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## One-Stop Shop for the Research Lifecycle: Effects of High-Impact Educational Practices on Library Spaces and Services in the Near- and Long-term

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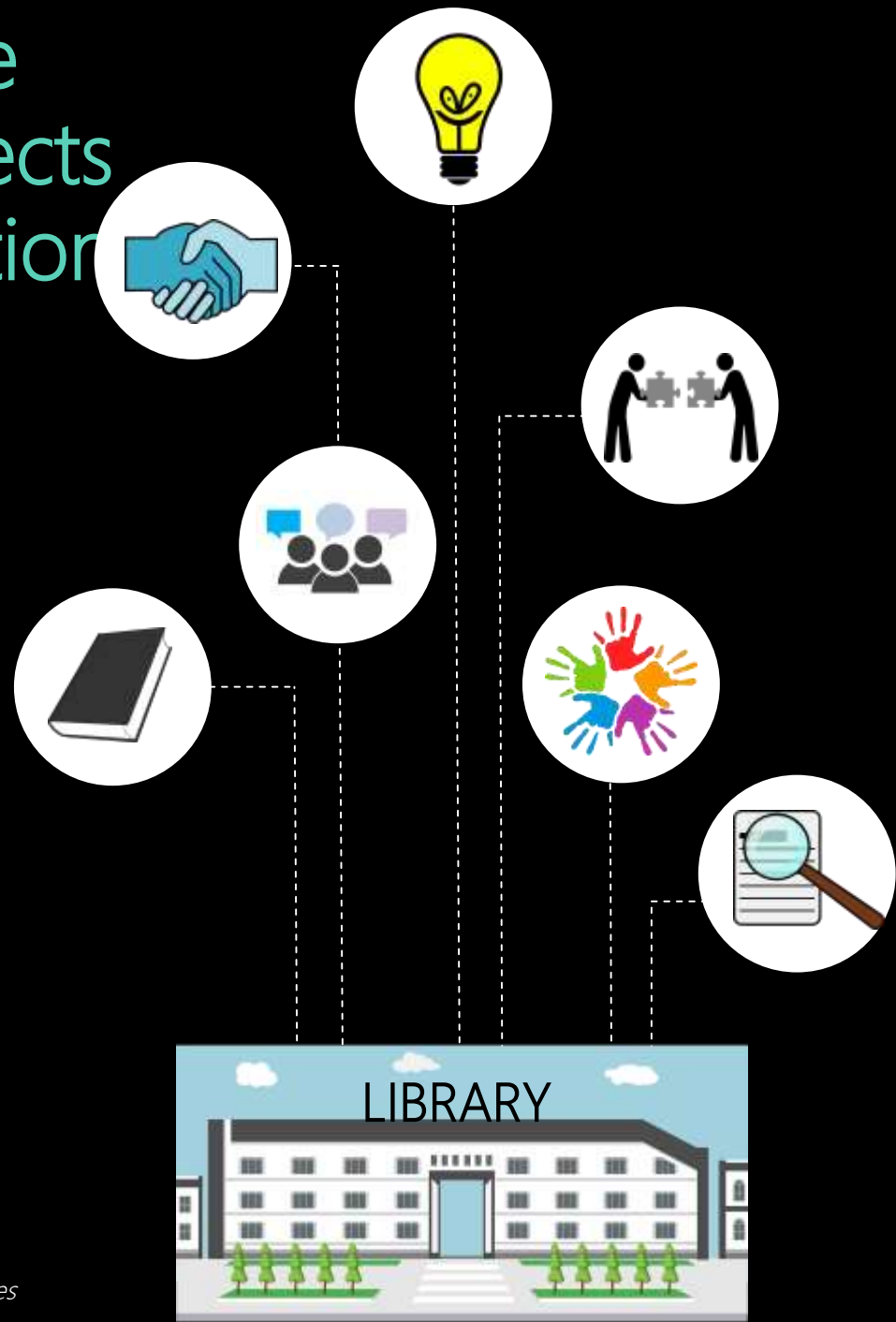
# One-Stop Shop for the Research Lifecycle: Effects of High-Impact Education Practices on Library Spaces and Services in the Near- and long-Term

Ngoc-Yen Tran

Sciences & Research Impact Librarian  
San Jose State University  
@libraryen

Symposium on the Future of Libraries  
February 12, 2018  
Denver, Colorado

*Image from: A composite of creative commons or freely available images*



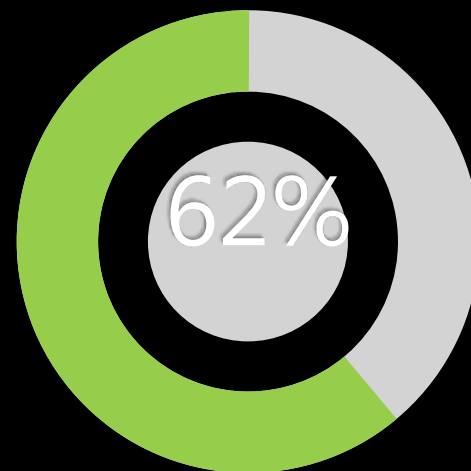
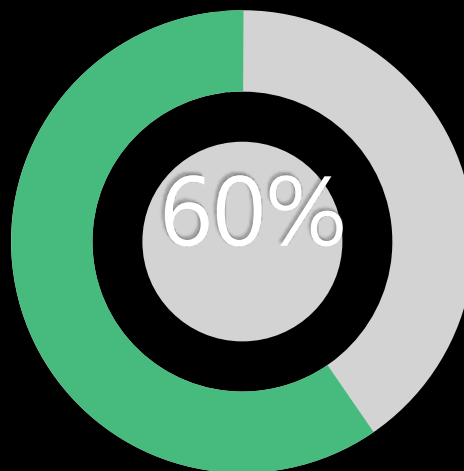
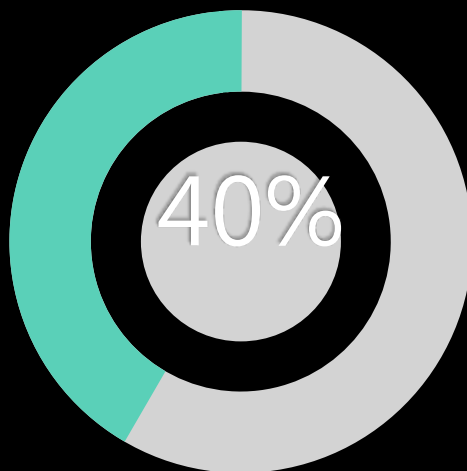
An illustration of a clipboard with a dark grey frame and a white sheet of paper. A dark grey pen lies horizontally above the paper. On the left side of the paper, there is a grey clip. The paper contains the title 'Agenda' and a list of three items, each preceded by a square checkbox and underlined.

