



Let Me Take You Higher: How Libraries Use High Impact Practices to Engage Students

SCIL Works 2015 Schedule

Heldman Learning Resource Center, West Los Angeles College

Schedule

9:00 - 9:45am	Registration, Networking, Breakfast
9:45 - 10:00am	Welcome
10:00 -11:00am	Research and Practice - Session 1
11:00 – 11:30am	Lightning Rounds / Poster Session
11:30am – 12:30pm	Research and Practice - Session 2

Wireless:

Faculty Network (username: **ww** Password: **ww**)

Mark your calendars!

SCIL Business Meeting – March 13, 2015 at UC Riverside.

SCIL Spring Program – May 8, 2015 at University of Southern California.

Check the website for details: <http://www.carl-acrl.org/ig/scil/>

Continue the networking! Here are some suggestions for nearby lunch options:

Daphne's Greek Cafe
9516 Culver Blvd.
310-280-1650
www.daphnes.biz

Tender Greens
9523 Culver Blvd.
Farm to fork delicious food.
310-842-8300
www.tendergreensfood.com

Kay n' Dave's
9341 Culver Blvd.
Mexican food made with fresh ingredients.
310-558-8100
www.kayndaves.com

Meet in Paris
9727 Culver Bl.
French Bistro specializing in mussels.
310-815-8222
www.Meetrestaurantla.com

BottleRock
3847 Main St.
Hip, eclectic wine bar with an edge.
310-836-9463
www.bottlerock.net

K-ZO
9240 Culver Blvd.
K-Zo serves authentic sushi and euro-Asian small plates.
310-202-8890
www.k-zo.com

For more options visit <http://downtownculvercity.com/dine.html>

SCIL would like to acknowledge West Los Angeles College for hosting this program.

Presenters and attendees – thank you!

Your participation makes this event successful, year after year!

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SCIL Works 2015 Program

Research and Practice

Matthew Cook (CSU Channel Islands)

Field of Dreams: Unique Collections and Student Research

At CSU Channel Islands (CI), the user--teachers and students--is the focus of all Special Collection activities and we've devised innovative ways to both encourage students and faculty to engage these materials as well as foster their appreciation, awareness and use on campus.

Our focus is on Undergraduate Research, a High Impact Teaching Practice, and it is student research that drives our decision making. In particular, we strive to partner and/or introduce our unique collections with student researchers. There are three primary ways that we accomplish this task: Librarians co-teach an archive based, inter-disciplinary class with a Political Scientist; a Librarian offers an upper-division 498 independent study class that is focused and based on students using archival collections housed in the Library, and; we design Information Literacy sessions for Capstone classes designed to make connections between Library Collections, Undergraduate Research, and the Capstone experience.

The presentation will share in greater details the methodologies, successes, and issues with these three Unique Collections programs. Additionally, the presentation will address how Librarians and Unique Collections are engaged in campus-wide efforts to promote and foster a culture of Undergraduate Research.

Allison Carr, Terri Metzger, Caroline Sawyer (CSU San Marcos)

HIPs on a small scale: Library instruction for first-year students in a speech course

Integrating High Impact Practices on a small scale increases student engagement and encourages active learning. A librarian and two communication faculty members developed collaborative learning activities with a flipped lesson and co-curricular event for a first-year speech course. This speech class is one of the few required courses for freshman on our campus, therefore, it holds great opportunity to introduce the building blocks of research skills.

The librarian and Communication faculty members will present the evolution of the innovative lesson plan and collaborative learning activities (including a competitive opportunity for students to demonstrate their speech and research skills), and include details about the homework and in-class activities, and Persuasive Forum.

Lightning Rounds

Lindsay O'Neill & Lettycia Terrones (CSU Fullerton)

Rising to the occasion: Redesigning an FYE community library information literacy component to incorporate HIPs

Cal State Fullerton's Freshman Programs, a FYE community, is structured under a High Impact Practices (HIPS) model and is recognized for its demonstrated success in student retention. Freshman Programs offers learning communities that provide curriculum and services to support successful student transition. Students take a three-unit orientation course, UNIV 100, which features an embedded IL component and an assigned peer mentor that previously participated in the program. Each UNIV 100 one-shot library instruction is tailored to unique projects determined by faculty and an embedded librarian. The challenge was to create an effective IL assessment tool that could be used across all UNIV 100 sections, and also address foundational IL outcomes based on anticipated ACRL IL Frameworks and identified university learning outcomes that support HIPS. This presentation will describe how librarians worked with Freshmen Programs on a pilot project that will be implemented and assessed over the course of the next three years.

Stephanie Milner (UC Riverside)

International students and academic library support and programming

Within University of California Riverside there are several populations of International Students: those taking part in a language immersion program, those attending through Study Abroad, and as enrolled full time students. Experiencing the U.S. library system, and the U.S. version of citation formatting for the first time, UCR's International Students face tremendous amounts of information to decipher. In response to assessed information literacy and library orienting needs of the International Students we have developed a response team, branched into multi-media and incorporated artistic elements such as a dedicated International Student library guide, and video, and we have held a music event designed to engage the international students and provide opportunities to build a network with librarians, faculty, and other students. Within the programming we are creating, we have found opportunities to also include groups of students on campus, in addition to the international students, who may be in need of outreach such as Transfer Students and the Guardian Scholars. Future programming will continue to be based on holistic assessment by librarians who work with International Students daily, as well as directed feedback post-events and through surveys.

Sally Bryant & Marc Vinyard (Pepperdine University)

Hit me baby one more time: Going beyond the one-shot to encourage deep learning for ELL students in learning communities

Pepperdine University librarians provide library instruction to ELL students who are part of learning communities that link English composition 100 classes with first-year seminar courses. In addition to teaching the ELL students, the librarians also assist the students in developing appropriate topics and creating their thesis statements. This way the ELL students are working on their English while also improving their keyword searching. Through a collaboration with the professor of these linked courses, the librarians are able give much more in-depth assistance because they are familiar with the students' assignments and objectives of the instructor. The English 100 classes are writing intensive courses that develop critical thinking skills since their papers must be argumentative. While the English 100 course helps the ELL students develop ethical inquiry by writing about controversial topics, the first-seminar class introduces them to American culture and customs. Assessment is given with bibliographic assignments, collaborative projects and a quiz. Moreover, the first-year seminar course encourages diversity and global learning for both the students and the librarians. The librarians help the ELL students hone their information literacy skills to learn about American culture while the ELL students help the librarians learn more about the perceptions and perspectives of students from foreign cultures.

Thank you for attending SCIL Works 2015!! Please take a moment to complete a short evaluation of the program: <https://www.surveymonkey.com/s/66YGLYG>