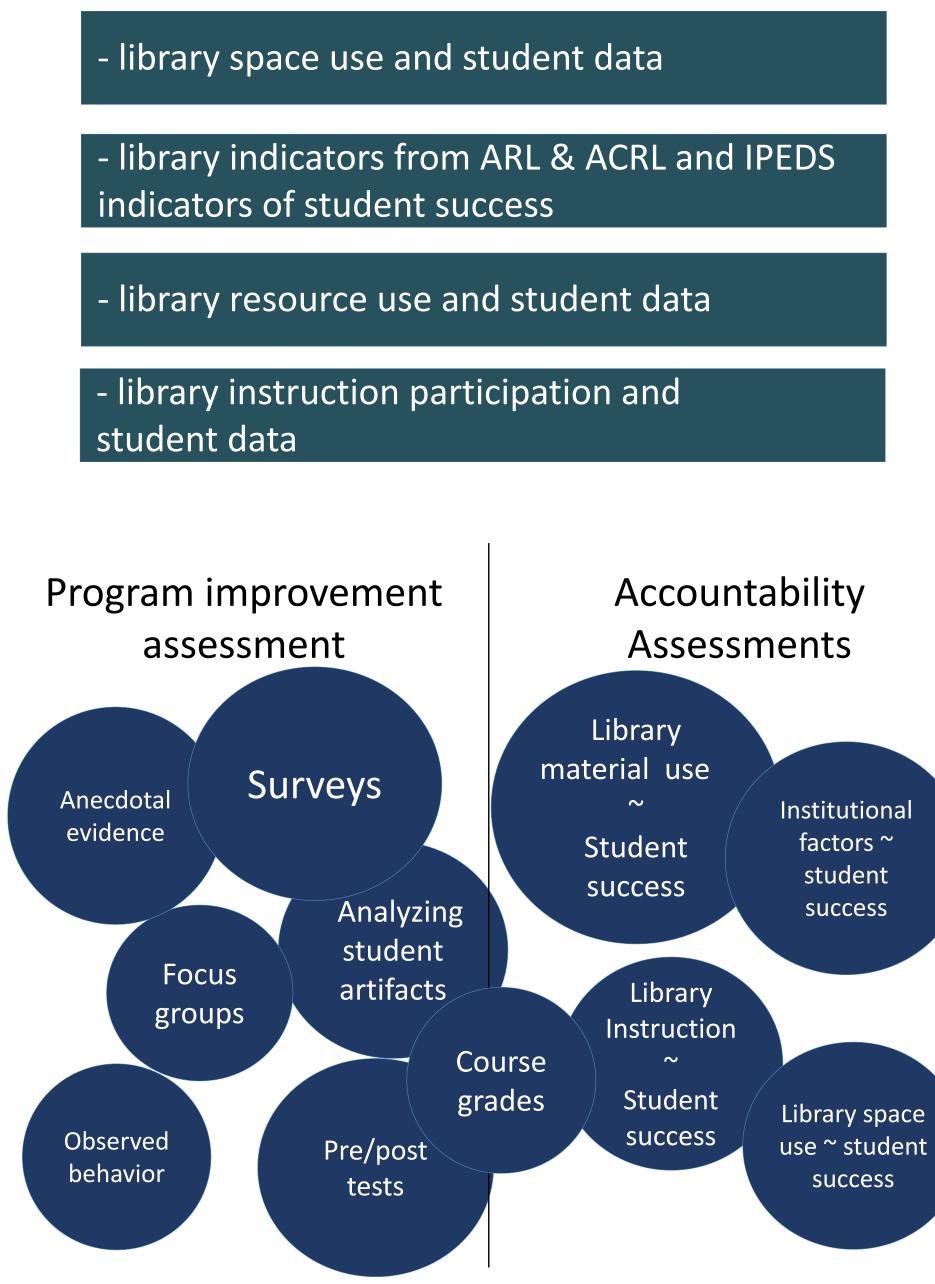
# The Impact of Library Instruction on Undergraduate Student Success: A Four-Year Study

# **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



# **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

Librarian collects card swipes (student IDs) via student information system (over 4 year period)

