USING A RESEARCH TOOLKIT TO BUILD STUDENT SUCCESS

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Wright State University Libraries
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Barriers to Success
Wright State University

- 31.4% first generation
- 43% Pell Eligible
- 41% took remedial courses
- 22.9% Age 25 and older

“Wright State actively reaches out to students in groups that are considered at risk because of historical retention and graduation patterns.”

-WSU Campus Completion Plan
Climate of improving student success

Provost Pins Hopes on a One-Stop Academic-Support Strategy

When Thomas A. Sudkamp learned that Wright State University planned to build a new classroom building, he suggested going one step further. Instead of simply expanding lecture space, said Mr. Sudkamp — who was then associate provost for undergraduate education and is now university provost — why not create a center to house all the key academic services offered to students?

The project became the new Student Success Center, whose comprehensiveness, Mr. Sudkamp says, makes it
Libraries affect retention and success

- Demonstrated outcomes

  - Library use widely defined and operationalized in many ways


Student who used the library at least once in fall semester were 1.54 times more likely to return the following semester than students who didn't.
Libraries affect retention and success

- Demonstrated outcomes
  - Library use widely defined and operationalized in many ways

Students who used the library late-night hours had higher GPA and retention rates than university average.

Libraries affect retention and success

- Demonstrated outcomes
  - Library use widely defined and operationalized in many ways

Students with higher GPAs had more research assistance from librarians

- 70% had research help
- 12% had research help
  - GPA 3.0 or lower
  - GPA 3.5 or higher

Libraries affect retention and success

- Demonstrated outcomes
  - Library use widely defined and operationalized in many ways

RESEARCH TOOLKIT
Challenges Identified by students:

- Topic Development
- Constructing searches
- Locating relevant sources
- Making sense of sources
Workshops -
http://guides.libraries.wright.edu/researchtoolkit
COLLABORATION
Research Toolkit and Student Success

- Affective outcomes
  - Confidence has positive effects on retention (Meer & Chapman 2014)
  - Low stakes tasks with “wins” improves confidence; confidence improves retention

Improvised Student Confidence in Skills

- 44% Agree
- 51% Strongly Agree
Knowledge outcomes

- Ability to ask even non-academic questions has positive effects on retention (Grallo, Chalmers, & Baker 2012)

Library can play a role in students adjusting to academic life, reducing culture shock

97% Yes

Students Know Whom to Ask for Help
Research Toolkit and Student Success

722 student visits
Name
UID
Workshop
Date
Analytics: Impact on student retention and success

AccuSQL information
- UID
- Name
- Workshop
- Date

Institutional Research
- Demographic information
- Academic indicators
  - (e.g., ACT/SAT scores, high school GPA, writing and math entry exam scores, etc)
- Success indicators
  - (e.g., GPA, retention, graduation, major of intent, etc)
Next steps

- Analysis of
  - Student outcomes
    - GPA
    - Retention
    - Graduation (4-, 5-, and 6-year rates)
  - Participants
    - College
    - Program
    - Demographics
    - Academic experiences

- Targeted outreach
FOR MORE ABOUT RESEARCH TOOLKIT:
http://corescholar.librariess.wright.edu/ref_workshops/
"Trac"-ing our value
Using data for cross-unit purposes

2016 SOCHE Library Conference

Hector Escobar & Heidi Gauder
University of Dayton
University of Dayton Undergraduates

- 8226 Full Time Undergraduates
- 78.7% 6 Year Graduation Rate
- 44% Ohio Residents
- ~90% Campus Housing
- 90.7% 1st to 2nd yr Retention

Racial / Ethnic Characteristics:
- Unidentified (1%)
- Asian, non-Hispanic (1%)
- 2 or more Races (2%)
- Black or African American (3%)
- Hispanic/Latino (3%)
- International (11%)
- White, non-Hispanic (78%)

Source: University of Dayton 2015 Fact Book

53% Catholic
47% International
Campus Data Collection Practices

1: Value on campus for data-based decision making

2: Many academic support units already using TutorTrac software

3: Undergraduates used to swiping

TutorTrac: 49,000+ swipes campuswide
Academic Year 2105-2016
<table>
<thead>
<tr>
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<th>Library Service Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>Face to Face Interactions, High Value</td>
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<tr>
<td>2</td>
<td>Campus Diversity Initiatives, Easy Fit</td>
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<tr>
<td>3</td>
<td>Curriculum Support at All Levels</td>
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</table>

