USING A RESEARCH TOOLKIT TO BUILD STUDENT SUCCESS

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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."

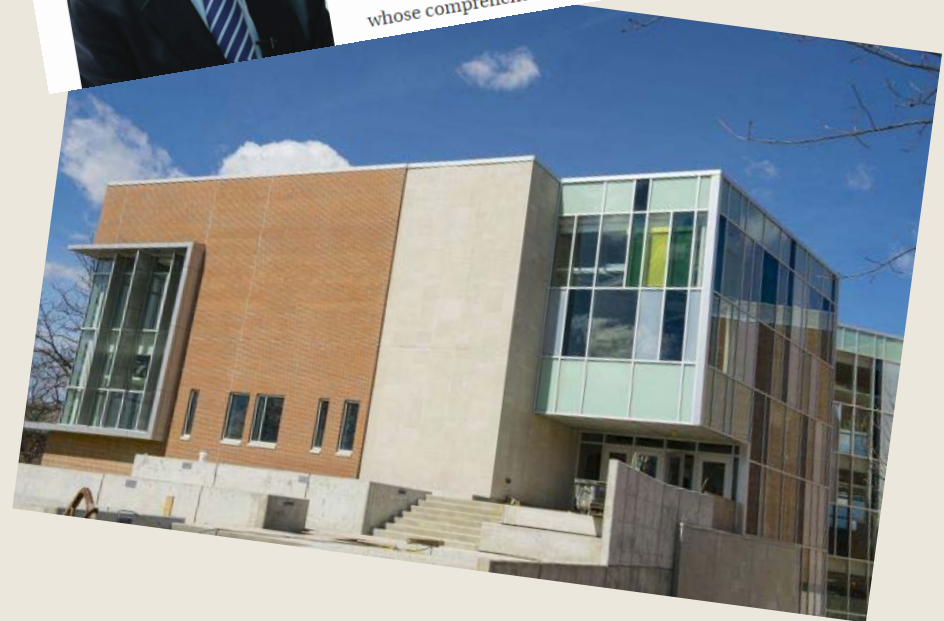-WSU Campus Completion Plan

Climate of improving student success

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.

Haddow, G. (2013). Academic library use and student retention: A quantitative analysis. *Library and Information Science Research*, *35*(2), 127-136.

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.

Scarletto, E.A., Burhanna, K.J., & Richardson, E. (2013). Wide awake at 4 AM: A study of late night user behavior, perceptions, and performance at an academic library. *Journal of Academic Librarianship, 39*(5), 371-377. doi:10.1016/j.acalib.2013.02.006

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

Mays, R. & Fleming-May, R. (May 2014). Lib-Value: Value, outcomes, and return on investment of academic libraries study. Paper presented at the SOCHE Library Conference Value of the Library: Libraries Leading to Student Success, Dayton, OH.

Libraries affect retention and success

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

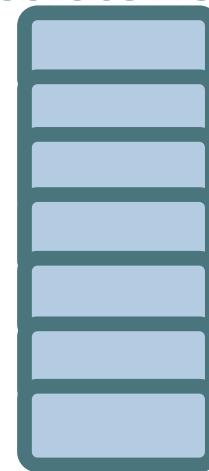Controlling for academic background, demographic characteristics, and academic experience,

Library users have higher GPAs

Soria, K.M., Fransen, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *Libraries and the Academy 13*(2), 147-164.

RESEARCH TOOLKIT

PROJECT
Information Literacy

Challenges Identified by students:

- Topic Development
- Constructing searches
- Locating relevant sources
- Making sense of sources

Workshops –
http://guides.libraries.wright.edu/researchtool
kit
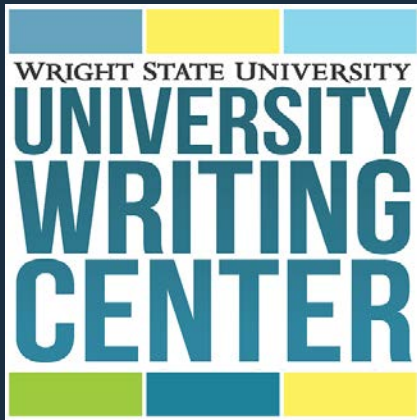
COLLABORATION

