

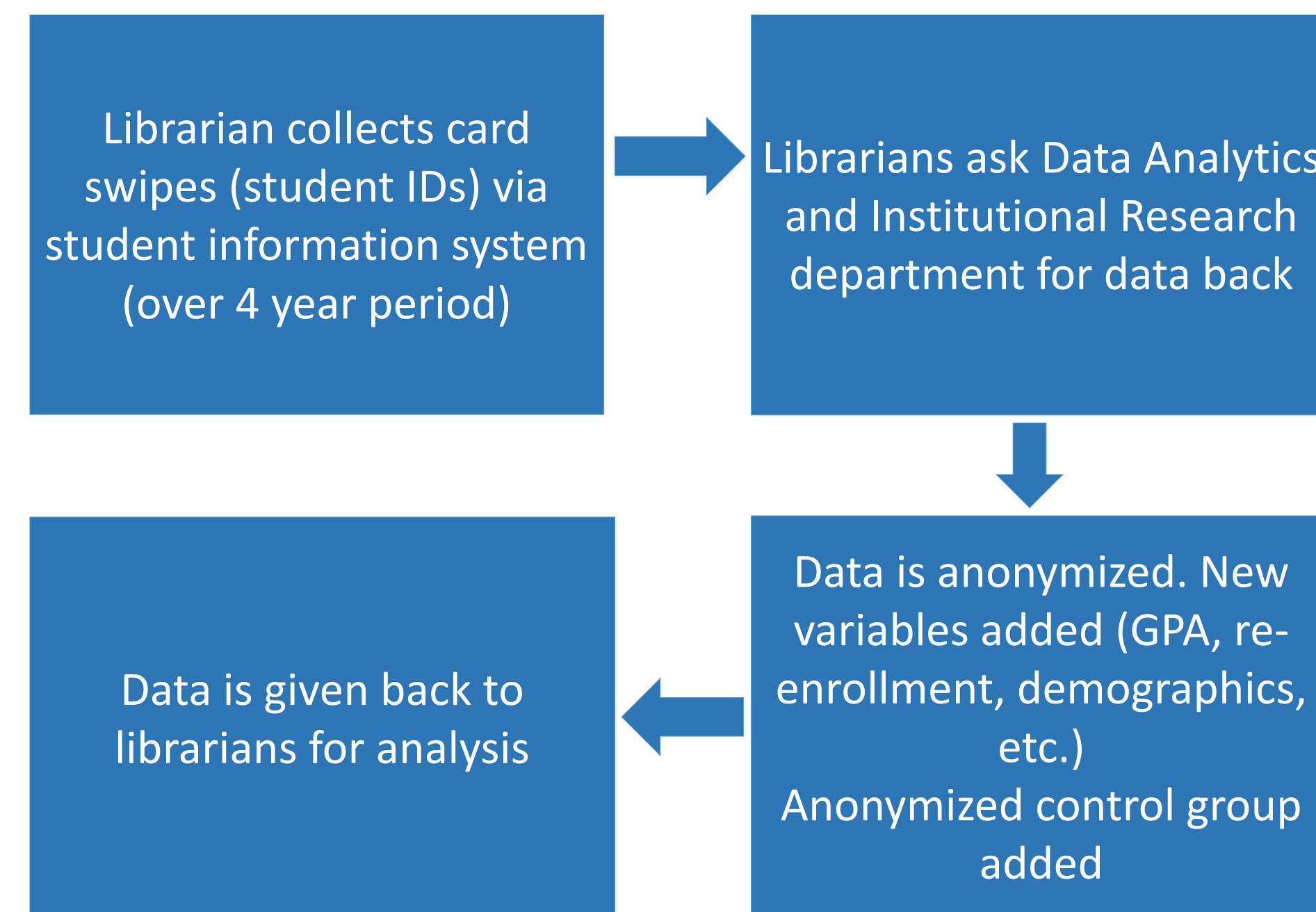
# The Impact of Library Instruction on Undergraduate Student Success: A Four-Year Study