# Agenda

- ☐ High Impact Educational Practices (HIPs)
- ☐ Examples of HIPs in Higher Ed
- ☐ HIPs and libraries

# National Graduation Rates

4-YEAR  
INSTITUTIONS  
(COHORT YEAR 2007)



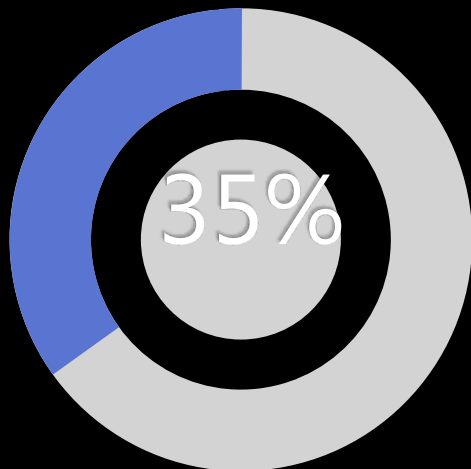
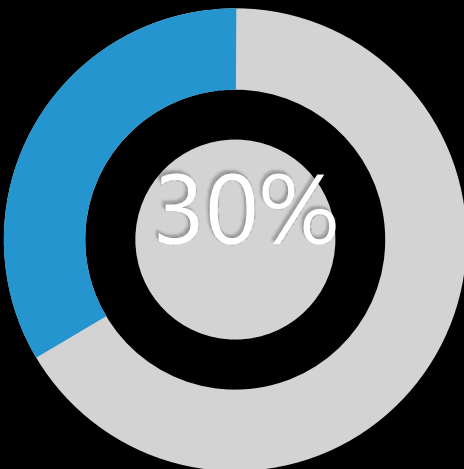
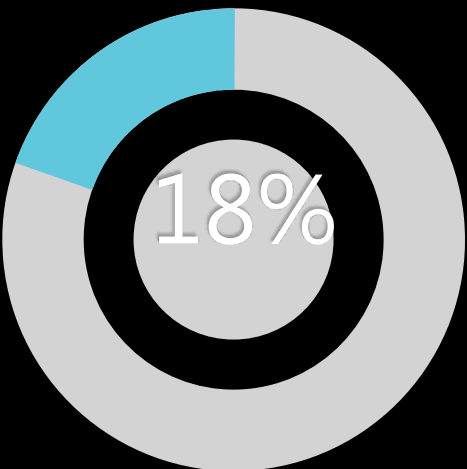
PERCENT OF NORMAL  
PROGRAM  
COMPLETION TIME

100

150

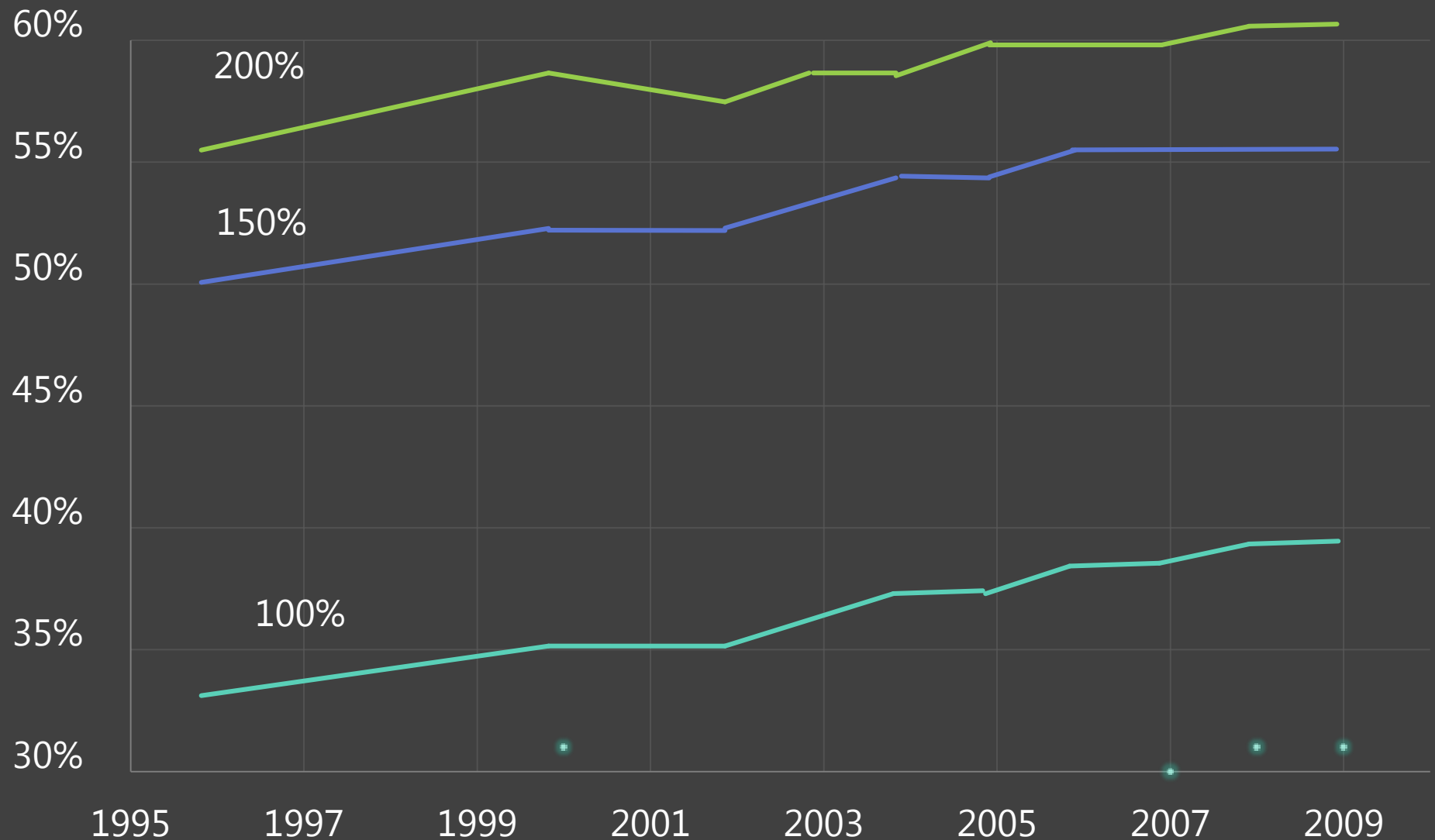
200

2-YEAR  
INSTITUTIONS  
(COHORT YEAR 2011)

