

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

Yvonne Tran & Alena Manjuck | LOEX 2024





**Yvonne**



**Alena**

# Presentation Overview

- 1
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- 4

**Institutional Context**

**Dual Credit Context**

**Our Dual Credit Support Program**

**Feedback & Results**





**1**

# 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**



**Common Read  
Program**



**No-Cost Textbook  
Institute**



**Dual Credit Support  
Program**







**2**

# Dual Credit Context







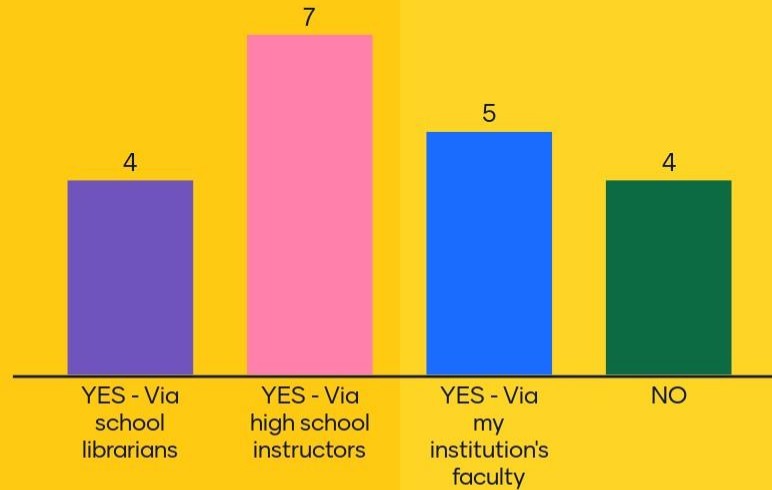
# Quick Poll

via Mentimeter ([menti.com](https://www.menti.com))





