help you, a first-generation student, locate and use information sources for your research papers. I have prepared a brief survey to assess what you have learned from today's library assistance.

Please take just a few minutes to complete the anonymous survey below. Your responses will inform our library services and practice. Your participation in this survey is completely voluntary. If you are under the age of 18, please do not take the survey.

If you have any questions about the study, please contact Social Sciences Librarian at xxxx@ewu.edu. If you have questions or concerns about your rights as a participant in this study, please contact EWU Human Protections Administrator, 509-359-6567 or xxxx@mail.ewu.

Information Literacy Topics *
Please select all the topics discussed during the consultation

☐ APA citation style – in-text citation and references

☐ Basic steps in the research process

☐ Characteristics of a scholarly article

☐ Connecting Google Scholar search results to EWU Library databases

Demographic Information

Are you a first-generation student? *

○ Yes

○ No

Please select the class level that best describes you. *

○ Freshman

○ Sophomore

○ Junior

○ Senior

○ Graduate

○ High School/Running Start

Feedback

After today's appointment with the librarian, please list three things that you would do differently the next time you conduct research for your assignments. *

[text box]

Feedback

After today's appointment with the librarian, please list three things that you would do differently the next time you conduct research for your assignments. *

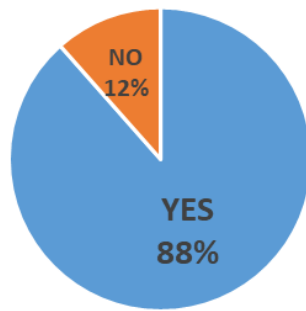**Please describe how you feel about the existing library support for you as a first-generation student.** *

Submit

Data Analysis and Results
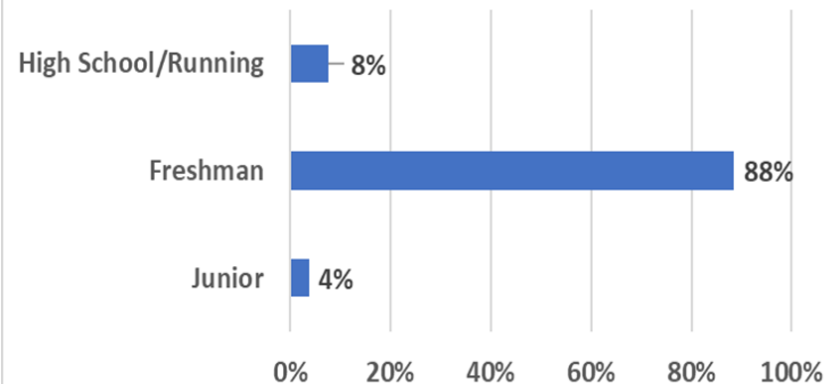
Demographic Questions

Are you FGS?
n = 26
NO 12%
YES 88%
■ YES ■ NO

Participants Class Level
n=26
High School/Running — 8%
Freshman — 88%
Junior — 4%
0% 20% 40% 60% 80% 100%

Top Five IL Topics Selected by FGS

- MLA Citation Style – in-text citation and works cited

- Basic Steps in the Research Process

- Characteristics of a Scholarly Article

- Strategic Searching Steps to Locate Scholarly Articles in Library Databases

- Locating Background Information on a Topic
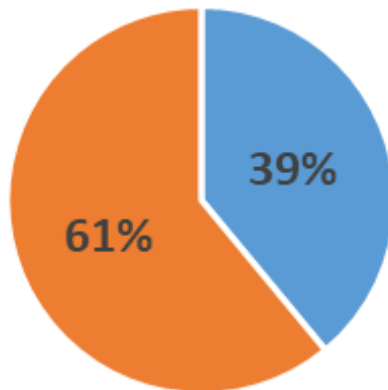
Data from Close-ended Questions

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Data from Close-ended Questions