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

Improved Student Confidence in Skills

44% Agree

51% Strongly Agree
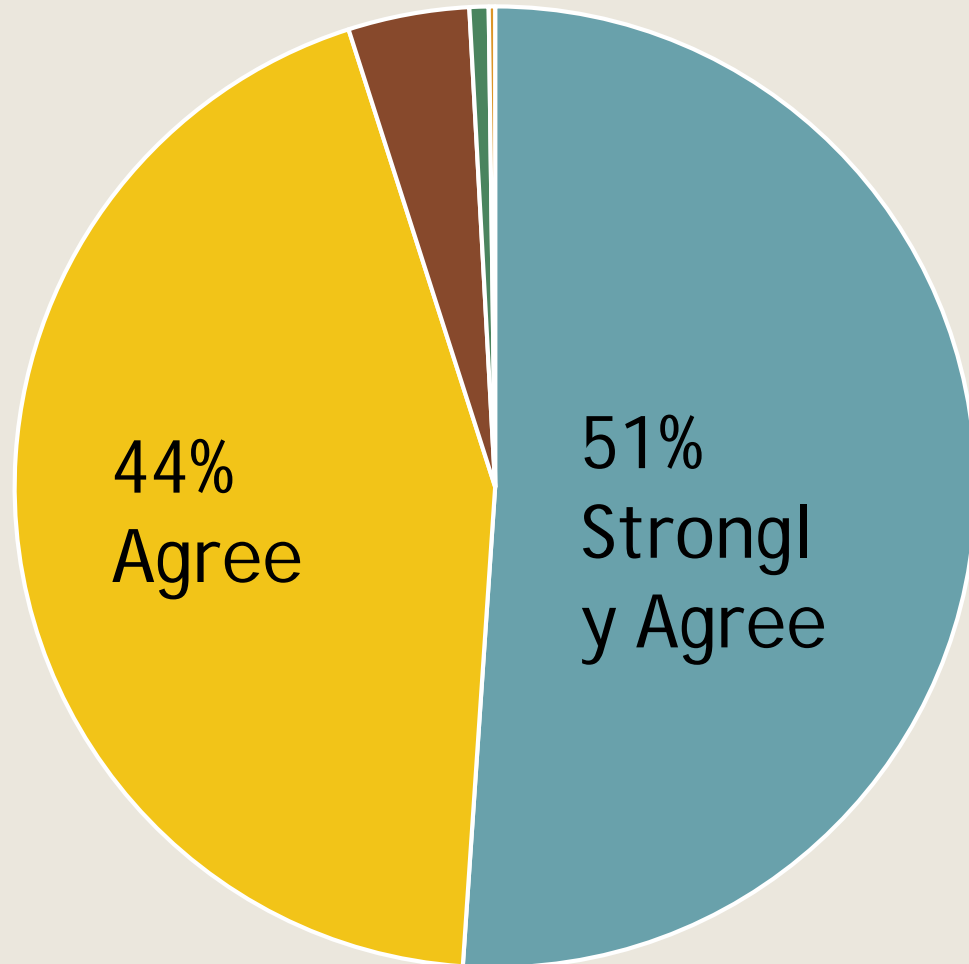
Research Toolkit and Student Success