# Have you tried to connect with dual credit high schools?

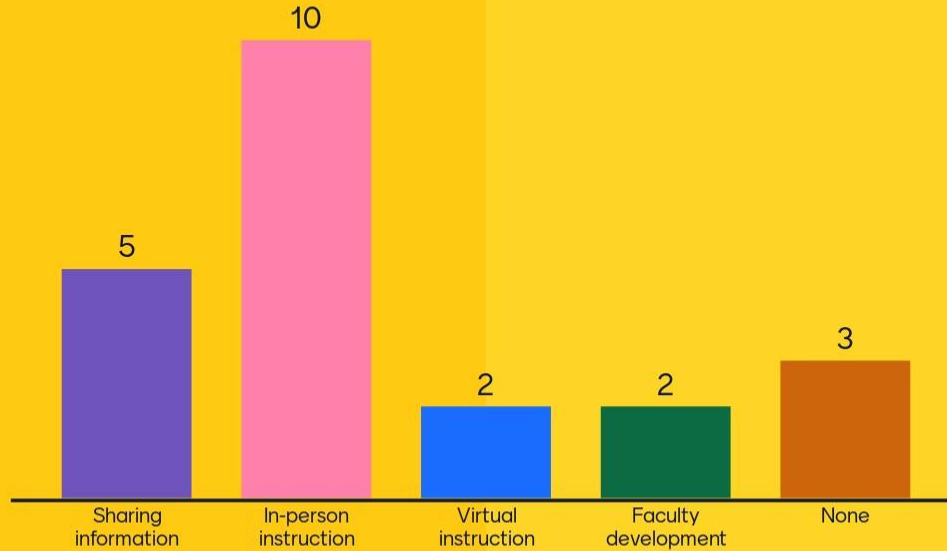


**Poll Results**





# What has your library's involvement been with dual credit:



**Poll Results**



# 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

# Poll Results





# 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

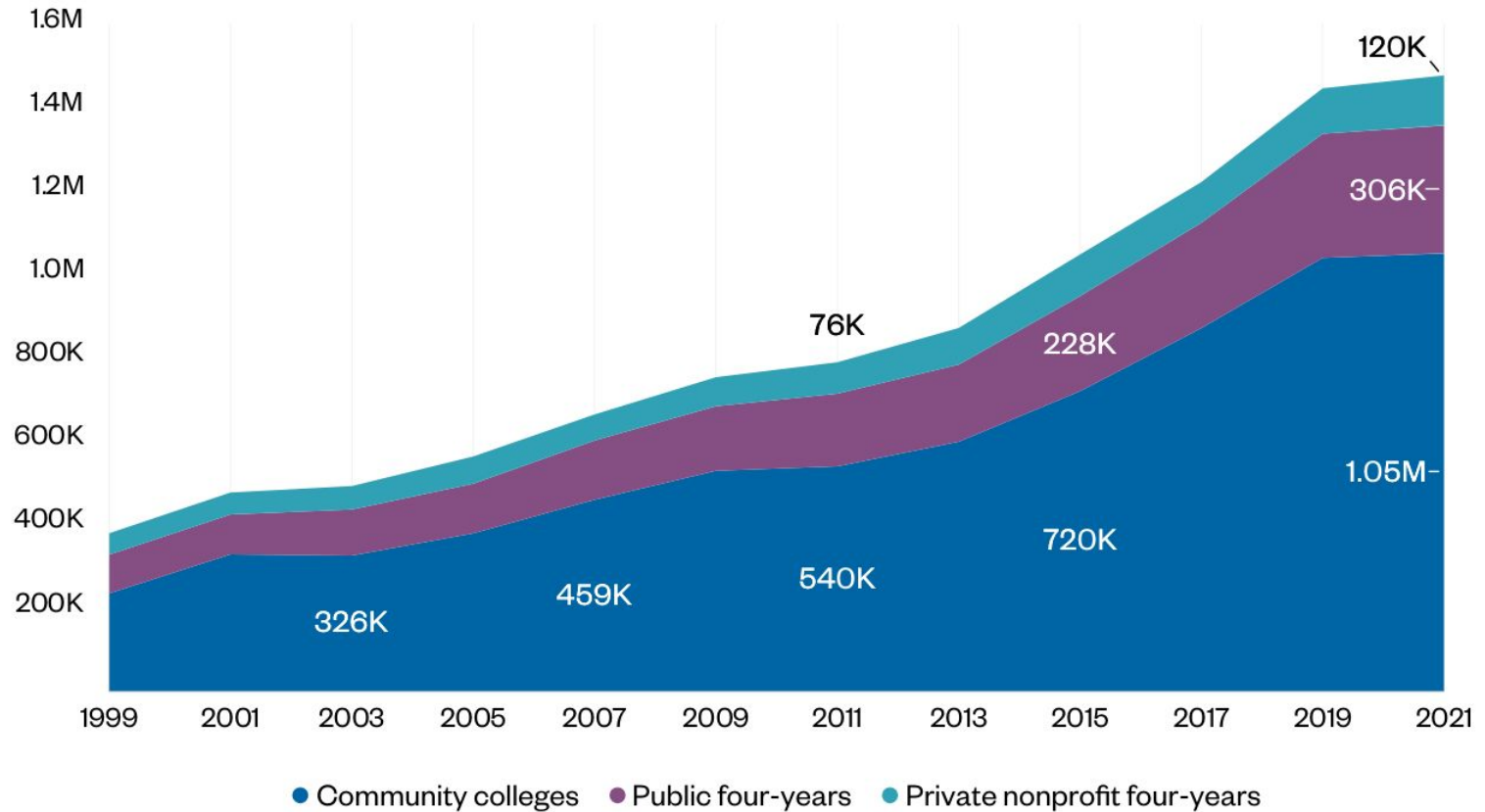
high school budgets

de students don't have credentials for online access until later in the semester

# Poll Results

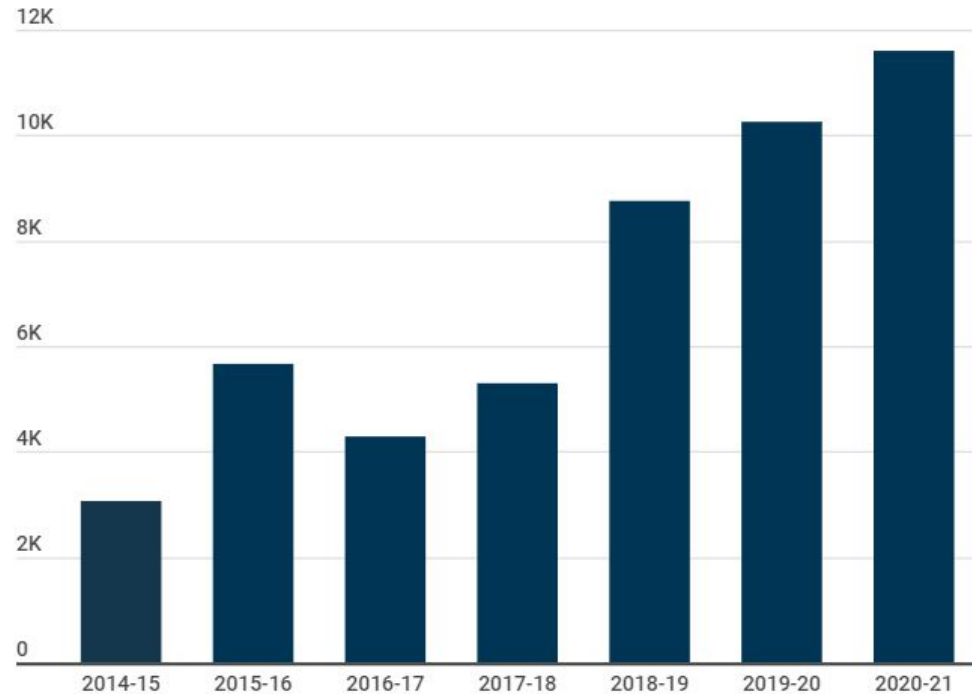


**Figure 2. Growth of Dual Enrollment, 1999–2021**



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.*