Data is given back to librarians for analysis

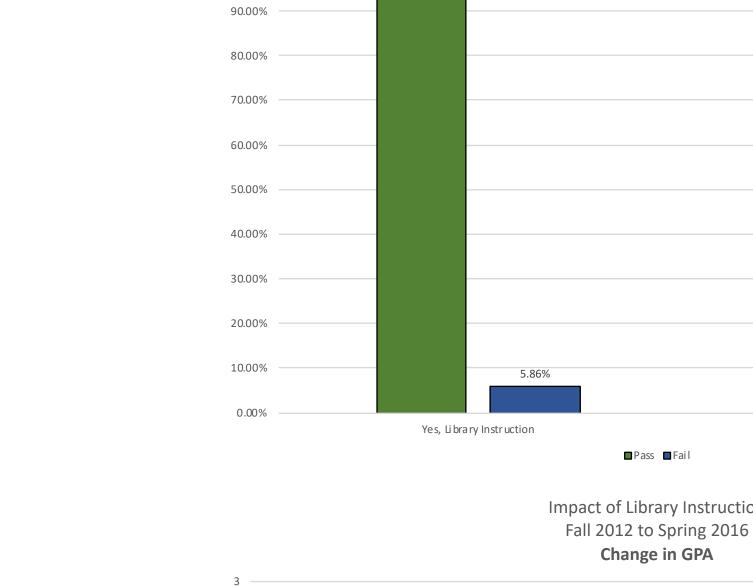


### Results

mpact of Library Instruction Fall 2012 to Spring 2016

∎Pass ∎Fail

Change in GPA



GPA Before FNGL 132 Average

Ves Library Instruction No Library Instruction

npact of Library Instructio Fall 2012 to Spring 2016 **Retention**/Persistence 16.26% 0.00% Yes Library Instruction

■% did not continue ■% did continue

Carol Hargis, Humanities and Instruction Librarian - Jennifer Rowe, Social Sciences and Community Engagement Librarian - Julie Leuzinger, Library Learning Service Department Head

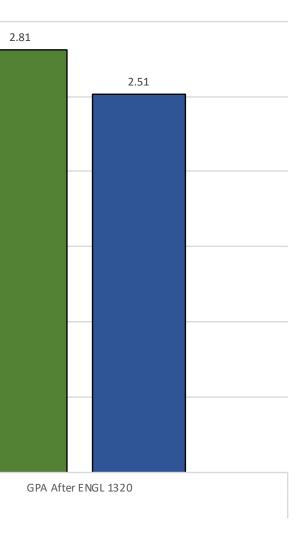
# **Other Contributing Factors**

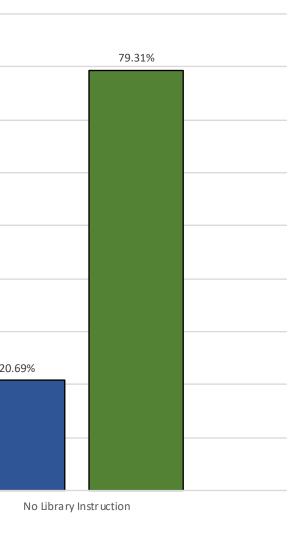
Librarians ask Data Analytics and Institutional Research department for data back

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

!%		
	11.00%	
	11.86%	

No, Library Instructio

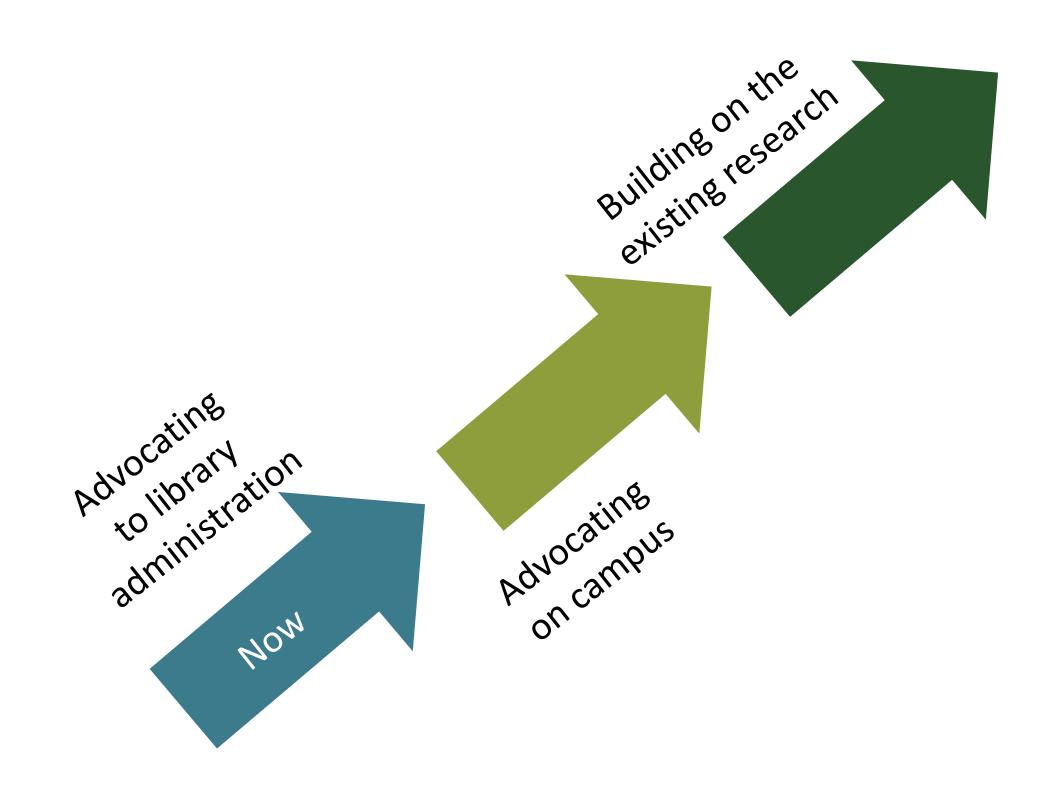






### Conclusions

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).



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