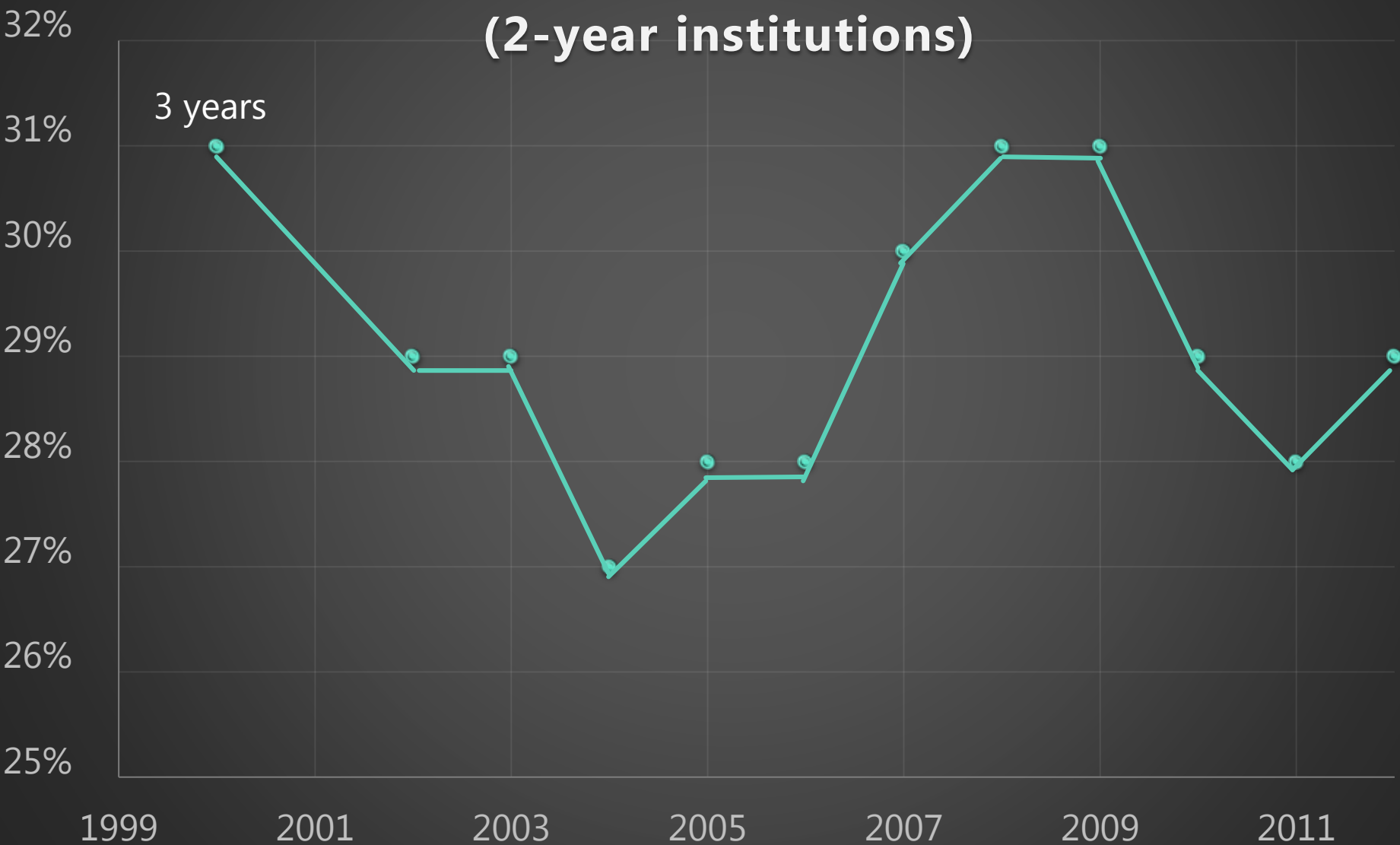


# Graduation Rate By Start Year

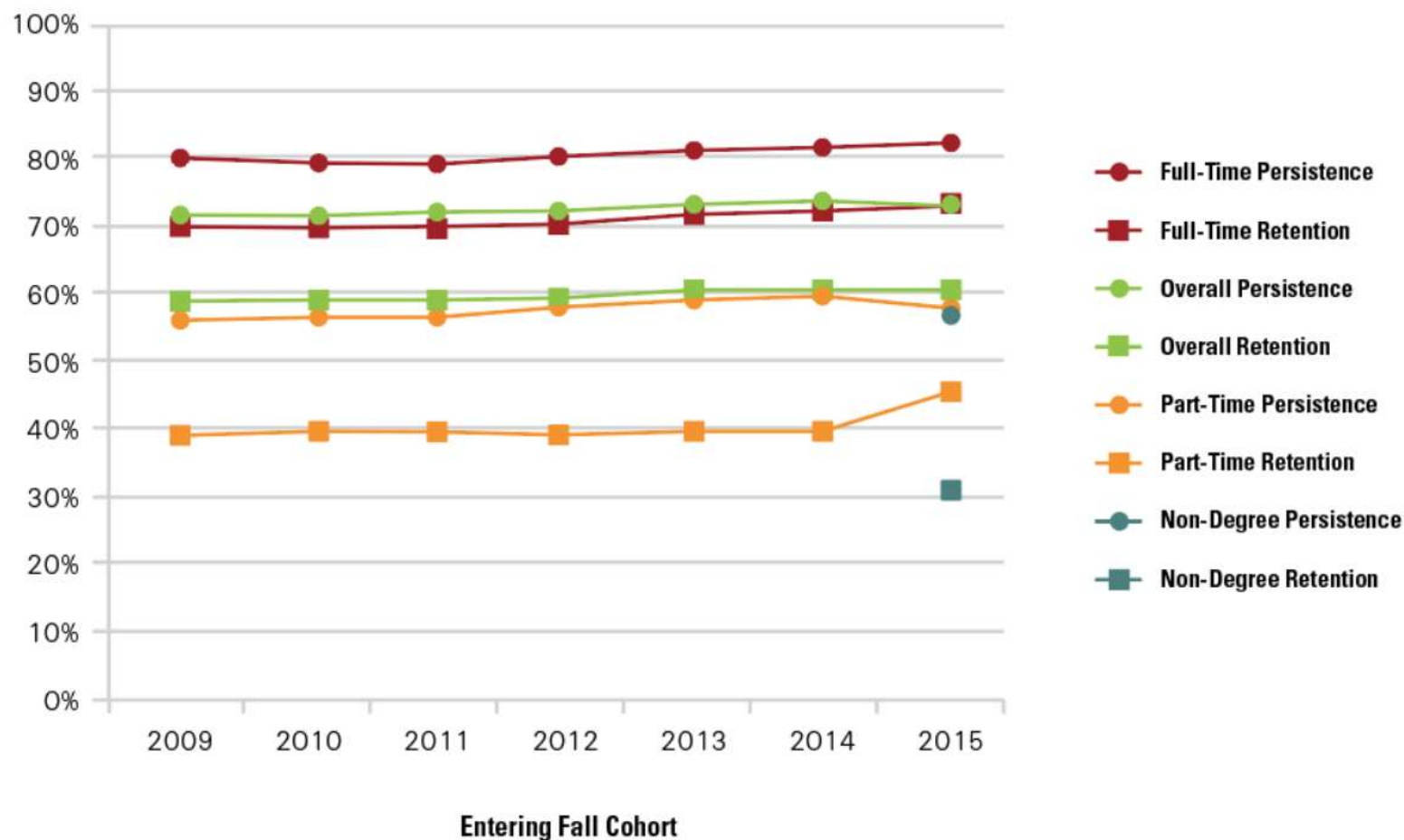
## (4-year institutions)