# Enrollment by Category

## Category

All Students

## Semesters

- Fall  
 Spring  
 Summer

## Dual Credit (in HS)

- No  
 Yes

## School Declared

All

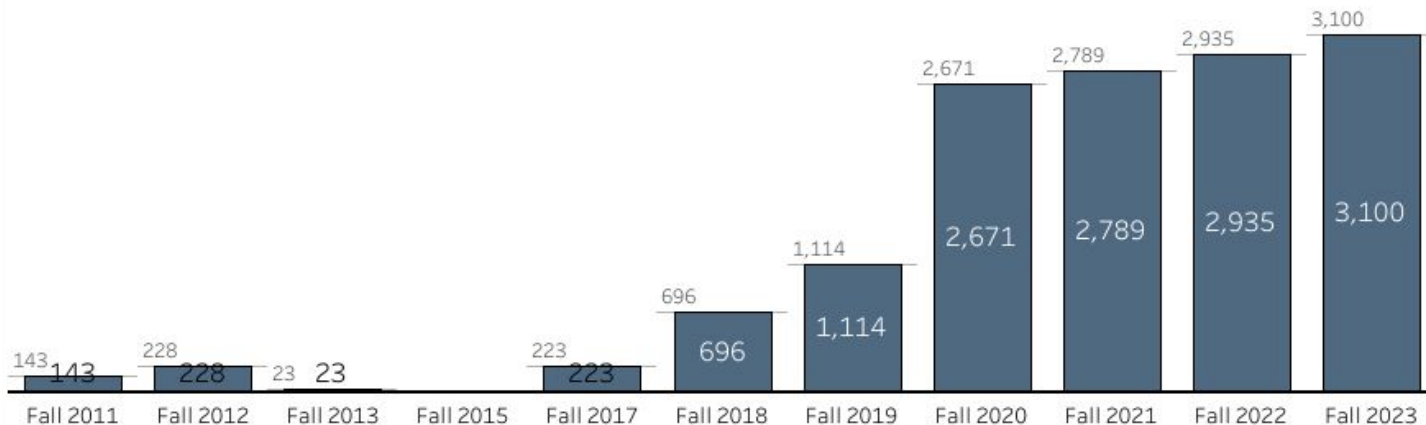
## Major/Minor

All

All

All Students

## Students by All Students





# Enrollment by Category

Category  
Academic Level

Semesters  
 Fall  
 Spring  
 Summer

Dual Credit (in HS)  
All

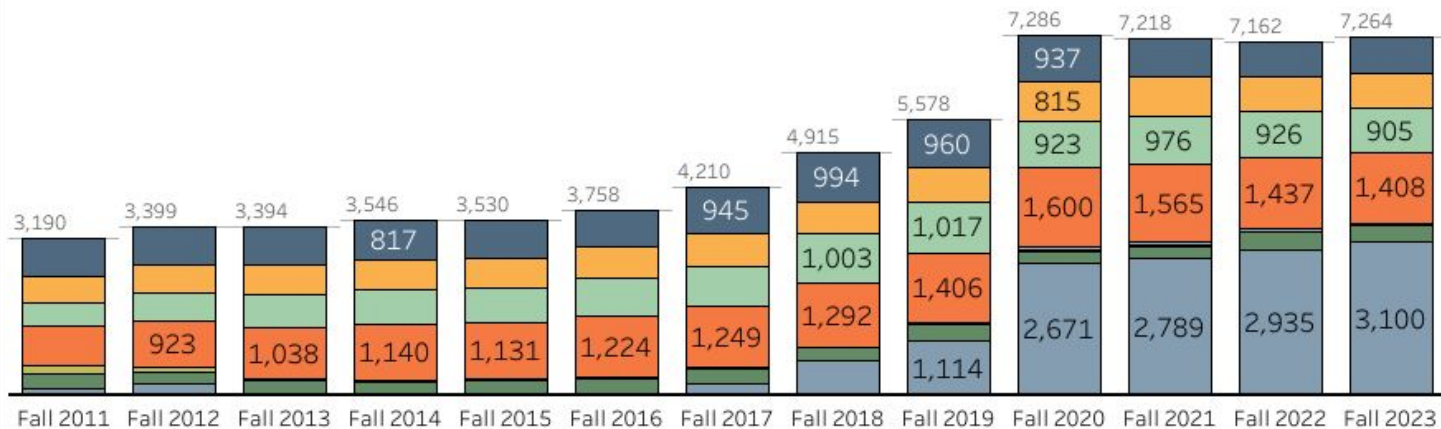
School Declared  
All

Major/Minor  
All

All

- Freshmen
- Senior
- Non Degree
- Sophomore
- Graduate
- Dual Credit in HS
- Junior
- Post Bach