## Project Background

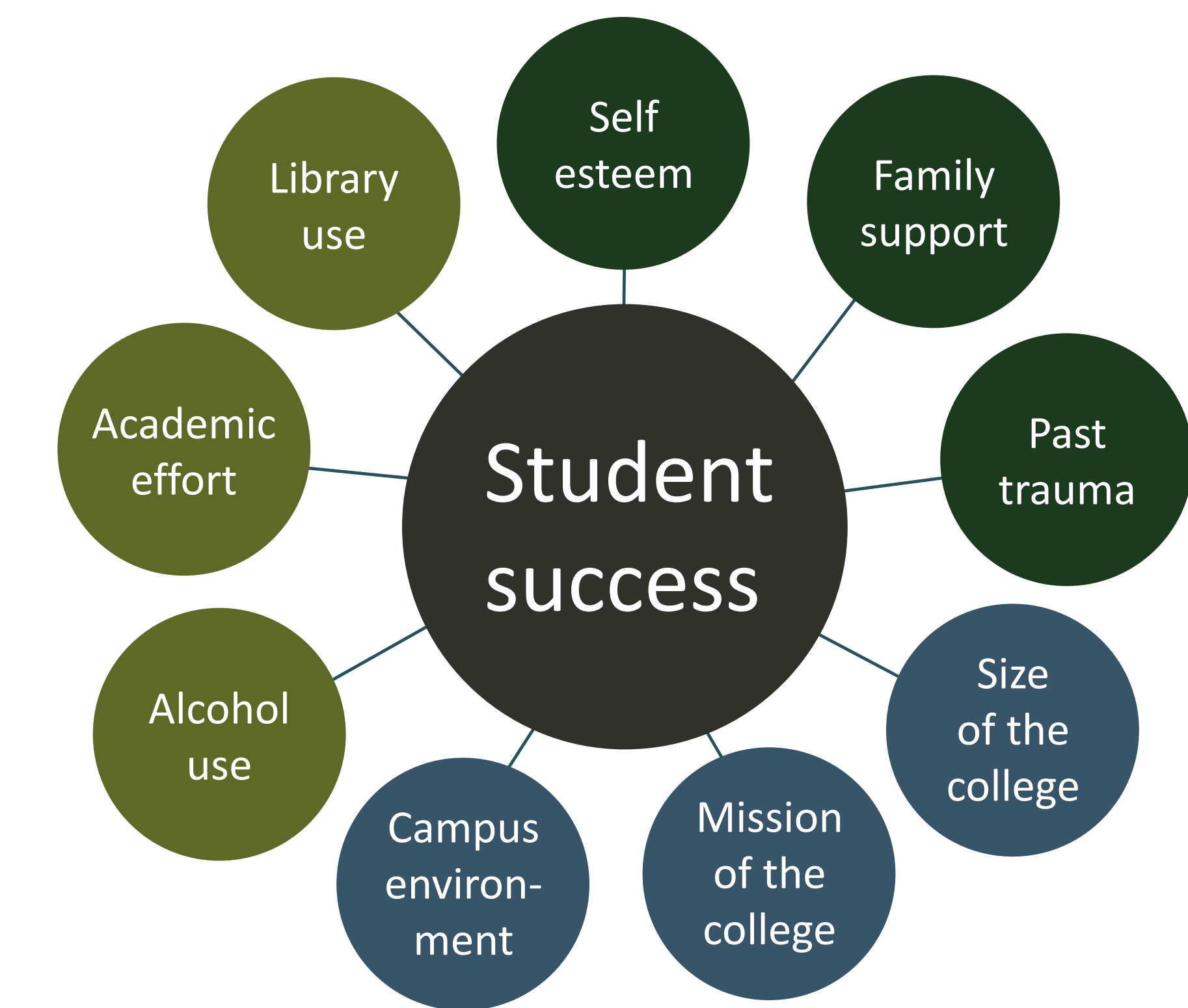
The purpose of the study is to determine if library instruction has a positive impact on undergraduate student success. There appears to be correlation that strongly suggests that library instruction positively influences student success.

