The impact of library instruction on undergraduate student success: A four-year study

Carol Hargis, Humanities and Instruction Librarian
Julie Leuzinger, Library Learning Services Department Head
Jennifer Rowe, Social Sciences and Community Engagement Librarian
Road map

• Background of our research
• Framing the research
• Getting the data
• What does the data set reveal?
• Looking to the future
• Questions for you
• Questions for us
Background of the project
Program improvement assessment

- Anecdotal evidence
- Focus groups
- Observed behavior
- Pre/post tests
- Analyzing student artifacts

Surveys

Course grades

Accountability Assessments

- Library Instruction
- Library material use
- Institutional factors
- Library space use
- Student success
- Student success
- Student success
Student success and library use studies

- library space use and student data
- library indicators from ARL & ACRL and IPEDS indicators of student success
- library resource use and student data
- library instruction participation and student data
Large-scale indicators
Librarian collects card swipes (student IDs) via student information system (over 4 year period)

Librarians ask Data Analytics and Institutional Research department for data back

Data is anonymized. New variables added (GPA, re-enrollment, demographics, etc.)
Anonymized control group added

Data is given back to librarians for analysis
After reviewing the data, the students who attended a library instruction class appear to demonstrate higher success in their pass/fail comparison.
After reviewing the data, the students who attended a library instruction class appear to demonstrate higher success in their GPA average comparison.
After reviewing the data, the students who attended a library instruction class appear to demonstrate higher success in their retention/persistence by continuing their enrollment in the next long semester.
After reviewing the data, the first generation students who attended a library instruction class appear to demonstrate higher success in their GPA average comparison.
Student success

- Library use
- Self esteem
- Family support
- Past trauma
- Size of the college
- Mission of the college
- Campus environment
- Academic effort
- Alcohol use
Looking forward

Advocating to library administration

Now

Advocating on campus

Building on the existing research
• What are some future directions that you envision this research going?
• Have you conducted a study like the one we described?
• Are you doing assessment that is intended to help advocate to administration?
• How many of you are managers or administrators? How does that impact your perspective on this type of study?
Questions?
References


References


References


References


We would love to hear from you!

Carol Hargis
Carol.hargis@unt.edu

Julie Leuzinger
Julie.leuzinger@unt.edu

Jennifer Rowe
Jennifer.rowe@unt.edu