## Students by Academic Level



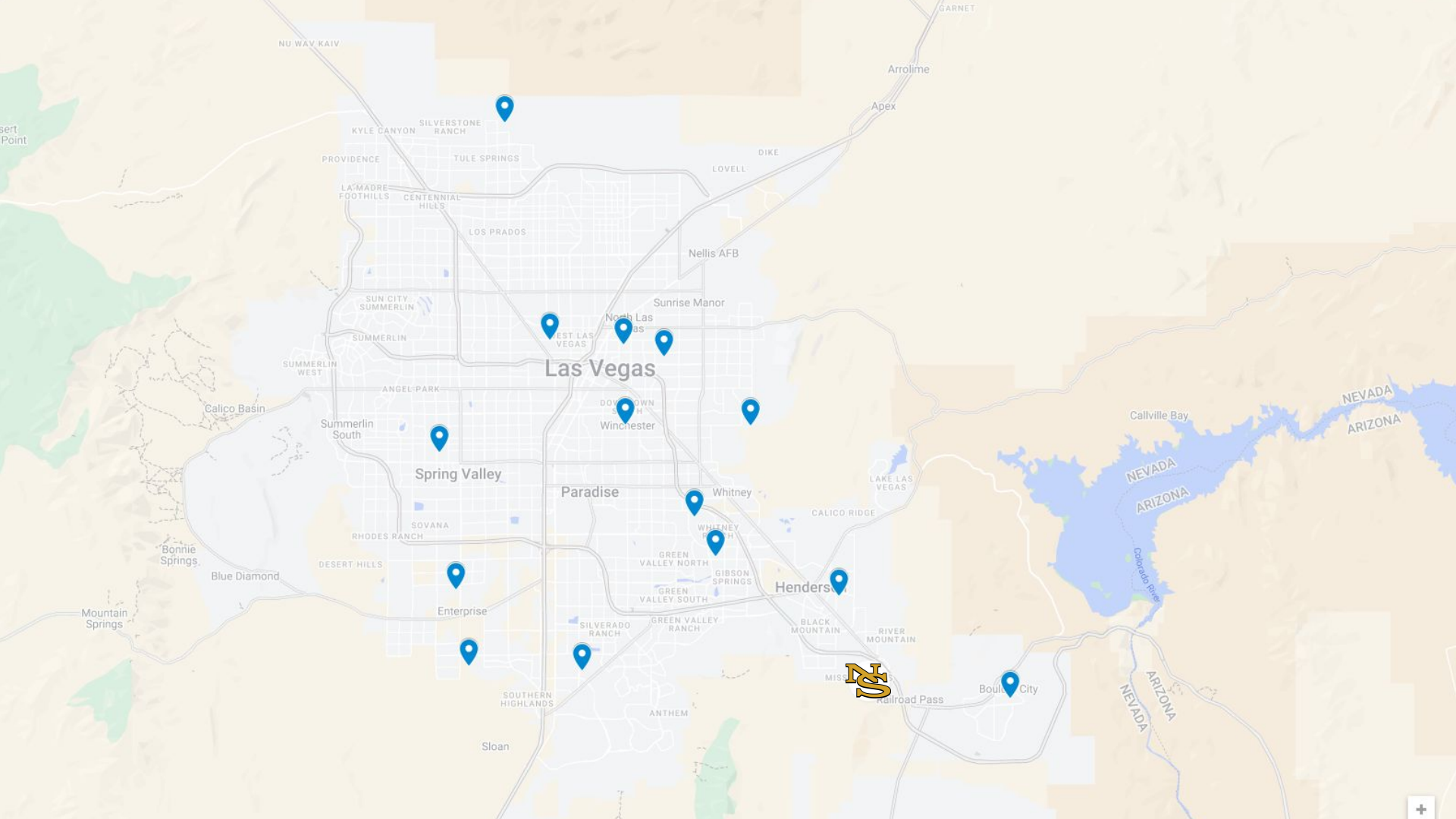


# Dual Credit at Nevada State

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





NU WAY KAIV

Arrolime

Apex

KYLE CANYON

SILVERSTONE RANCH

TULE SPRINGS

LOVELL

DIKE

PROVIDENCE

LA MADRE FOOTHILLS

CENTENNIAL HILLS

LOS PRADOS

Nellis AFB

Sunrise Manor

SUN CITY SUMMERLIN

SUMMERLIN

Las Vegas

North Las Vegas

WEST LAS VEGAS

SUMMERLIN WEST

ANGEL PARK

DOVETOWN SOUTH

Winchester

Calico Basin

Summerlin South

Callville Bay

NEVADA

ARIZONA

NEVADA

ARIZONA

NEVADA

ARIZONA

NEVADA

ARIZONA

NEVADA

ARIZONA

NEVADA

ARIZONA

Paradise

Whitney

LAKE LAS VEGAS

CALICO RIDGE

Spring Valley

SOVANA

RHODES RANCH

GREEN VALLEY NORTH

GREEN VALLEY SOUTH

GIBSON SPRINGS

Henderson

Bonnie Springs

Blue Diamond

DESERT HILLS

Enterprise

SILVERADO RANCH

GREEN VALLEY RANCH

BLACK MOUNTAIN

RIVER MOUNTAIN

Mountain Springs

SOUTHERN HIGHLANDS

ANTHEM

Sloan

77

Railroad Pass

Boulder City

NEVADA

ARIZONA

NEVADA

ARIZONA





# 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**.



## STUDENT SUPPORT SERVICES

Students enrolled in dual credit courses have access to support services offered through Nevada State College. These resources include the Writing Center, Marydean Martin Library, and Academic Success Center. Students are encouraged to tour the NSC campus to become familiar with all the student services offered. Tours can be scheduled through the Office of Admissions & Recruitment.



### ACADEMIC SUCCESS CENTER

Nevada State's Academic Success Center (ASC) offers you a range of services including free one-on-one and group tutoring sessions where you can review and practice course concepts and relevant study/test taking strategies with trained peer tutors.

[nsc.edu/academics/academic-success-center](https://nsc.edu/academics/academic-success-center)



### WRITING CENTER

The Nevada State Writing Center offers free writing support for Nevada State students, faculty, staff, and recent alumni. Our highly-trained peer writing specialists come from degree programs across the campus, including Math, Psychology, Criminal Justice, Biology, Nursing, Visual Media, Education, and English. We use antiracist and access-focused approaches to support writers at any stage of the writing process. We also support a wide range of genres, including personal statements, lab reports, research proposals, presentations, poetry, and posters.

[nsc.edu/academics/writing-center](https://nsc.edu/academics/writing-center)



### LIBRARY

As the first digital library in the state of Nevada, the Marydean Martin Library provides convenient, 24/7 access to an extensive collection of ebooks and databases. The library also provides over two million print books through rapid delivery from partner academic libraries in Southern Nevada.