- 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

Students Know Whom to Ask for Help

97% Yes

Research Toolkit and Student Success

AccuSQL

iAccu
Accudemia App
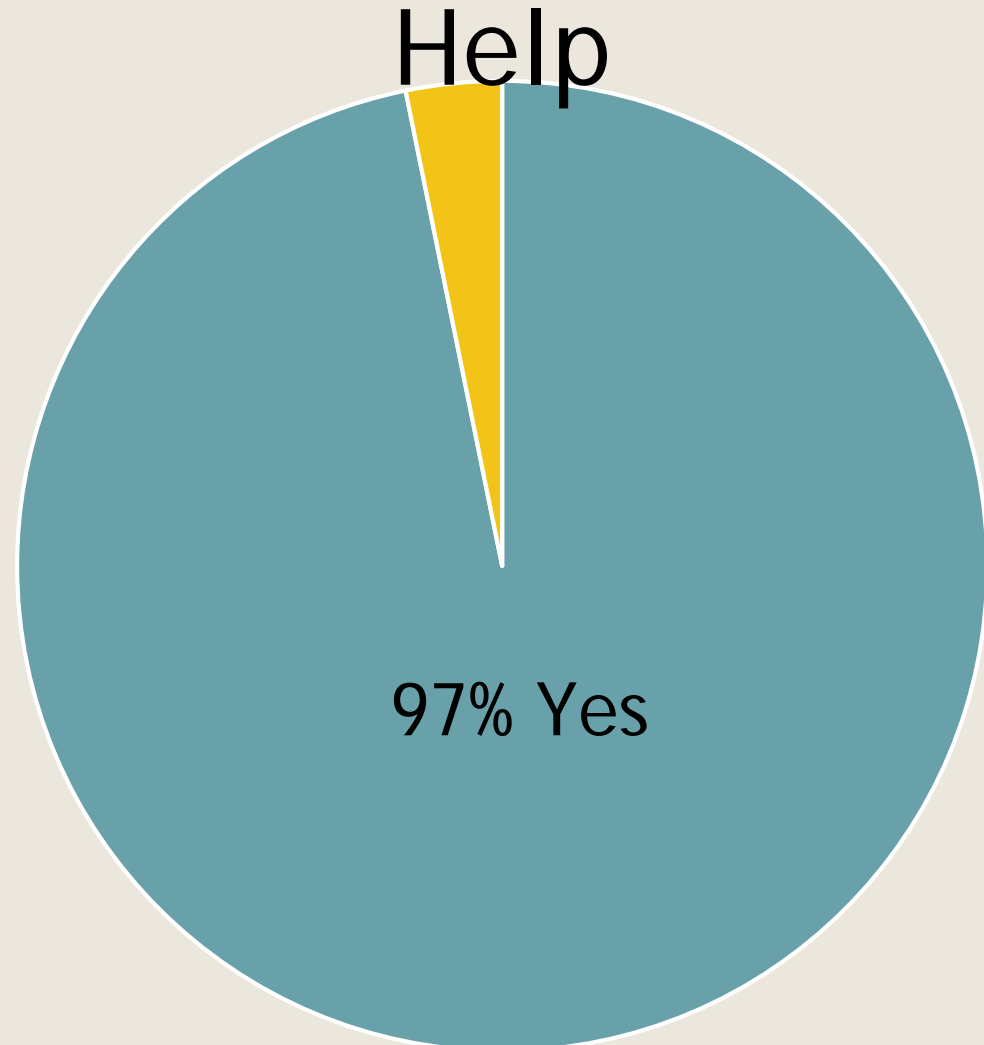
722 student visits

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.libraries.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

44%
Ohio Residents

78.7%
6 Year
Graduation Rate

~90%
Campus Housing

90.7%
1st to 2nd yr Retention

53%   **47%**   **48%**
Catholic   **11%**
International

Racial / Ethnic Characteristics
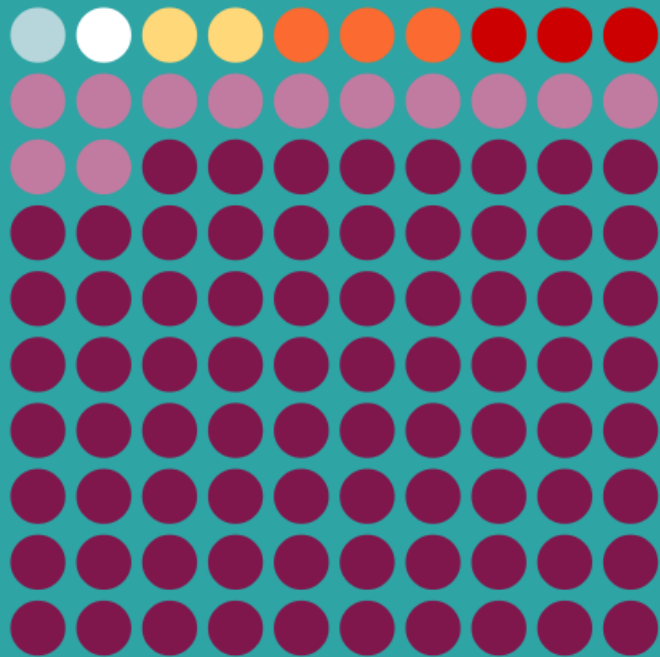
Unidentified (1%)   Asian, non-Hispanic (1%)

2 or more Races (2%)

Black or African Americ.. (3%)

Hispanic/Latino (3%)   International (11%)

White, non-Hispanic (78%)

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

Library Service Focus

1 Face to Face Interactions, High Value

2 Campus Diversity Initiatives, Easy Fit

3 Curriculum Support at All Levels

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.