# Graduation Rate By Start Year

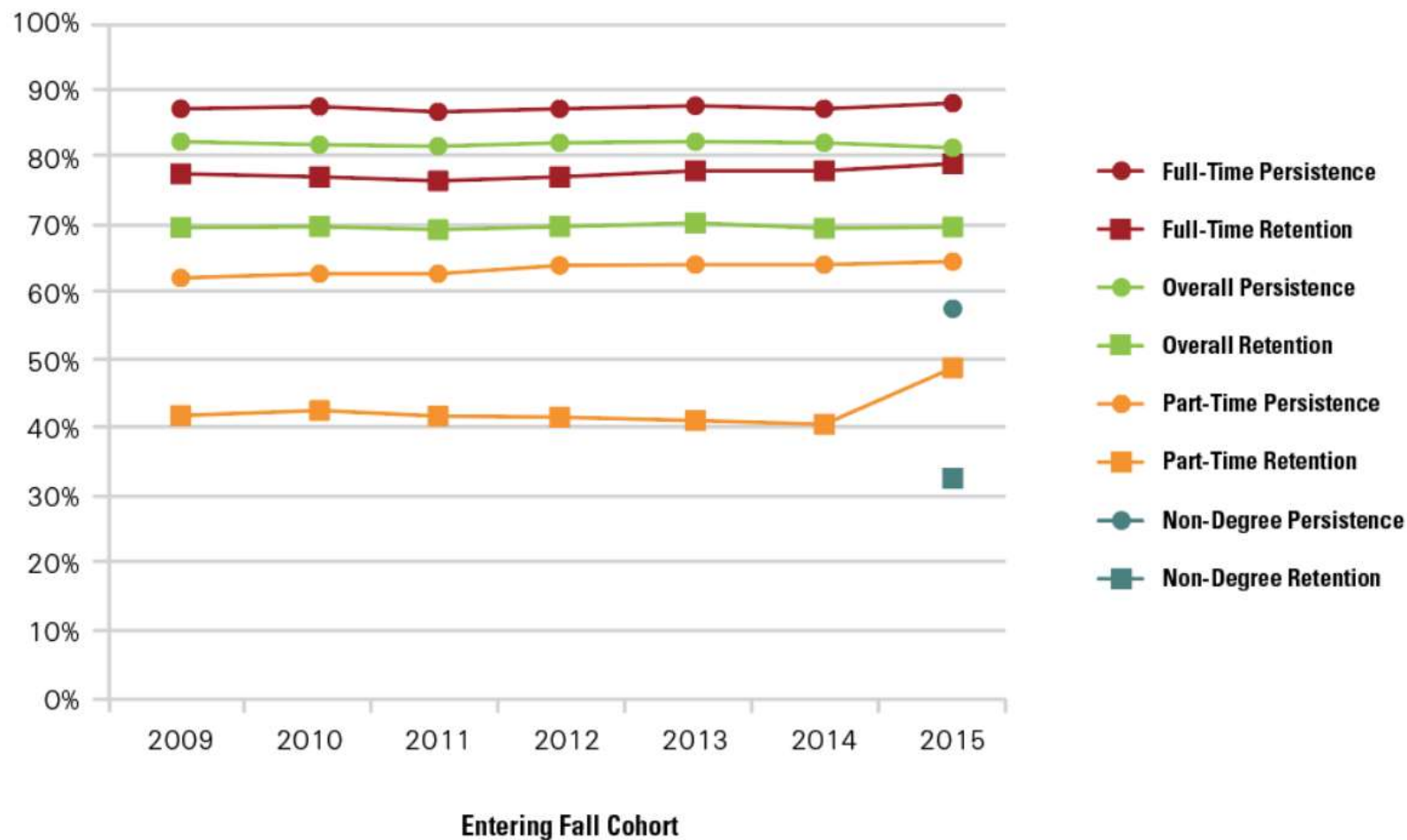


**Figure 1.** First-Year Persistence and Retention by Starting Enrollment Intensity  
(all institutional sectors)



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: [https://nscresearchcenter.org/wp-content/uploads/NSC\\_SnapshotReport28\\_PersistenceRetention\\_Data\\_Tables.xlsx](https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotReport28_PersistenceRetention_Data_Tables.xlsx).