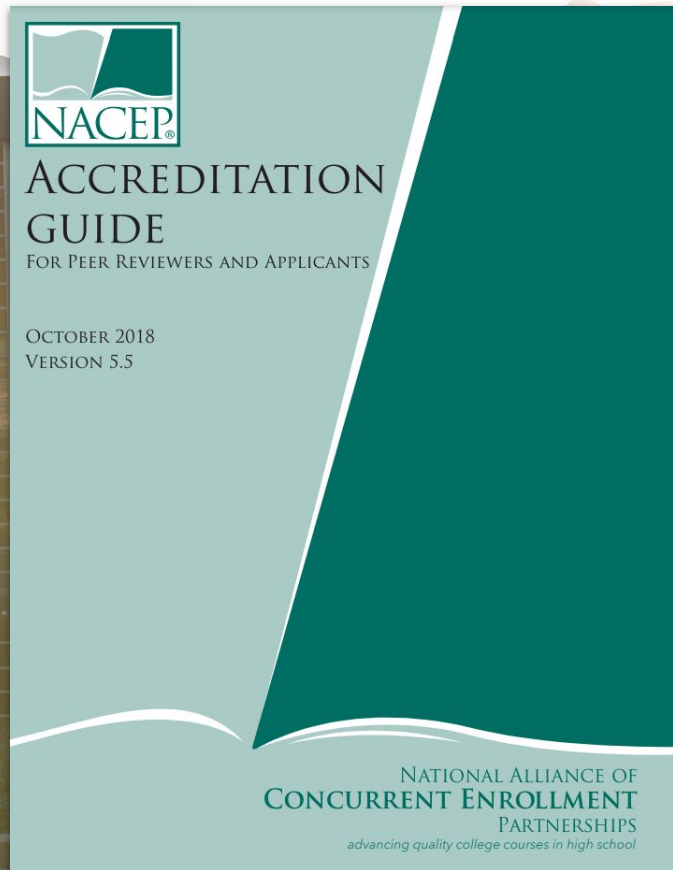
[library.nsc.edu](https://library.nsc.edu)





# 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**



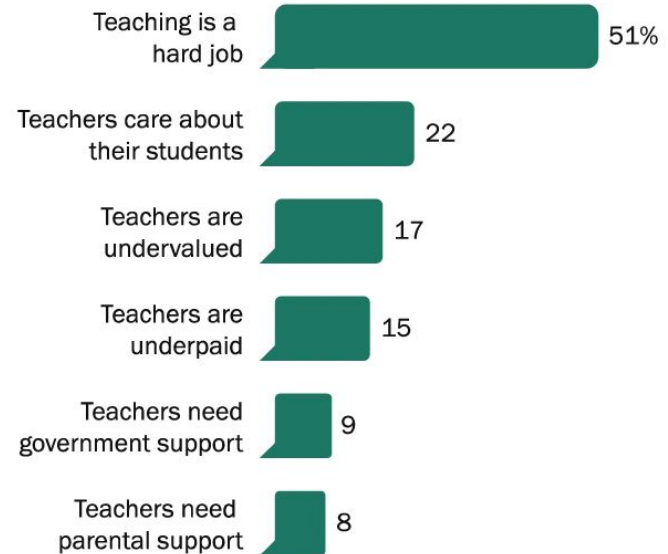
“The amount of extra hours that teachers have to put in beyond the contractual time is ridiculous. Arriving 30 minutes before and leaving an hour after is just the tip of the iceberg. ... And as far as ‘having summers off,’ most of August is taken up with preparing materials for the upcoming school year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

– High school teacher

Source: [Pew Research Center](#)

## About half of teachers want the public to know that teaching is a hard job

*% of public K-12 teachers saying one thing they'd want the public to know about teachers would be that ...*



Note: Open-ended question. Up to three responses were coded. Only responses given by at least 5% of respondents are shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14. “What Public K-12 Teachers Want Americans to Know About Teaching”

PEW RESEARCH CENTER



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# 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









# 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

## CRAAP Test



**Currency:** *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- If on the web, are the links functional?



**Relevance:** *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?



**Authority:** *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- If on the web, does the URL reveal anything about the author or source?  
Examples: .com .edu .gov .org .net



**Accuracy:** *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?



**Purpose:** *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Adapted from: Evaluating Information – Applying the CRAAP Test [2010], California State University, Chico  
Retrieved from: [https://www.csuchico.edu/libr/learnouts/eval\\_websites.pdf](https://www.csuchico.edu/libr/learnouts/eval_websites.pdf)



NEVADA STATE UNIVERSITY  
UNIVERSITY LIBRARY





# Transparency in Learning & Teaching



## Student-Friendly Framework

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

Learn More: [tilthighered.com](https://tilthighered.com)