Eastern Washington University
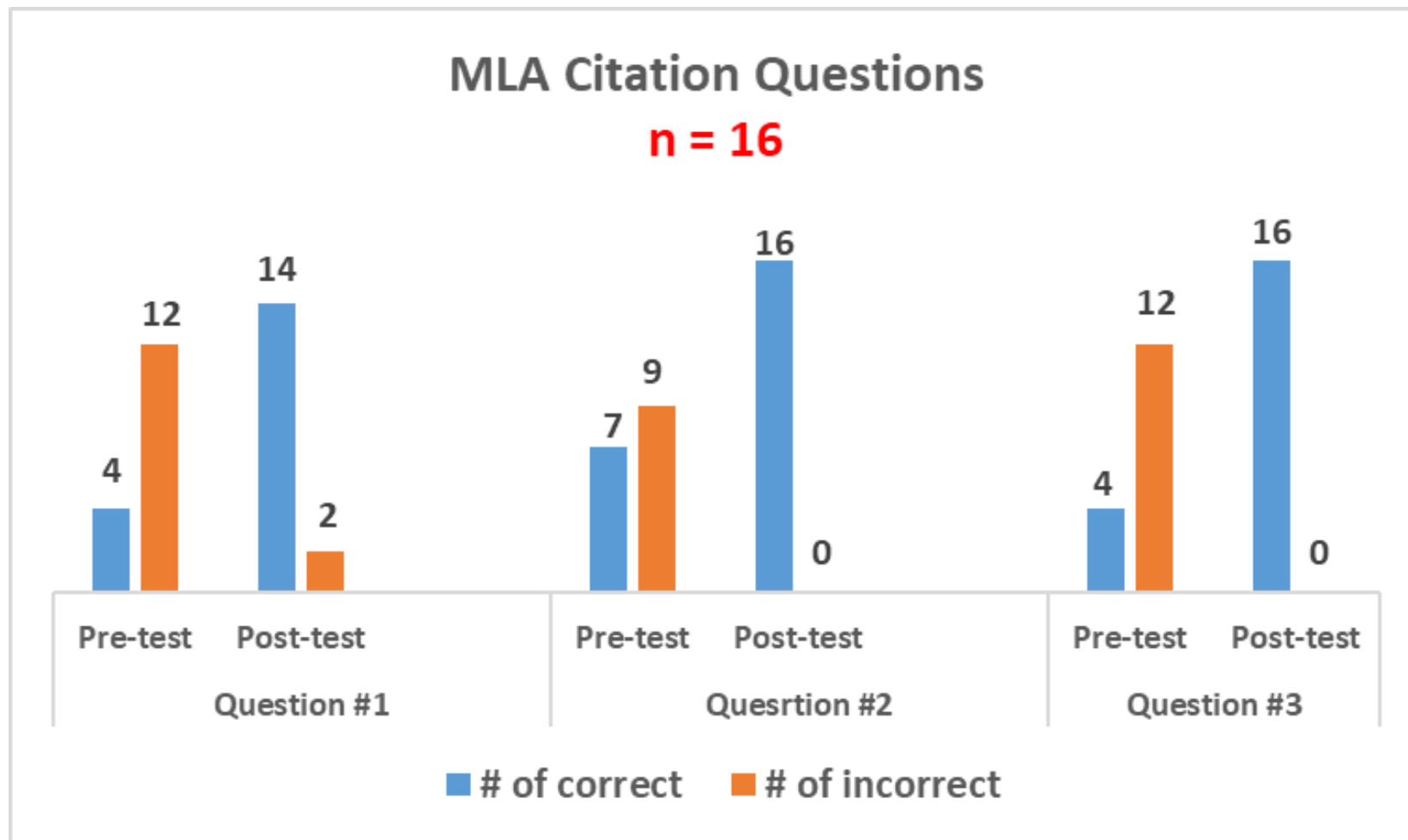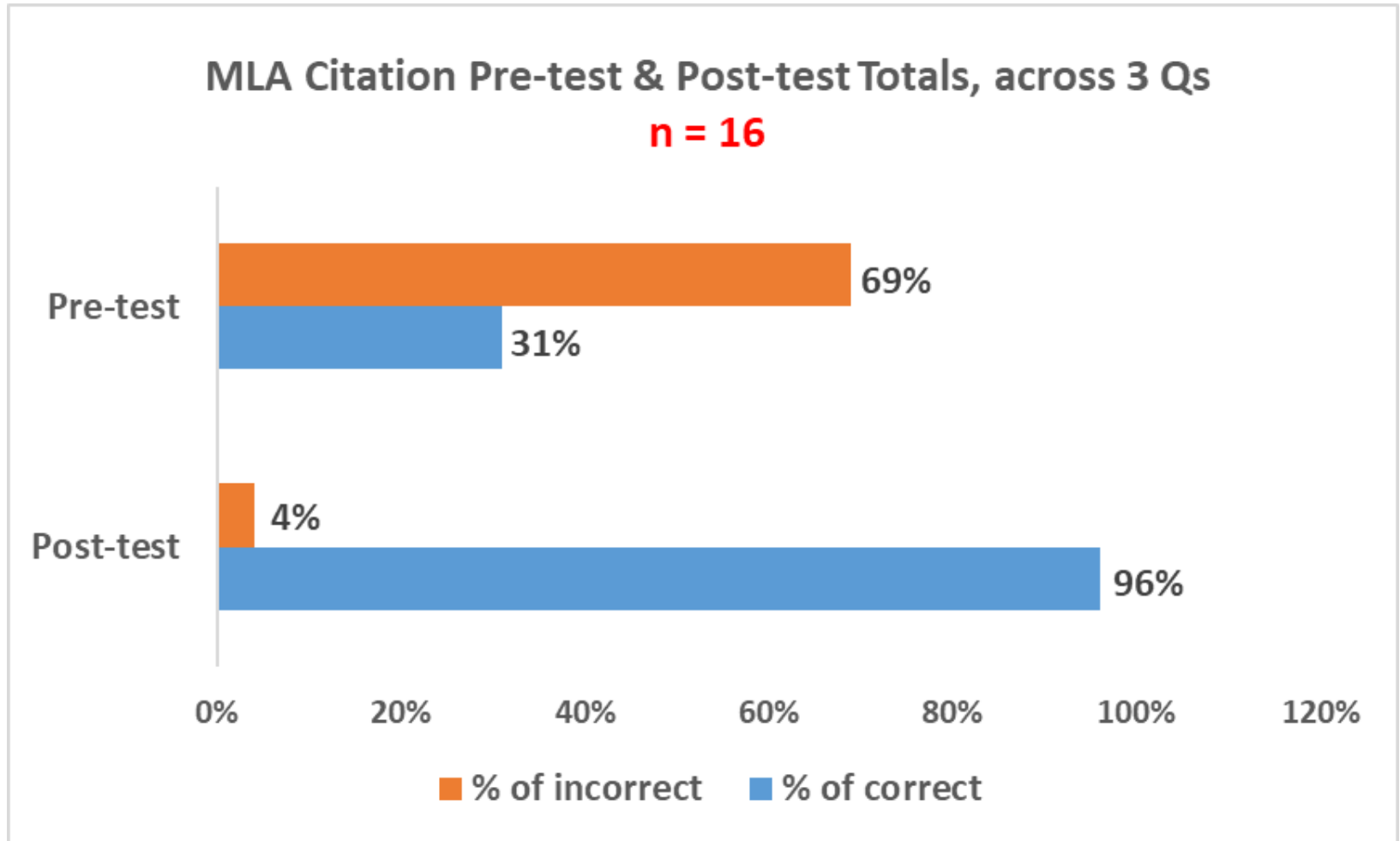
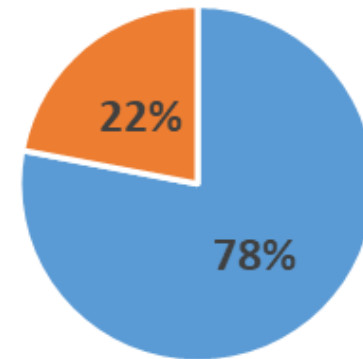# Topic: Basic Steps in Research Process