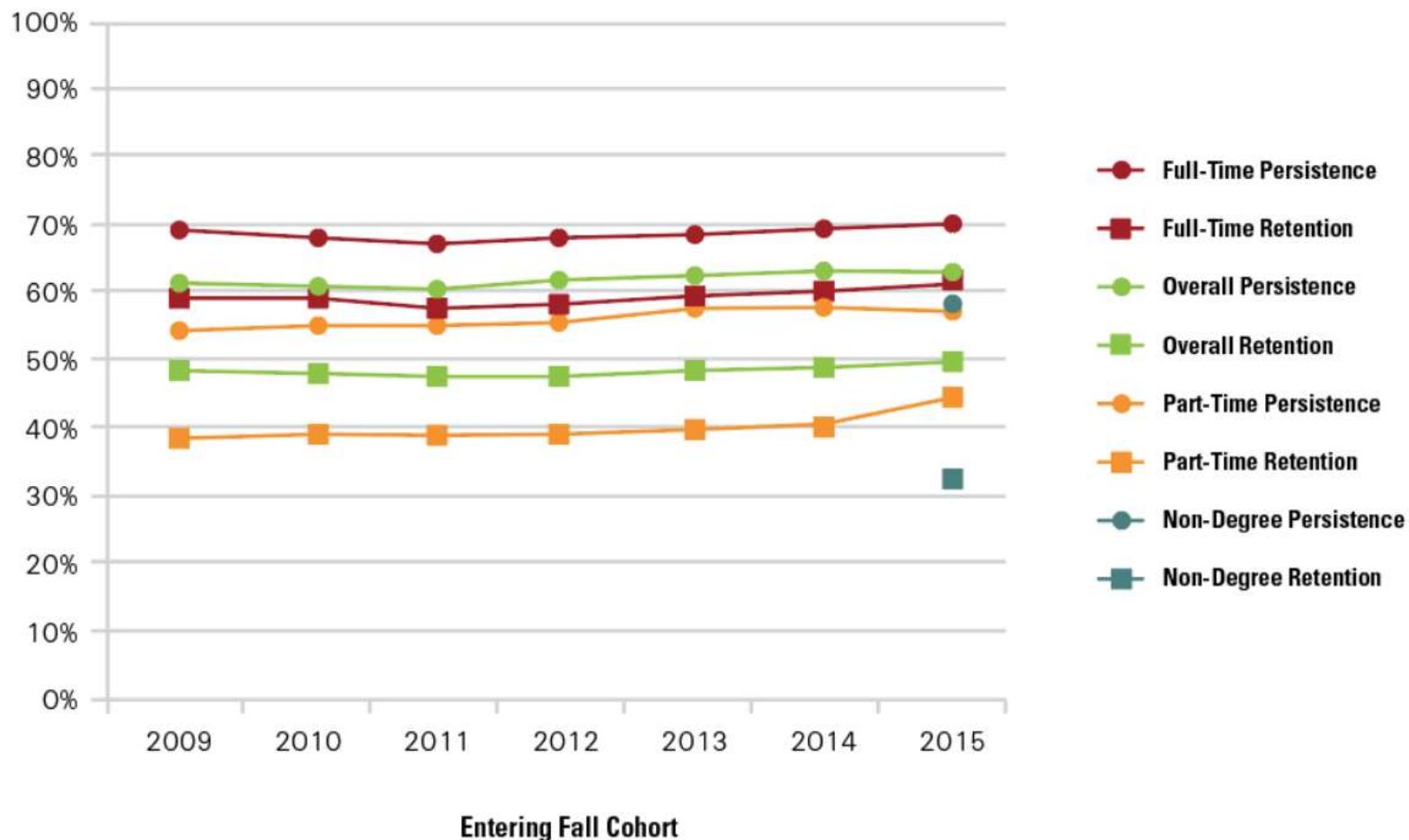
**Figure 4.** First-Year Persistence and Retention for Students Who Started College in Four-Year Public Institutions



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: [https://nscresearchcenter.org/wp-content/uploads/NSC\\_SnapshotReport28\\_PersistenceRetention\\_Data\\_Tables.xlsx](https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotReport28_PersistenceRetention_Data_Tables.xlsx).



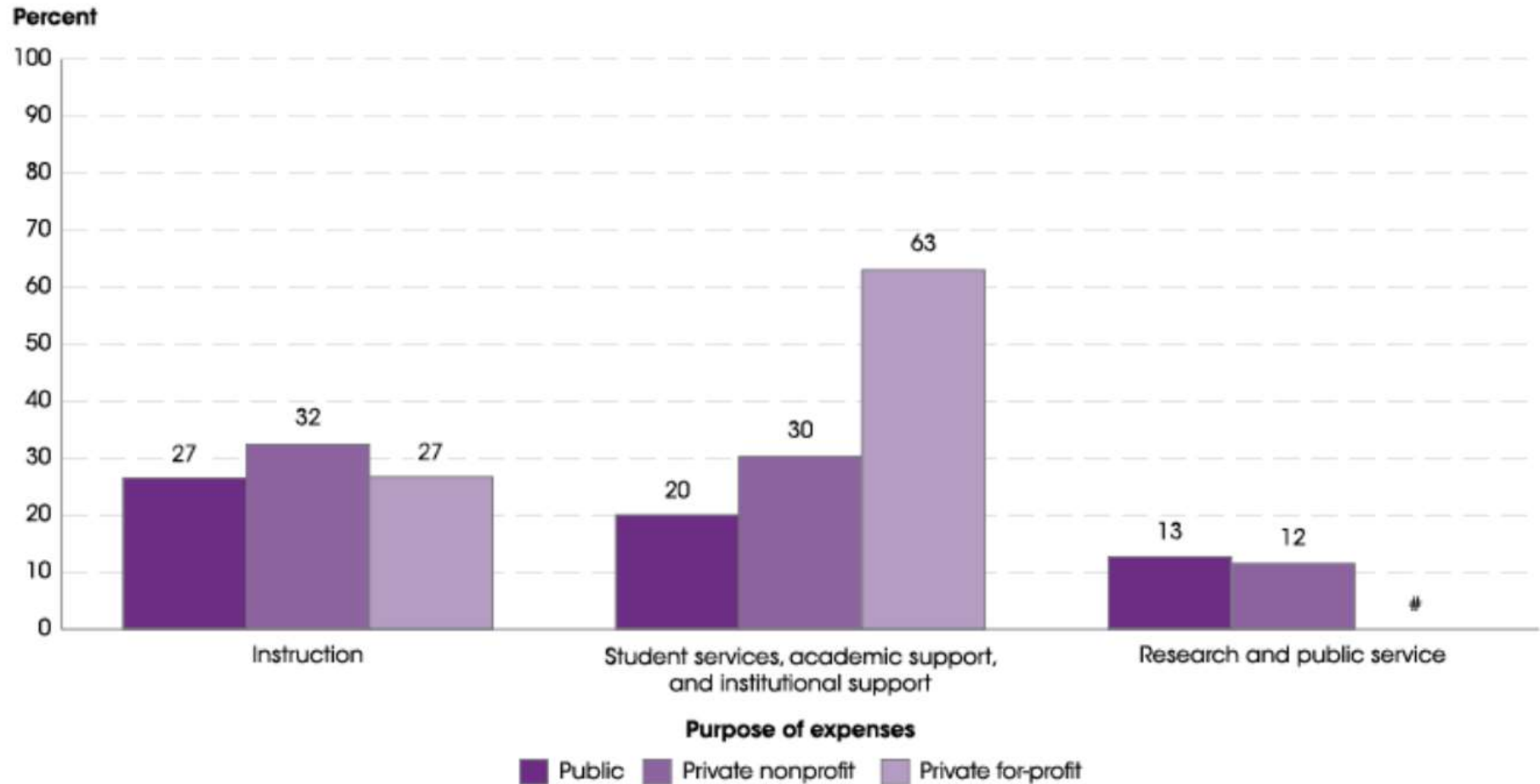
**Figure 6.** First-Year Persistence and Retention for Students Who Started College in Two-Year Public Institutions