**TILT** Higher Ed  
TRANSPARENCY IN LEARNING & TEACHING

*Make a small teaching change.  
Witness large learning gains.*

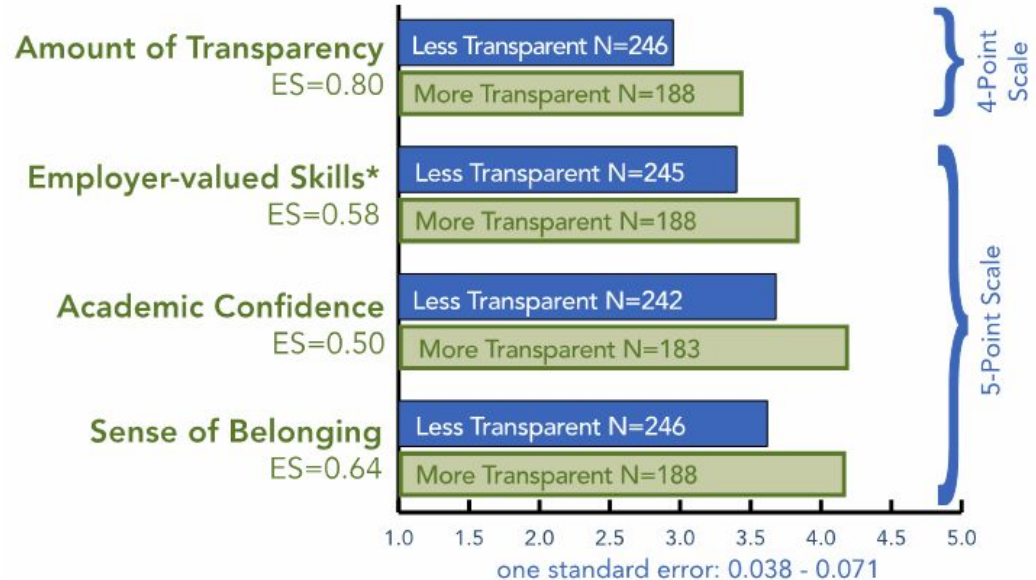
# The Data



Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review: Emerging Trends and Key Debates in Undergraduate Education*, 18(1-2).

[Library link to access full article](#)

## First-Generation College Students, End of Term



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



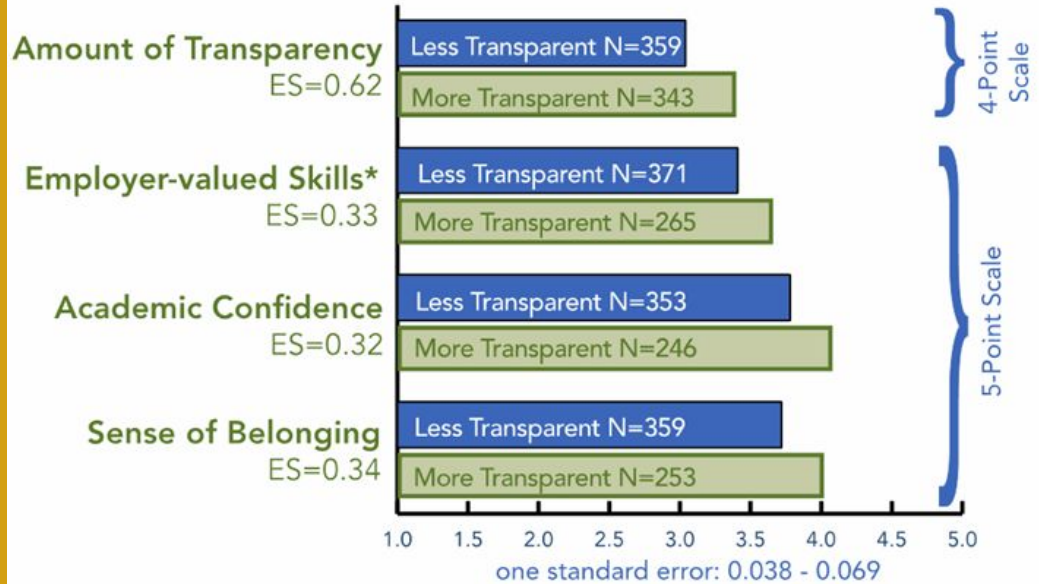
# The Data



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[Library link to access full article](#)

## Underrepresented Students (Non-White), End of Term



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



# 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

## Transparent Assignment Template

© 2013 Mary-Ann Winkelman

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.<sup>1</sup>

### Assignment Name Due date:

**Purpose:** Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

**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:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

**Knowledge:** This assignment will also help you to become familiar with the following important content knowledge in this discipline:

—

—

—

**Task:** Define what activities the student should perform. "Question cues" from this chart might be helpful:

<http://www.aashtutills.org/conferences/2012/abstracts/20-Bloom-Question-Cues-Chart.pdf> List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided, if there are sound pedagogical reasons for withholding information about how to do the assignment, protect students' confidence and sense of belonging in college with a purpose statement something like this: "The purpose of this assignment is for you to struggle and feel confused while you invent and test your own approach for addressing the problem..."

### Criteria for Success:

Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. Engage students in analyzing multiple examples of real-world work before the students begin their own work on the assignment. Discuss how excellent work differs from adequate work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. It is often useful to provide or compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.

The author developed an earlier version of this template at the University of Illinois, Urbana-Champaign.

<sup>1</sup> Winkelman, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99.2 (Spring 2013): Winkelman et al. "A Teaching Intervention that Increases Underrepresented College Students' Success." *Peer Review* 18.1/2 (Winter/Spring 2016).