Knowledge Hub & Course Support

Research Consultations Post-Instruction by Course Count, 2015

69

288

Research Consultations by Course Count, 2015

200

Instruction Sessions by Course Count, 2015

Teacher Education (15%) ■ Communication (19%)

■ History (27%) ■ English (38%)

Top 4 department affiliations for users seeking Research Help

Represent 44% of all users in this category
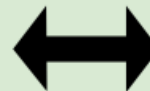
248

Users who sought Research AND Writing help

KNOWLEDGE HUB
Write Place and Research Services

TRAC-ING OUR VALUE

1   **EXTERNAL OPPORTUNITIES**

2   **INTERNAL OPPORTUNITIES**

3   **CONTINUING ANALYSIS**

OBSERVATIONS:

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

PATH ELIGIBLE AVIATE
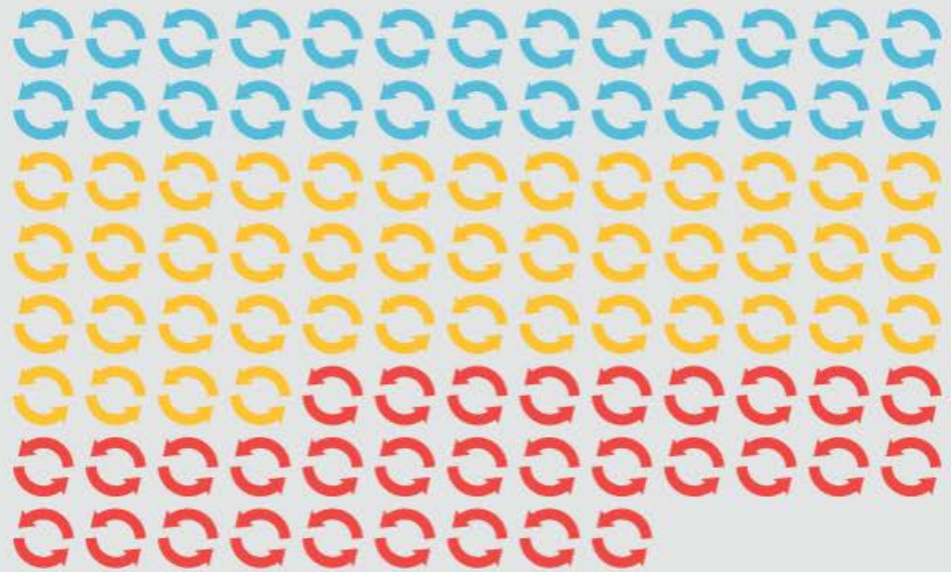
First Year   Second Year   Upper Division

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

September   October   November   January
February   March

PATH-eligible Library Event Attendance by Month

Following the Co-Curricular PATH

1   **OPPORTUNITIES: INTERNAL & EXTERNAL**

2   **INTERNAL COORDINATION**

3   **CONTINUING ANALYSIS**

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)

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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

ACRL

Association of College & Research Libraries

A Division of the American Library Association

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   **Environment**   **Outcomes**