### 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

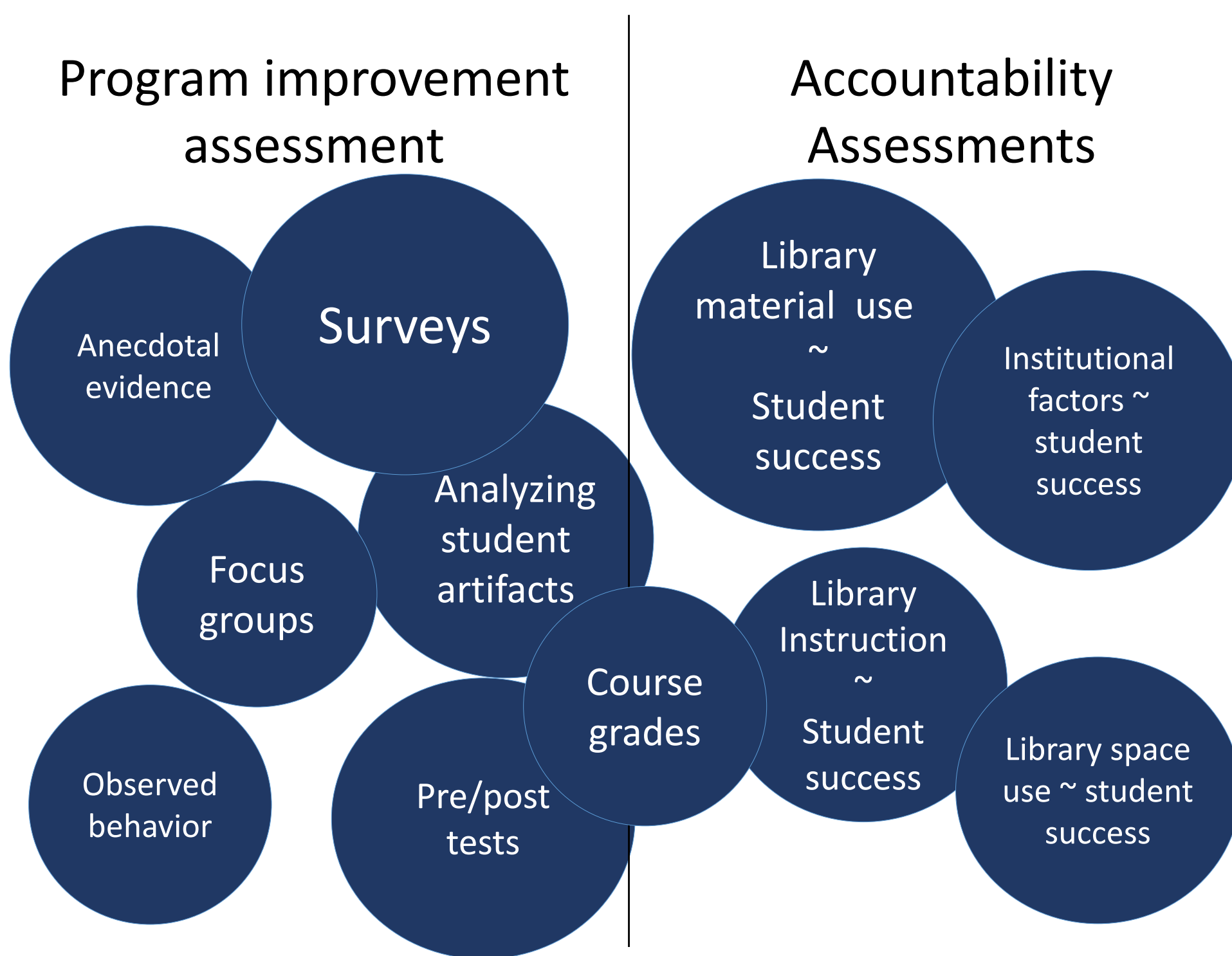


## Other Contributing Factors



## Conclusions

Students who attended library instruction had higher pass rates, higher GPAs, and higher re-enrollment rates than their peers who did not attend library instruction sessions. There appears to be a correlation that strongly suggests that library instruction positively influences student success. The results of our study corroborate over a decade of existing quantitative and qualitative published library research on the positive impact of library instruction on student retention and success (Oliveira).