Pre-test & Post-test Totals, across 3 Qs

Pre-test Results n=6

39%
61%

■ % of correct   ■ % of incorrect

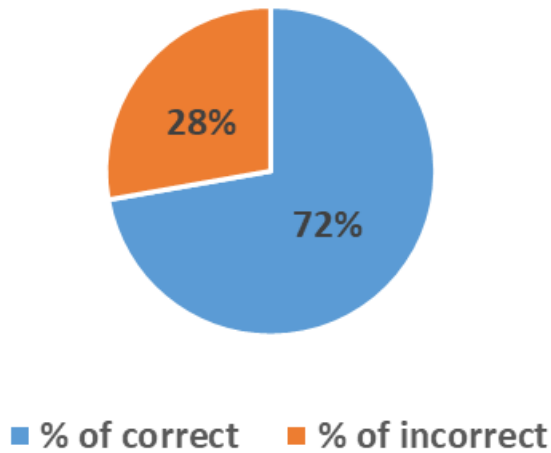
Post-test Results n=6

22%
78%

■ % of correct   ■ % of incorrect

Topic: Characteristics of a Scholarly Article

Pre-test & Post-test Totals, across 3 Qs

Pre-test Results   n=6

- 28%
- 72%
- ■ % of correct   ■ % of incorrect

Post-test Results   n=6

- 6%
- 94%
- ■ % of correct   ■ % of incorrect

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Topic: Strategic Search Steps to Locate Articles

Pre-test & Post-test Totals, across 3 Qs

Pre-test Results n=5

27%

73%

- % of correct
- % of incorrect

Post-test Results n=5
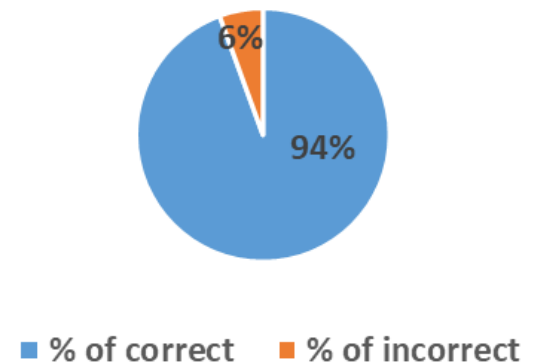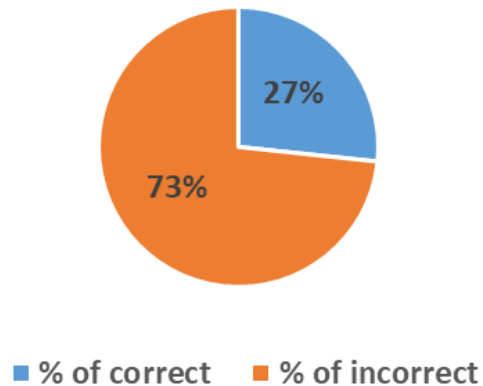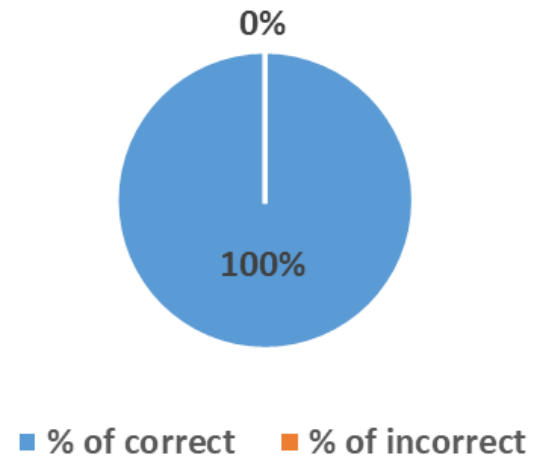
0%

100%

- % of correct
- % of incorrect

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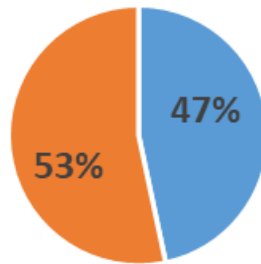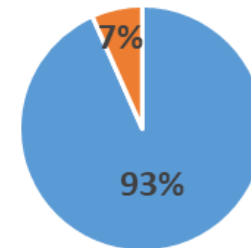
Topic: Locating Background Information

Pre-test & Post-test Totals, across 3 Qs

Pre-test Results   n=5

47%

53%

■ % of correct   ■ % of incorrect

Post-test Results   n=5

7%

93%

■ % of correct   ■ % of incorrect

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Findings: Open-ended Questions