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: [https://nscresearchcenter.org/wp-content/uploads/NSC\\_SnapshotReport28\\_PersistenceRetention\\_Data\\_Tables.xlsx](https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotReport28_PersistenceRetention_Data_Tables.xlsx).

# Costs

*Percentage of total expenses at degree-granting postsecondary institutions, by purpose of select expenses and control of institution: 2014–15*



*Data from National Center for Education Statistics: <https://nces.ed.gov/fastfacts/display.asp?id=75>*

Student engagement=

“The amount of time & effort students put into their studies and other educationally purposeful activities.”

National Survey of Student Engagement

# High Impact Educational Practices (HIPs)

- First-year seminars & Experiences
- Common intellectual experiences
- Learning communities
- Writing-Intensive courses
- Collaborative assignments & Projects
- Undergraduate Research
- Diversity/Global learning
- Service Learning, community-based learning
- Internships
- Capstone courses & Projects



Image from:  
<http://www.publicdomainpictures.net/pictures/170000/velka/runner-competing-in-race.jpg>



# Learning Communities

Image from: [https://upload.wikimedia.org/wikipedia/commons/4/47/Learning\\_Days\\_Day\\_1%2C\\_Wikimania\\_2016\\_Esino\\_Lario\\_pre-conference\\_29.jpg](https://upload.wikimedia.org/wikipedia/commons/4/47/Learning_Days_Day_1%2C_Wikimania_2016_Esino_Lario_pre-conference_29.jpg)



# Common Intellectual Experiences

Image from: <https://upload.wikimedia.org/wikipedia/commons/d/d0/Ashs-students-laughing.jpg>



A photograph of two young women sitting at a desk, focused on a task. The woman on the left has long dark hair and is wearing a dark blue shirt. The woman on the right has blonde hair and is wearing a red shirt. They are both looking down at something on the desk, with the blonde woman holding a pen. The background is blurred, showing other people in a classroom or office setting.

# **Collaborative Assignments & Projects**

*Image from: [https://c1.staticflickr.com/9/8513/8596536128\\_9892524ee0\\_b.jpg](https://c1.staticflickr.com/9/8513/8596536128_9892524ee0_b.jpg)*



# Diversity / Global Learning



Image from:  
[https://c1.staticflickr.com/5/4424/36754938555\\_5e0b8098cc\\_b.jpg](https://c1.staticflickr.com/5/4424/36754938555_5e0b8098cc_b.jpg)





# Service Learning / Community-Based Learning

Image from: <https://www.nps.gov/common/uploads/stories/images/pwr/20151214/20151214/53812C7C-1DD8-B71B-0B25F4D777DB6F66/53812C7C-1DD8-B71B-0B25F4D777DB6F66.jpg>

# Examples

Research Mentors  
(University of Michigan)

Academic Residential  
Communities (University of  
Oregon)

First-Year Experience  
Courses (San Jose State)

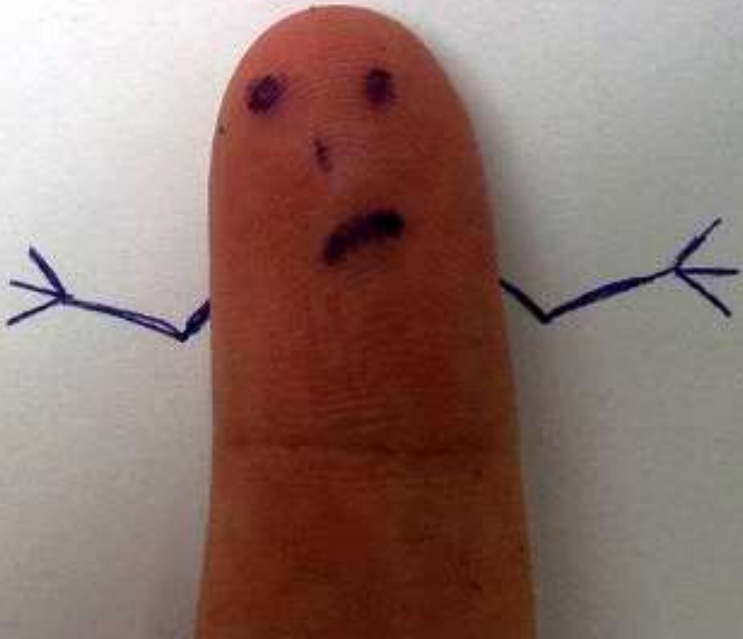
UCSB Reads (UC Santa  
Barbara)





# What about your campus?

Can you think of initiatives or  
programs that may be based on  
a HIP?



There are many more opportunities for libraries to provide support at all points of the research process that will help to foster research communities on their campuses.