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# Feedback & Results



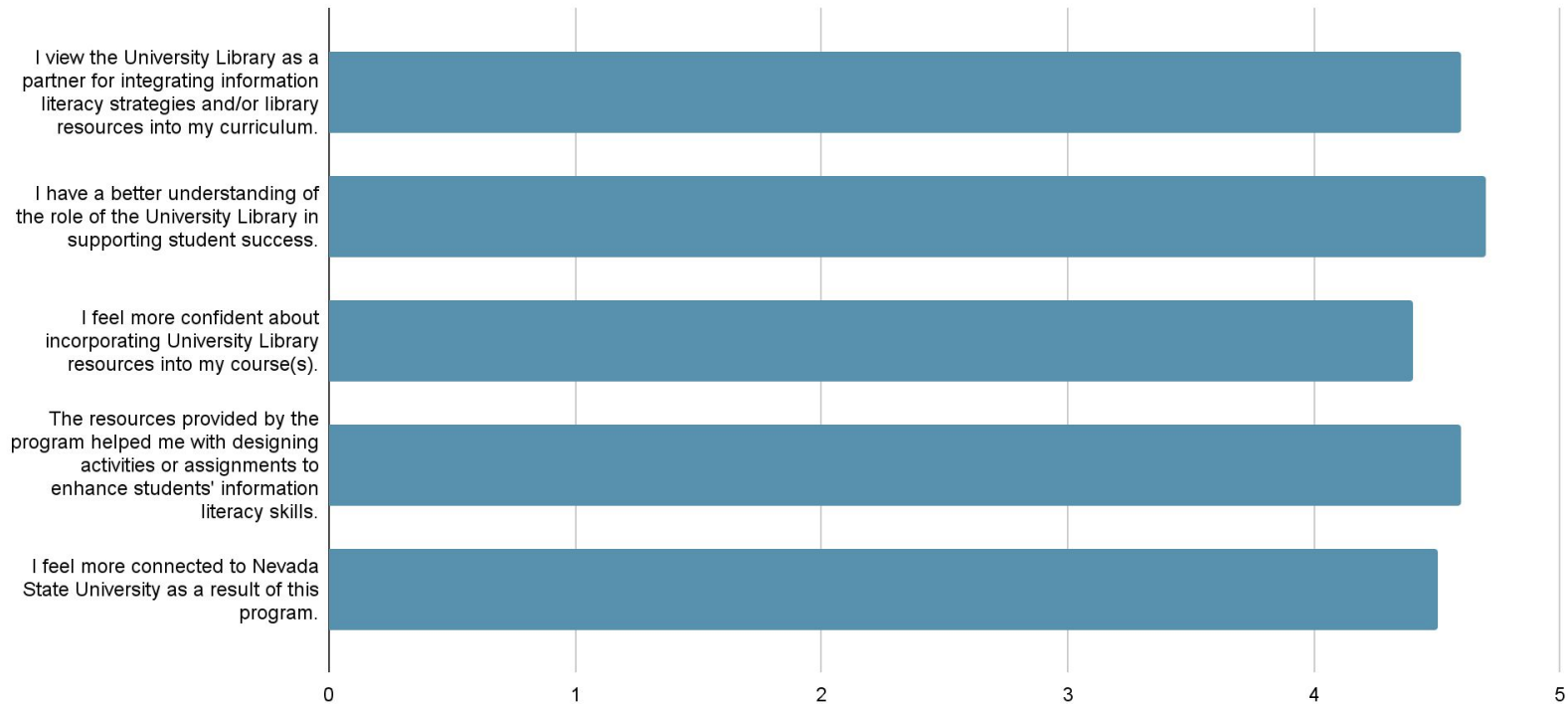


# Survey Results





5-Point Likert Scale







# 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)

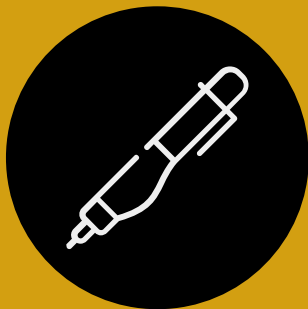
**“This was a fantastic class, and I really appreciate y'all doing this. I've been teaching Dual Enrollment for 6 years, and I really needed this!!”**

**“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.

# Class: ENG 101/102



## 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://nsc.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://nsc.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.

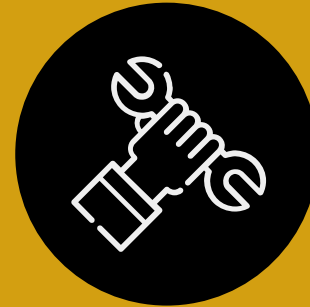
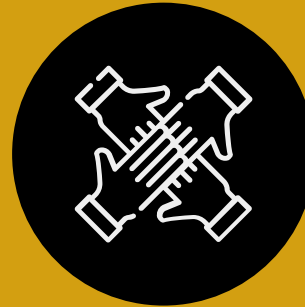
1. [link](#) your first article of propaganda below. Article must be related to a current government and political subjects. Why is this propaganda? What is the motive behind the post or article? Is this peer reviewed? What makes this a biased Source? (4-7 sentences)
  