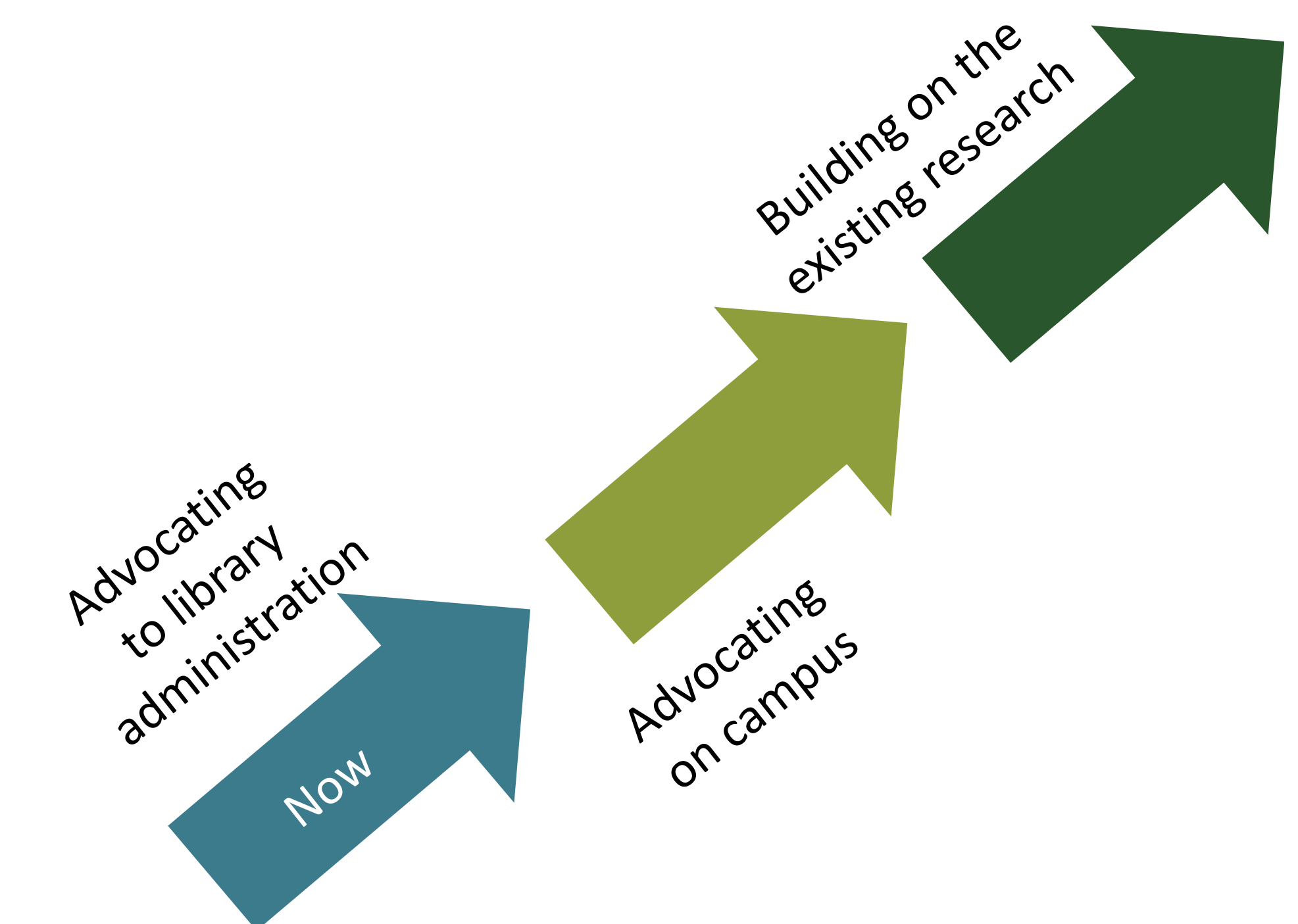
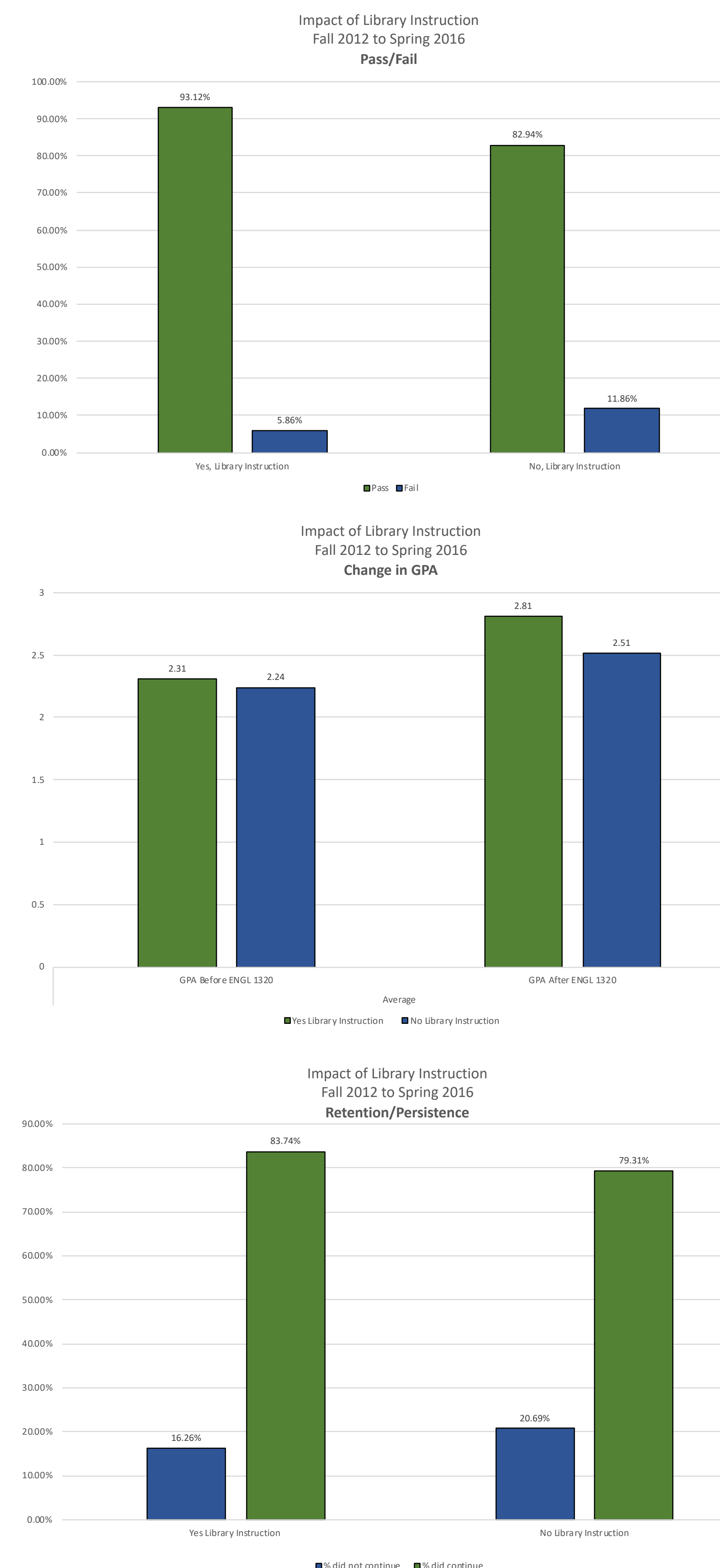
## Student Success

For the purposes of this study, we define student success as an improved GPA and retention or persistence, with the latter defined as continued enrollment in the following long semester.

## Methodology

- Looked for library instruction contributing to student success
- Access to card swipe data
- Exported basic card swipe information (anonymized data) into Excel, eliminating all personal information
- Used data for a control group of students who did not attend library instruction.
- Looked for improved GPA
- Looked for retention or persistence
- Full dataset in the UNT Libraries Repository

## Results



## Acknowledgements

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