# HIP Traits

- Demand considerable time & effort
- Meaningful interactions with faculty & students
- Frequent & substantive feedback
- Collaborate with diverse populations
- Learning outside classroom



Image from:  
<https://pixabay.com/en/dna-string-biology-3d-1811955/>



DR. MARTIN LUTHER KING, JR. LIBRARY

# Late Night Tutoring

*Image from [https://harvey913.files.wordpress.com/2011/05/img\\_03305.jpg](https://harvey913.files.wordpress.com/2011/05/img_03305.jpg)*



# Auraria Library (Denver, Colorado)



Image from: <https://www.academicimpressions.com/the-21st-century-library-an-inside-look-at-auraria-library/>

# University of Rhode Island's Artificial Intelligence Lab

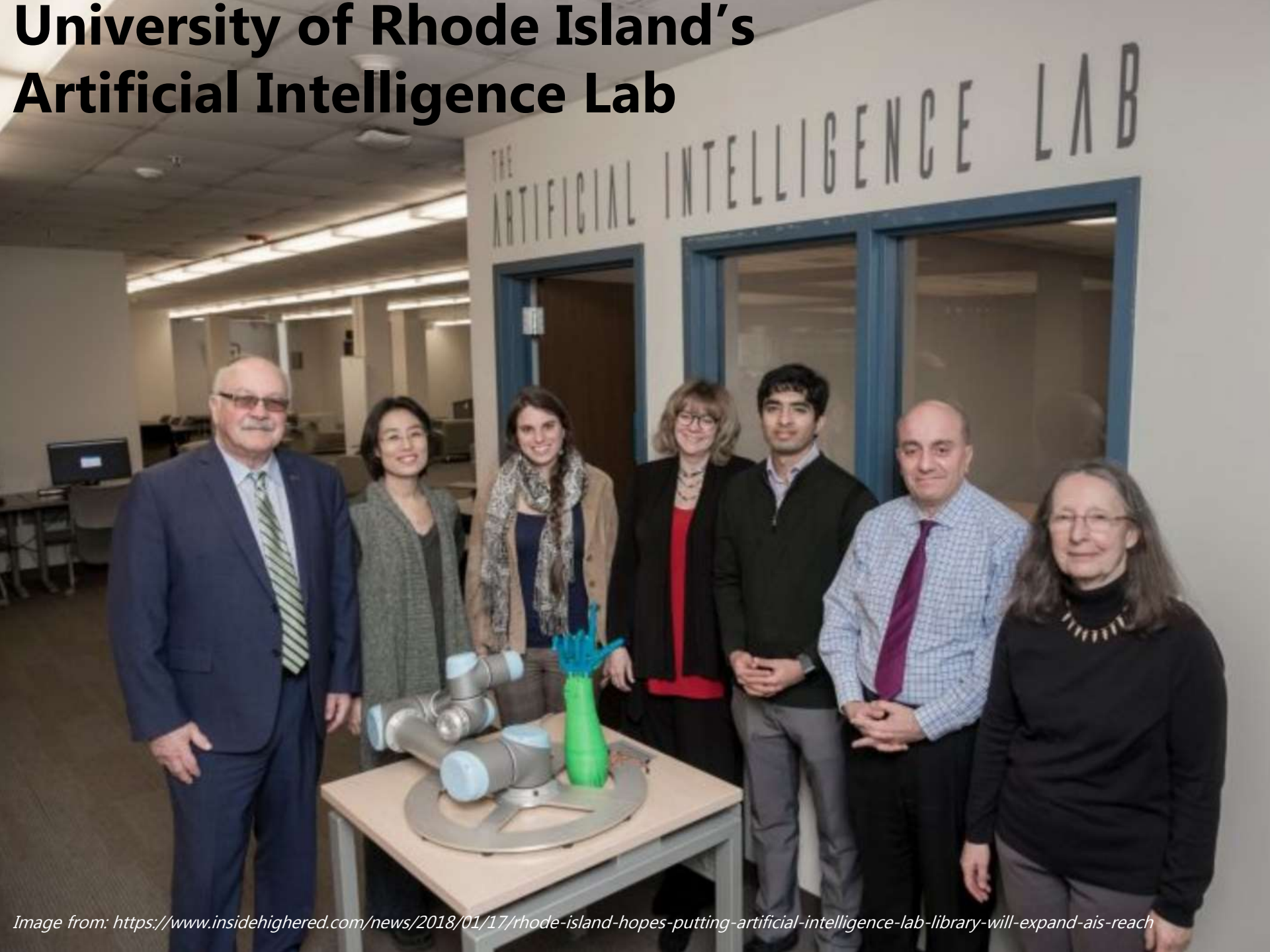


Image from: <https://www.insidehighered.com/news/2018/01/17/rhode-island-hopes-putting-artificial-intelligence-lab-library-will-expand-ais-reach>



# Materials Library



University of Cincinnati, College of Design, Architecture, Art, and Planning Library

Image from: [http://magazine.uc.edu/editors\\_picks/recent\\_features/materials.html](http://magazine.uc.edu/editors_picks/recent_features/materials.html)

Image from: <https://newsletter.lib.utah.edu/use-material-collection/>



# A Learning Adventure

Developing a Librarian-Led Short-Term Study  
Abroad to Barcelona for Undergraduate Students  
at a Public University in the USA



## What is short-term faculty-led study abroad?

Short, 1-6 weeks, immersive academic trip led by faculty from student's US university.

## Who leads this trip?

Two academic librarians from Oregon State University (OSU).

## How often is this class?

Every summer for at least five years

## Who are the target students for this class?

Underrepresented students at OSU: first-generation, low-income, students-of-color, LGBTQ, native Spanish speakers...



# Service Learning



## Association of College and Research Libraries (ACRL) Framework for Info Lit



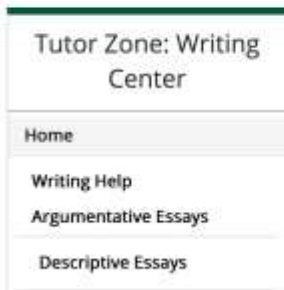
1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

Check it out! [studybarcelona.weebly.com](http://studybarcelona.weebly.com)

Image from: <http://library.ifla.org/1585/>



# Writing Centers in Libraries



Tutor Zone: Writ

Hampton Hours Library - Wythe Hall	
Monday	8:00 AM - 1:00 PM
Tuesday	8:00 AM - 1:00 PM

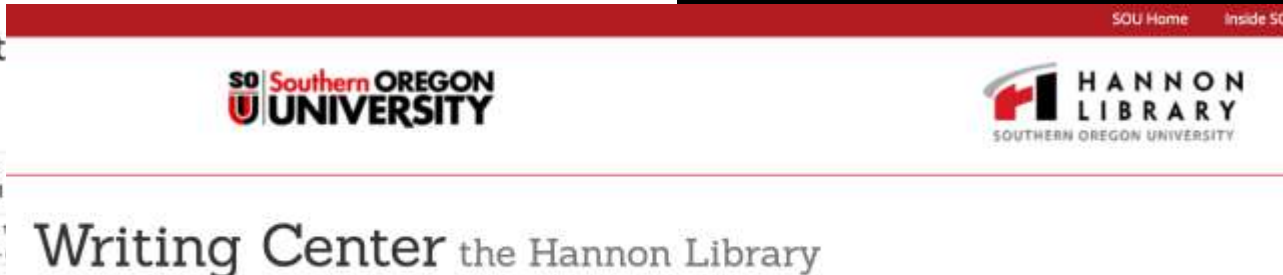


Image from:  
[https://c2.staticflickr.com/4/3679/10046193326\\_b373e9b24f\\_b.jpg](https://c2.staticflickr.com/4/3679/10046193326_b373e9b24f_b.jpg)

