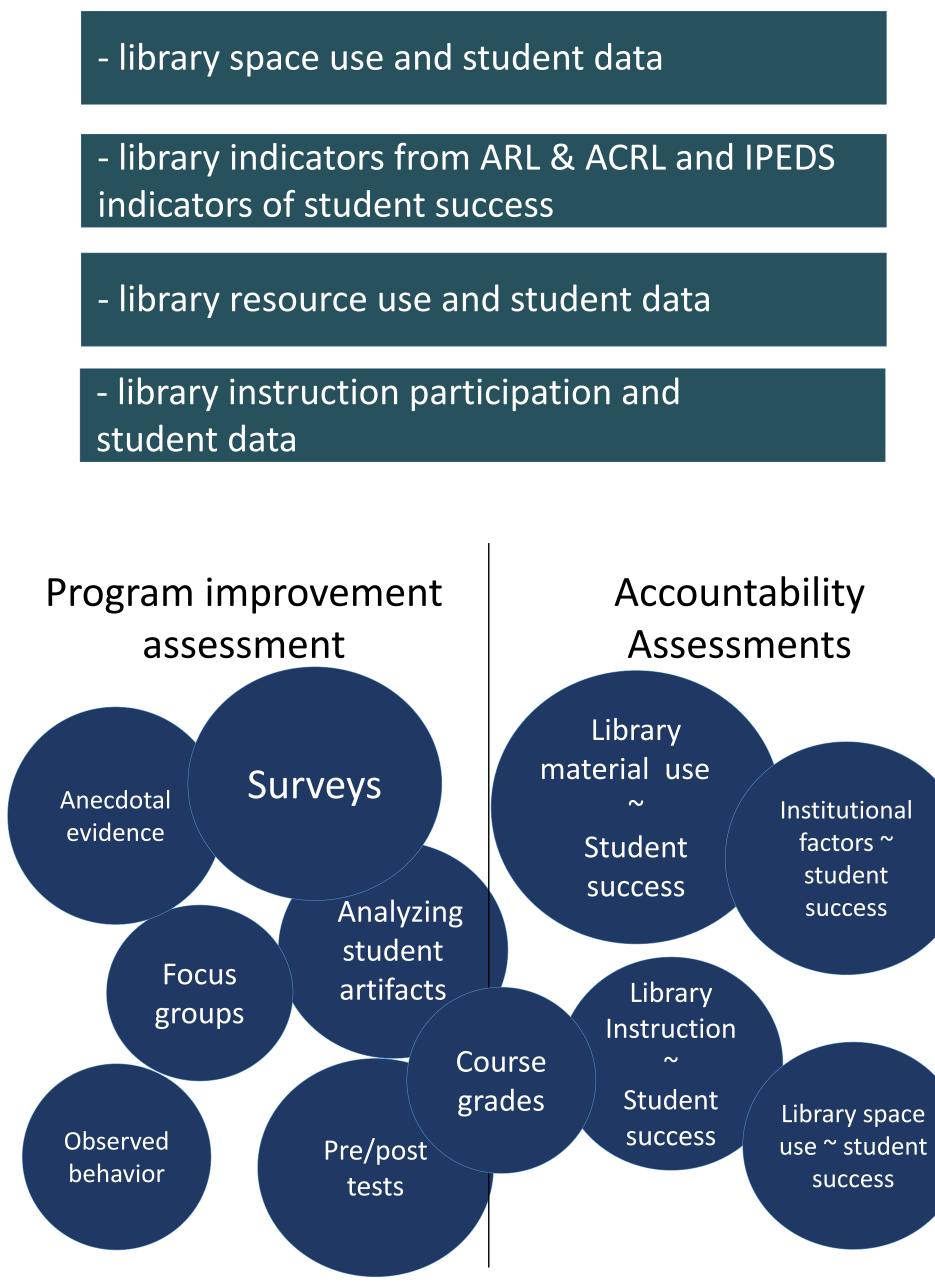
The Impact of Library Instruction on Undergraduate Student Success: A Four-Year Study