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

Reasons for coming to the Library

Frequency of coming to the Library

Class: FR, SO, JR, SR

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

Cohort	Step	Outcome	Variable(s)	N	B	Sig	R2
1st Yr	NLV	FirstYr return	SessGPA				0.164 (NagelR2)
	NLV	Sess GPA	EFC2, HS GPA, 1stGen, ACT				0.339 (Adj_R2)
	NLV	Cum GPA	HS Type, Sess GPA, Minority, Pell2, ACT, HS GPA				0.897 (Adj_R2)
	NLV	Grad GPA	Pell2, ACT, HS GPA, Sess GPA				0.688 (Adj_R2)
	Step1	FirstYr return	howoften access lib online	488	0.558	0.001	0.226
	Step1	4 Year Grad	NO SIG	243	None		
	Step1	Grad Y/N	NO SIG	347	None		
	Step1	Sess GPA	study alone	478	0.297	0.000	0.364
	Step1	Cum GPA	how often access lib online	477	0.023	0.001	0.899
	Step1	Grad GPA	how often use 24hr study room after hours	244	-0.027	0.015	0.694
	Step2	FirstYr return	use computers for personal use	488	-0.737	0.048	0.243
	Step2	Sess GPA	checkoutbooks		0.111	0.026	0.369
Soph	NLV	4 Year Grad	Pell2, Sess GPA				0.217 (NagelR2)
	NLV	Grad Y/N	Sess GPA, HS GPA, Sex2				0.252 (NagelR2)
	NLV	Sess GPA	HS GPA, ACT				0.231 (Adj_R2)
	NLV	Cum GPA	Sess GPA, Minority, ACT, HS GPA				0.699 (Adj_R2)
	NLV	Grad GPA	Sess GPA, EFC2, ACT, HS GPA				0.661 (Adj_R2)
	Step1	FirstYr return	NA				
	Step1	4 Year Grad	use computers for academic purposes	243	0.746	0.047	0.239
	Step1	Grad Y/N	study alone	261	1.236	0.023	0.290
	Step1	Sess GPA	use a laptop	385	-0.152	0.047	0.237
	Step1	Cum GPA	meetfriends	385	-0.067	0.023	0.702
	Step1	Grad GPA	meetfriends	238	-0.118	0.000	0.677
	Step2	4 Year Grad	meet friends		-0.798	0.053	0.260
	Step2	Grad Y/N	use a laptop		-1.425	0.036	0.321
	Step2	Cum GPA	howoften24hrroom		-0.023	0.046	0.705
	Step2	Grad GPA	usegroup study rms		0.063	0.031	0.682
	Step3	Cum GPA	usegroup study rms		0.06	0.030	0.707
	Step3	Grad GPA	howoften24hrroom		-0.031	0.022	0.688
	Step4	Grad GPA	computers for personal use		-0.062	0.035	0.693
	Step5	Grad GPA	visit the ARC		0.056	0.044	0.697
Jr	NLV	Grad Y/N	Sex2				0.035 (NagelR2)
	NLV	Sess GPA	1st Gen, HS GPA, ACT				0.077 (Adj_R2)
	NLV	Cum GPA	HS GPA, Sex2, Sess GPA, ACT				0.520 (Adj_R2)
	NLV	Grad GPA	HS GPA, Sex2, Sess GPA, ACT				0.415 (Adj_R2)
	Step1	4 Year Grad	NO SIG	354	None		
	Step1	Grad Y/N	locate articles	390	0.885	0.034	0.064
	Step1	Sess GPA	use a laptop	386	-0.215	0.008	0.092
	Step1	Cum GPA	visit the ARC	386	-0.107	0.001	0.534
	Step1	Grad GPA	visit the ARC	356	-0.071	0.043	0.420
	Step2	Sess GPA	study alone		0.272	0.019	0.102
	Step2	Cum GPA	checkoutbooks		0.082	0.008	0.541
	Step3	Sess GPA	howoften 24hrrm		-0.063	0.037	0.110
	Step3	Cum GPA	use printer or photocopier		0.107	0.017	0.547
Sr	NLV	Grad Y/N					0.181 (NagelR2)
	NLV	Sess GPA	Pell2, ACT, HS GPA				0.109 (Adj_R2)
	NLV	Cum GPA	HS GPA, Sess GPA, ACT				0.587 (Adj_R2)
	NLV	Grad GPA	HS GPA, Sess GPA, ACT				0.558 (Adj_R2)
	Step1	4 Year Grad	NO SIG	308	None		
	Step1	Grad Y/N	NO SIG	308	None		
	Step1	Sess GPA	checkoutbooks	311	0.202	0.003	0.132
	Step1	Cum GPA	locate articles	311	0.098	0.002	0.599
	Step1	Grad GPA	locate articles	306	0.087	0.004	0.569
	Step2	Sess GPA	research Consulting		-0.184	0.004	0.153
	Step2	Grad GPA	visit help desk		0.075	0.018	0.575
	Step3	Grad GPA	use computers for personal use		-0.059	0.045	0.579

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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jstemmer@bellarmine.edu

QUESTIONS?

SLIDES:

bit.ly/soche2016