2. Use <https://nsc.libguides.com/>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

# Class: PSC 101





# Lessons Learned

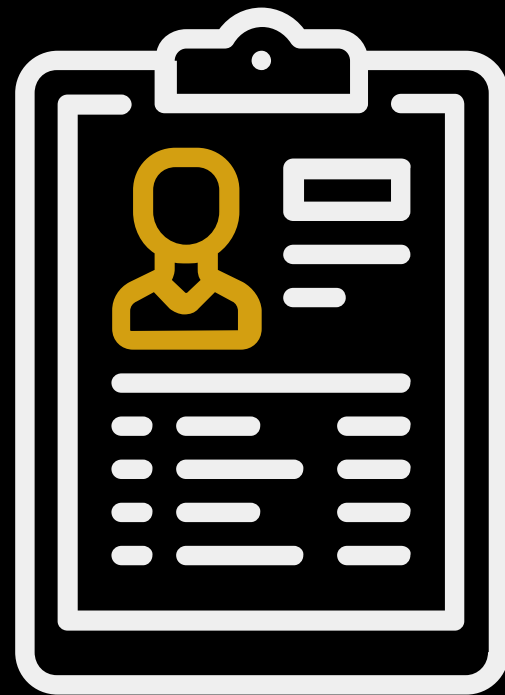






# Instructor Expectations

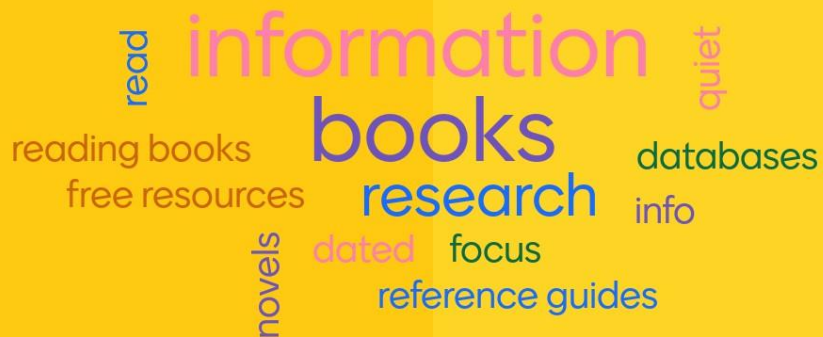
- Meet instructors where they are
- Don't assume that their information searching habits are different than students'
- Ask instructors about their perceptions of libraries and professional development experience





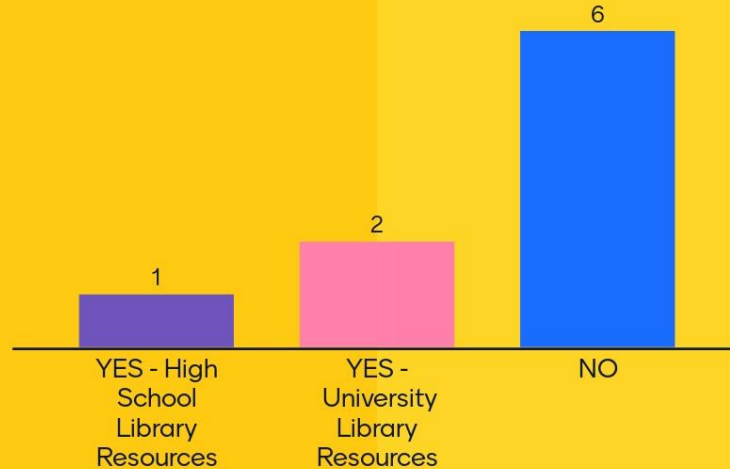
# What are the first words that come to mind when you think of a library?

20 responses





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





# 1-on-1 Support

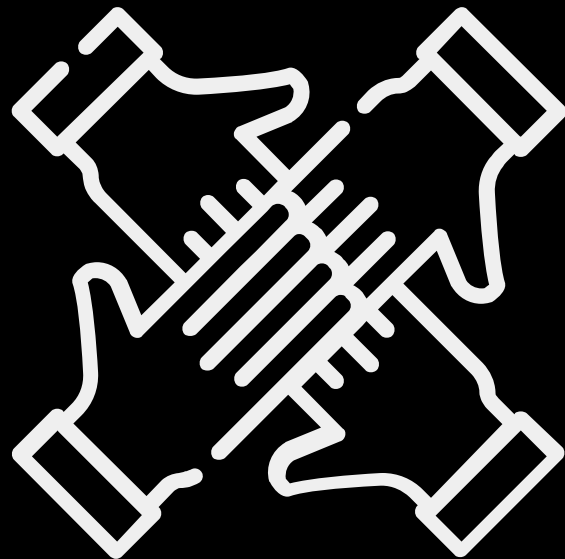
- Conduct instructor-librarian check-ins for personalized support and accountability
- Create a plan for check-ins and track engagement
- Encourage instructors to reach out with any questions or requests for feedback





# Community of Practice

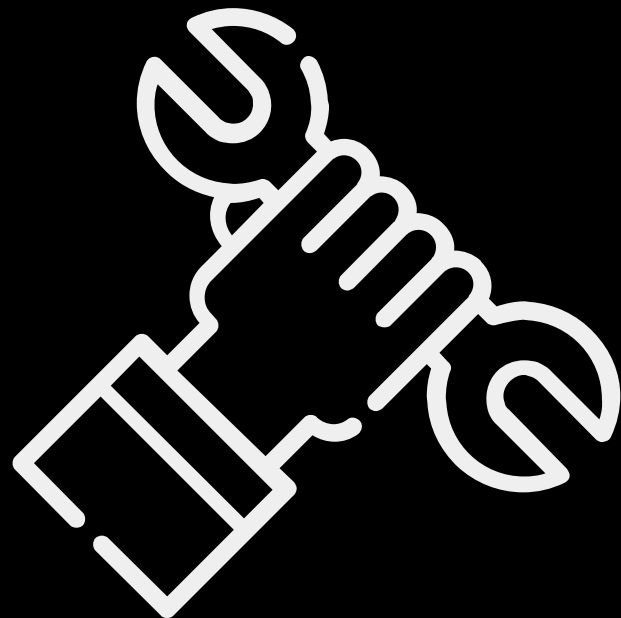
- Ask participants to introduce themselves and share the participant list
- Create opportunities for instructors to connect with colleagues in their discipline
- Make sure participants understand how to navigate the virtual meeting platform (i.e. how to use Zoom breakout rooms) and set them up to allow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



[yvonne.tran@nevadastate.edu](mailto:yvonne.tran@nevadastate.edu) | [alena.manjuck@nevadastate.edu](mailto:alena.manjuck@nevadastate.edu)

[library.nevadastate.edu](http://library.nevadastate.edu)

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