What FGS learned:

- The ins and outs of citing sources in MLA Style

- What to look for in a peer-reviewed scholarly article

- Importance of researching background information on a topic

- Following the basic steps in research process in writing quality papers

Findings: Open-ended Questions

FGS Feedback on Library Support

Benefits and Challenges

- Receiving individualized research assistance
- Building confidence in navigating the library resources
- Developing relationship between FGS and the librarian
- Increasing student learning efficiency

- Time commitment in conducting consultations
- Scheduling students from different classes
- Teaching a wide range of mini module topics
- Overcoming FGS anxiety and reluctance to use available library resources and support

Implications for Practice

Targeted library assistance:

- Enhances FGS ability to utilize library resources

- Increases FGS proficiency with various information literacy topics

- Contributes to FGS success in college

- Highlights the need to expand the scope of library services for FGS

Future Plan

- Offering a program to support research needs of all first-generation students, Spring 2022

- Implementing Peer Research Consultations (PRC) with fellow FGS

- Collaborating with campus partners
  - College Assistance Migrant Program (CAMP)
  - Program Leading to University Success (PLUS)

- Organizing a group of PRC volunteers

PRC Program Goals

- Provide academic support for EWU FGS
  - Facilitate acquisition of fundamental information literacy skills
  - Educate about ways to effectively use library resources for academic research

- Ultimately, contribute to FGS retention, engagement, and academic success

Peer Research Consultation (PRC) Registration Form

Peer Research Consultation is to help you master key information literacy skills in order to effectively use library resources for your academic research at Eastern Washington University.

Name *(Required)*

First	Last

Email (EWU email preferred) *(Required)*

Are you a first-generation student? *(Required)*

○ Yes
○ No

EWU Status *(Required)*

○ Undergraduate
○ Graduate Student
○ Running Start/High School Student
○ N/A
○ Other

Other

College *(Required)*

College of Arts, Humanities & Social Sciences (CAHSS)

Department/Discipline *(Required)*

Select PRC Meeting Format *(Required)*

○ In-person (in the library)

○ Online (via Zoom)

If you choose online, the Zoom link will be provided before the meeting time.

1st Choice Date *(Required)*

mm/dd/yyyy

1st Choice Time *(Required)*

HH : MM AM ⌄

2nd Choice Date *(Required)*

mm/dd/yyyy

2nd Choice Time *(Required)*

HH : MM AM ⌄

Select two topics of interest for your PRC appointment *(Required)*

- ☐ APA citation style – in-text citation and references
- ☐ Basic Steps in the research process
- ☐ Identifying characteristics of a scholarly article
- ☐ Connecting Google Scholar search results to EWU Library databases
- ☐ Creating an account in EBSCOhost, ProQuest, JSTOR, or SAGE databases
- ☐ Finding a particular article in a specific journal from the databases
- ☐ Identifying subject-specific databases
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- ☐ Using RefWorks citation management tool

Submit Request

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Peer Research Consultant Training

- Recruiting PRC volunteers
  - Multiple avenues established via campus partnerships
  - PRC position summary
  - PRC application process
  - PRC eligibility criteria
- 4-Week Online Short Course
- Certified Peer Research Consultants

Published Article

Deng, L. (2022). The pathway to success: Facilitating first-generation student learning in academic libraries through cross-campus collaborations. *Journal of Library Administration, 62*(1), 1-18.

https://doi.org/10.1080/01930826.2021.2006975

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Blackwell, E., & Pinder, P. (2014). What are the motivational factors of first-generation minority college students who overcome their family histories to pursue higher education? *College Student Journal, 48*(1), 45-56.

Nunez, A. M., & Carroll, C. D. (1998). *First-generation students: Undergraduates whose parents never enrolled in postsecondary education* (NCES 98-082). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

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Ward, L., Siegel, M. J., & Davenport, Z. (2012). *First-generation college students: Understanding and improving the experience from recruitment to commencement*. Jossey-Bass

Wildhagen, T. (2015). "Not your typical student": The social construction of the "First-Generation" college student. *Qualitative Sociology, 38*(3), 285–303.

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Thank you!

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