# Join us for the 2018 Undergraduate Research Symposium

May 17, 2018

Erb Memorial Union

Image from: <https://undergradsymposium.uoregon.edu/>



Tracing the endocardial cell lineage of developing heart valves using MADM

Amr Jaber, Kate Karfilos<sup>1</sup>, Fern Bosada<sup>1</sup>, Hui Dang<sup>1</sup>, Ryan Starkness<sup>1</sup>  
<sup>1</sup>Division of Molecular Biology, University of Oregon, Eugene, OR 97403

0  
UNIVERSITY OF OREGON

## Current Hypothesis for Valve Development

Current models of cardiac valve development suggest that endocardial cells undergo EMT, however, in developing embryos, endocardial cells are initially specified for either the coronary arteries or heart valve mesenchyme.

## Preliminary Results



Figure 1: The endocardial cell lineage and the subsequent fate of endocardial cells.



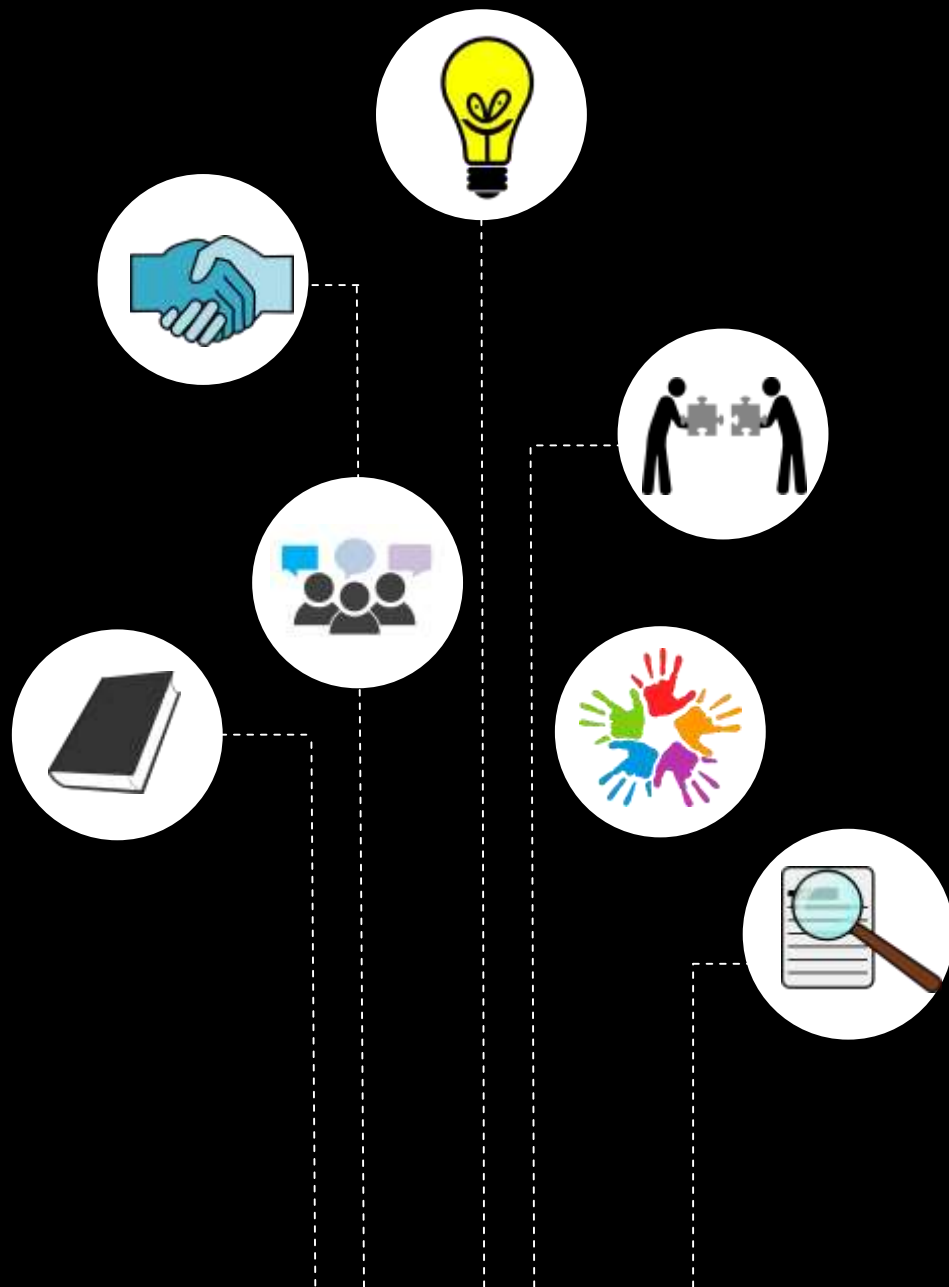
Figure 2: Endocardial cells are specified for either the coronary arteries or heart valve mesenchyme.



Figure 3: The endocardial cell lineage and the subsequent fate of endocardial cells.

## Future Directions

Future research will focus on understanding the molecular mechanisms underlying the development of the heart valves.



Your  
ideas?

A large, teal-colored circular brushstroke graphic that is open on the left side, framing the central text. The stroke has a textured, hand-painted appearance with multiple overlapping layers.

Students'  
future  
success

*Image from*  
[https://upload.wikimedia.org/wikipedia/commons/thum  
b/6/68/Enso.svg/1039px-Enso.svg.png/](https://upload.wikimedia.org/wikipedia/commons/thumb/b/6/68/Enso.svg/1039px-Enso.svg.png/)



# Comments? Questions?

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*Image from  
<https://pixabay.com/en/ask-question-lady-full-holding-3021119/>*



## Further Reading

Association of American Colleges and Universities (2015). *Employer priorities for most important college learning outcomes*. Retrieved from: [https://www.aacu.org/sites/default/files/files/LEAP/EmployerPrioritiesChart\\_2015.pdf](https://www.aacu.org/sites/default/files/files/LEAP/EmployerPrioritiesChart_2015.pdf)

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