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

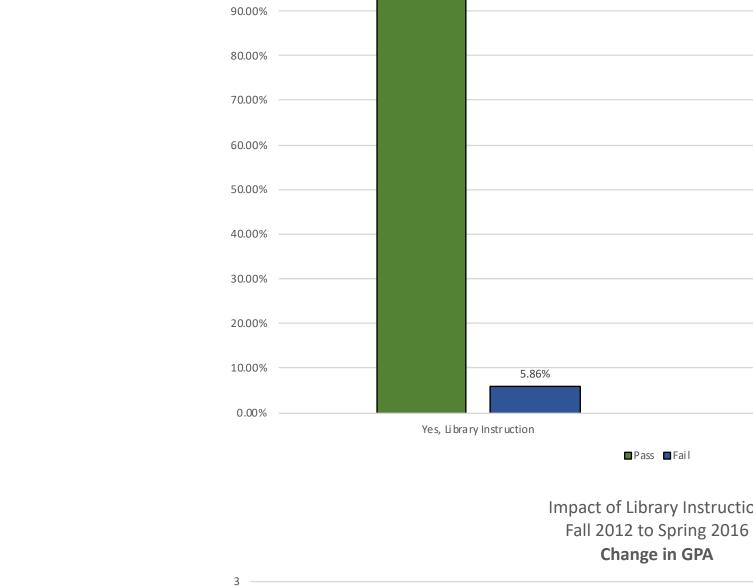


Results

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

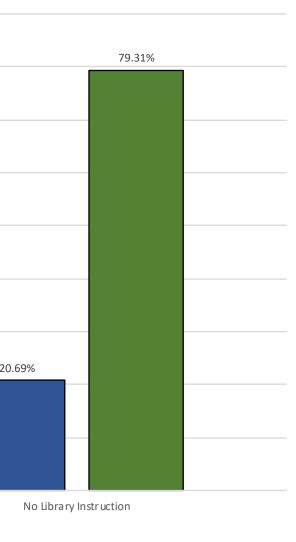
Librarians ask Data Analytics and Institutional Research department for data back

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

!%		
	11.00%	
	11.86%	

No, Library Instructio

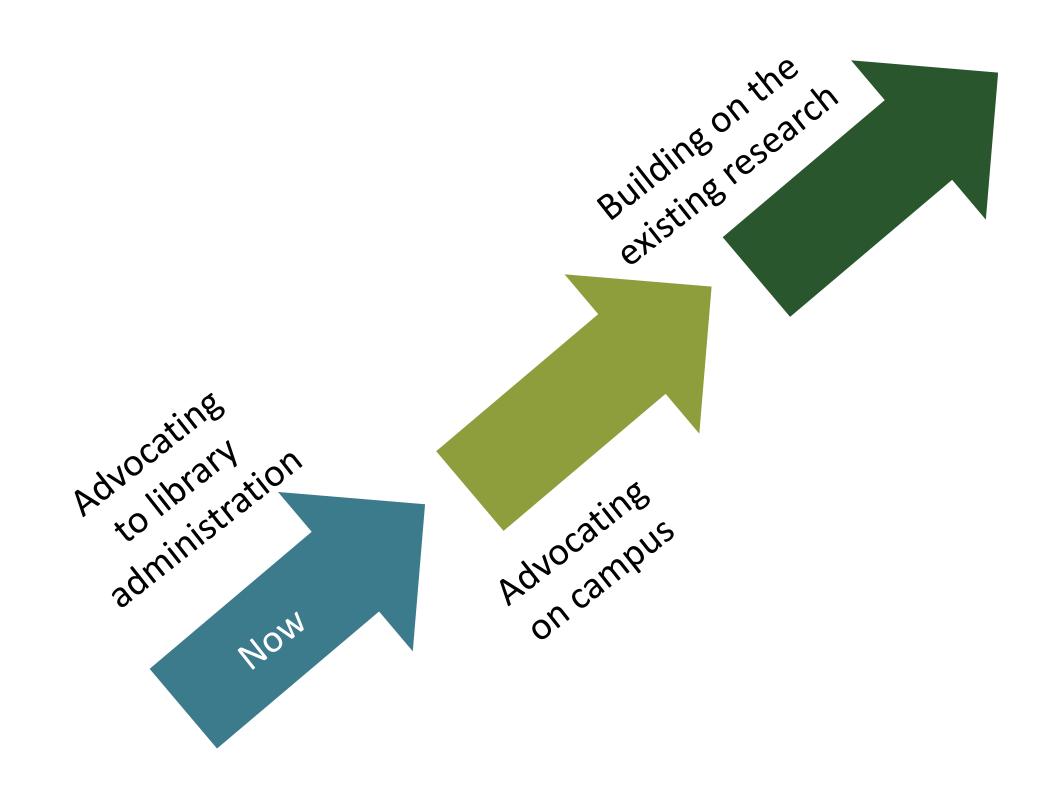






Conclusions

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).



Acknowledgements Gayla Byerly and the UNT Office of Data, Analytics and Institutional Research (DAIR)