**Mission Statement**

The University Libraries provide excellent research and scholarly collections, quality service, integrated curricular support and dynamic learning environments – all vital to the mission of a Catholic and Marianist University.
The data in its current form can help us consider outreach possibilities, especially for instruction, and help examine internal workflows. In the future, we will examine our connections to student success efforts.
Library Co-Curricular Support

PATH Eligible Library Events

14

Film Screening, 9; Panel Discussion, 2; Book Talk, Presentation, Teach-In, 1 each

Attendance at Library Programming Events by Class Rank, AY 2015 - 2016

PATH-eligible Library Event Attendance by Month
## Following the Co-Curricular PATH

<table>
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<th>OPPORTUNITIES: INTERNAL &amp; EXTERNAL</th>
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<tr>
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<td>INTERNAL COORDINATION</td>
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<tr>
<td>3</td>
<td>CONTINUING ANALYSIS</td>
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</table>

**OBSERVATION:**

Connecting co-curricular events to the housing lottery increases the library's opportunity for engagement—whether through diversity efforts, academic workshops, or promoting leisure reading.
Data Collection, Ethics & Practices

1: Not intended to identify individuals
2: Access should be limited
3: Work with your Institutional Review Board
4: Anticipate change
Thank you!

Hector Escobar (hescobar1@udayton.edu)
Heidi Gauder (hgauder1@udayton.edu)
Identifying connections between student usage of the library and student outcomes.

John Stemmer, Bellarmine University
SOCHE Library Conference
May 2016
Background/Environment

- Bellarmine University
  - Private, 4-year liberal arts Catholic institution
  - Located in Louisville, KY
  - Approximately 3500 total students total: 1100 students on-campus; over 2300 FT undergrad, 900 graduate students
  - 24% Pell eligible
  - 40% First Generation
  - 16% minority and international
Library Assessment

THE VALUE OF ACADEMIC LIBRARIES
A Comprehensive Research Review and Report

Prepared by Dr. Megan Oakleaf, Syracuse University
for the Association of College and Research Libraries
Library User Survey

Reasons you come to the library (check all that apply):
1. To check out books
2. To check out media (CDs, DVDs, etc.)
3. To locate journal/newspaper articles
4. To get help with research papers or other course assignments
5. To read newspapers or current magazines
6. To use items (books/articles/videos) placed on reserve by your professor
7. To use media equipment (e.g. video cameras, digital cameras, scanners, video editing, video viewing)
8. To study alone
9. To study with a group
10. To use the group study rooms
11. To use a printer or photocopier
12. To use the computers for academic purposes
13. To use the computers for recreational/personal use
14. To use the Mac lab (Apple Macintosh Computers)
15. To visit the Help Desk
16. To visit the Academic Resource Center (ARC)
17. To visit the Merton Center
18. To use a laptop
19. To meet friends
20. To look for information in online databases (EBSCOhost, ProQuest etc.)
21. Other (please specify)
Astin Model (1970): Library / Student Relationship

**Inputs**
- Generation Status
- Pell Status
- Freshmen EFC
- ACT composite
- HS GPA
- Race
- Gender
- Cohort Year
- HS Private or Public

**Environment**
- Reasons for coming to the Library
- Frequency of coming to the Library
- Class: FR, SO, JR, SR

**Outcomes**
- Retention in 2nd year
- Graduation
- Grade Point Average
  - Session GPA
  - Cumulative GPA
  - Graduating GPA
Research Questions

1. Does library usage influence whether a student returns in his/her second year of undergraduate study?
2. Does library usage influence whether a student graduated?
3. Does library usage influence GPA?
## Results

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<th>Variable</th>
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<th>B</th>
<th>Sig</th>
<th>NagelR2</th>
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<th>HS Type, Sess GPA, Pell2, ACT, 0.8875 GPA</th>
<th>Pell2, ACT, HS GPA, Sess</th>
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**Notes:**
- NLV = significant non-library variables entered.
Library contributions change over time

- **Freshman year** great results
  - information resources & space

- **Sophomore year** ugly results
  - Space and majority (negative)

- **Junior year** transitions
  - Information resources & space (more positive)

- **Senior year**
  - Largely information resources (positive)

- **Underclass students** more focused on space & general practices

- **Upperclass students** more focused on resources & specific practices
Library and High Impact Practices

- High Impact practices emphasize collaboration, research & writing
- Library is a natural fit
  - Information Resource for research & writing
  - Don’t overlook role of Place
    - Provides for individual student collaboration
    - Facilitate collaboration between & among units
Thank you!

For more information contact:
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QUESTIONS?

SLIDES: