The Library's Impactful Role in Supporting Student Success Today: Case Studies and Open Discussions

Panelists:
Dave Tyckoson, Penny Beile, Ian Singer, Ray Pun, Patricia Hudson

Moderator:
Michael Rodriguez
Measuring the Library’s Impact on Student Success

Dave Tyckoson
California State University, Fresno
What data indicates student success?
What data indicates student success?

- Graduation
- Grade Point Average
- Honors
- Test scores
What library data relates to student success?
What library data relates to student success?

- Circulation/Checkouts
- Database usage
- Reference usage
- Participation in Information Literacy Instruction
- Building usage
Student GPA and Checkouts 2012-2013

Checkouts / GPA Relationship

<table>
<thead>
<tr>
<th>Total Number of Checkouts</th>
<th>Student GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2.40</td>
</tr>
<tr>
<td>14.8</td>
<td>2.70</td>
</tr>
<tr>
<td>55.0</td>
<td>3.00</td>
</tr>
<tr>
<td>110.2</td>
<td>3.20</td>
</tr>
<tr>
<td>366.6</td>
<td>3.30</td>
</tr>
</tbody>
</table>

California State University, Fresno

Henry Madden Library
Senior GPA and Checkouts 2015-2016

Checkouts / GPA

Student GPA

Total Number of Checkouts

2.8 2.85 2.9 2.95 3 3.05 3.1 3.15 3.2

0 1.5 6.15 16.45 46.200 201 - up
GradesFirst provides workflow management tools to log and track student interactions through online appointment scheduling, centralized documentation, and tools to schedule follow-up interactions and appointments.
## Fresno State (Academics)

### Student Services Report

**Date/Time:** 02/07/2014 06:55 AM  
**Printed By:** David Tyckoson

<table>
<thead>
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<th>Created at</th>
<th>Student ID</th>
<th>Student name</th>
<th>Categories</th>
<th>Appointment reason</th>
<th>Date of birth</th>
<th>Cumm. GPA</th>
<th>E-mail Address</th>
<th>Class</th>
<th>Majors</th>
<th>Tags</th>
<th>Race</th>
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<th>Visit state</th>
<th>Visit modified at</th>
<th>Duration</th>
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<td></td>
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<td>Commitment to Latina Academics, EOP, OP, SSB, Non-Student Athlete, Science and Mathematics</td>
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<td>2.600</td>
<td></td>
<td>Freshman</td>
<td>Biology (688034585)</td>
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<td></td>
<td>Freshman</td>
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<td>09/22/2013 01:58 PM</td>
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<td>Biology (688034585)</td>
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</tr>
</tbody>
</table>
What does that all mean?
What does that all mean?

I do not know.
The Library’s Contribution to Student Success

Penny Beile
University of Central Florida
The **value** of libraries. Students who use the library have better academic outcomes.
End of semester GPA

Library Users: 3.20
Library Nonusers: 3.05
Grade distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Library Users</th>
<th>Library Nonusers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>48.18%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>42.61%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>32.93%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>14.14%</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>16.13%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>3.05%</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>3.99%</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>2.55%</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>4.35%</td>
<td></td>
</tr>
</tbody>
</table>
Textbooks cost.... sometimes a lot. The problem and the promise.
The problem:
Textbook costs have doubled over the past 20 years, even controlling for a 55% inflation rate. As a result, some publishers have effectively priced textbooks out of the market for many students.

2016 UCF student survey results, n=1,975, and local surveys

% of students indicating that, due to textbook costs, they “frequently” or “occasionally”:

• 83% delayed purchasing the textbook
• 53% did not buy the textbook
• 21% did not register for a specific course
• 20% took fewer courses in general
• 19% earned poor grade due to not buying textbook
• 9% dropped and 6% withdrew from a course
The promise of affordable textbooks

• Higher GPA
• Increased retention
• Greater satisfaction
• Increased enrollment intensity
• Reduced time to graduation
• Decreased student debt

4,306 students have taken an OER course. 

- Cost per in-state credit: $213
- Cost per out-of-state credit: $749

**no OER vs OER**

<table>
<thead>
<tr>
<th>Cost per</th>
<th>OER</th>
<th>no OER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>$0</td>
<td>$78</td>
</tr>
<tr>
<td>Avg textbook cost</td>
<td>$0</td>
<td>$78</td>
</tr>
</tbody>
</table>

- 14% Drop out of UCF students receive C or better
- 84% of UCF students receive C or better

Values unique to UCF were entered into Lumen Learning Calculator. 

Results based on Open Ed Group research, which included over 40,000 students from 11 institutions.

https://analytics.lumenlearning.com/impact/
Three ways we’ve lowered the cost of course materials

• Replace traditional textbook with an existing open text (cfe, OpenStax, option for GEP level)

• Determine if course materials are openly accessible through other avenues (create unique text using various sources)

• Use a library-sourced item as a one-to-one replacement for traditional textbook
Two approaches

• Acquired booklist (HEOA); compared to library holdings; ID’d $800K savings in possibilities; ultimately realized $37K realized in savings. **Vexing online access codes.**

• Subject Librarians identify books to purchase based on faculty syllabi and assigned course materials; consider user limits and DRM; work with Acquisitions to purchase.
Since Spring 2016…

122 unique faculty teaching 274 sections have reached 12,314 students, potentially saving them $1,050,172.*

Avg cost of text transitioned: $73.

*Savings based on number of students enrolled in section multiplied by cost of a new textbook.
Savings by type of adoption

- Custom OER: $37,700
- Library-sourced: $495,949
- Existing OER: $537,123
Savings by semester and type of adoption

<table>
<thead>
<tr>
<th>Semester</th>
<th>Library sourced</th>
<th>Existing OER</th>
<th>Custom OER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 16</td>
<td>$2,660</td>
<td>$2,660</td>
<td>$2,590</td>
</tr>
<tr>
<td>Fall 17</td>
<td>$3,910</td>
<td>$22,960</td>
<td>$44,952</td>
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<tr>
<td>Fall 18</td>
<td>$74,960</td>
<td>$280,035</td>
<td>$280,035</td>
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<tr>
<td>Spring 16</td>
<td>$3,493</td>
<td>$27,205</td>
<td>$54,856</td>
</tr>
<tr>
<td>Spring 17</td>
<td>$50,000</td>
<td>$103,819</td>
<td>$103,819</td>
</tr>
<tr>
<td>Spring 18</td>
<td>$43,092</td>
<td>$7,910</td>
<td>$5,320</td>
</tr>
<tr>
<td>Summer 16</td>
<td>$2,660</td>
<td>$5,320</td>
<td>$5,320</td>
</tr>
<tr>
<td>Summer 17</td>
<td>$3,493</td>
<td>$27,205</td>
<td>$54,856</td>
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<tr>
<td>Summer 18</td>
<td>$50,000</td>
<td>$103,819</td>
<td>$103,819</td>
</tr>
</tbody>
</table>
How this was accomplished

<table>
<thead>
<tr>
<th>Internal (library) depts</th>
<th>External partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acquisitions</td>
<td>• Instructional designers</td>
</tr>
<tr>
<td>• Collection development</td>
<td>• Faculty development center</td>
</tr>
<tr>
<td>• RIS (SLs)</td>
<td>• Student Gov’t Assoc</td>
</tr>
<tr>
<td>• T&amp;E (Engagement)</td>
<td>• Faculty Senate</td>
</tr>
<tr>
<td>• Circulation (Reserves)</td>
<td>• Inst’l Effectiveness</td>
</tr>
<tr>
<td>• Schol Communication</td>
<td>• Business Services</td>
</tr>
<tr>
<td>• Library Administration</td>
<td>• FACULTY</td>
</tr>
</tbody>
</table>
How this was communicated

• Metrics sent to IE for state performance funding report
• Metrics sent to Provost and Business Services for report to FL DOE / legislative mandate
• Institutional and faculty newsletters
• Reports to Univ Admins
• Presentations to faculty, advisors, students, other campus partners
Outcomes and interest to date

• Provost-funded library position dedicated to textbook affordability and student success
• Faculty Senate
• Requests from Univ Admins for reports
• Collaboration with Online UCF
• Faculty Center - GEP “refresh”
• SGA-provided funding to purchase textbooks
• Research planned and in process
• Faculty- and student-facing web site
Thank you!

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@pbeile
Improving Student Success: Arkansas State’s Partnership with Regional High Schools
Background

“Building Bridges” program:

• Ideas happen in Charleston!

• Ark State Goals & Credo Product Alignment

• Support Roles
## Intro to Academic Research

### Value of IL Library Instruction

<table>
<thead>
<tr>
<th></th>
<th>Overall Freshmen</th>
<th>LIR Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Year Retention</td>
<td>68.5%</td>
<td>88.5%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Year Retention</td>
<td>55.6%</td>
<td>76.4%</td>
</tr>
<tr>
<td>6 Year Graduation Rates</td>
<td>39%</td>
<td>51.1%</td>
</tr>
</tbody>
</table>

“I understand the library and the internet like never before. It's incredible, really.”
Measuring Success

- Baseline Data (Average for all schools)

<table>
<thead>
<tr>
<th>Registered at A-State</th>
<th>Need Remediation</th>
<th>Average High School GPA</th>
<th>Average ACT</th>
<th>Average A-State GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7%</td>
<td>21.2%</td>
<td>3.498</td>
<td>23.4</td>
<td>2.96</td>
</tr>
</tbody>
</table>
Early Successes

• Admission Rates:
  Students from participating schools have higher admission rates the overall student population:

<table>
<thead>
<tr>
<th></th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>72.25%</td>
<td>70.95%</td>
</tr>
<tr>
<td>2016</td>
<td>76.29%</td>
<td>70.48%</td>
</tr>
<tr>
<td>2017</td>
<td>77.03%</td>
<td>65.32%</td>
</tr>
</tbody>
</table>
Early Successes

• Registration Rates:
  — Students from participating schools have higher registration rates the overall student population:

<table>
<thead>
<tr>
<th>Year</th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>46.47%</td>
<td>29.55%</td>
</tr>
<tr>
<td>2016</td>
<td>42.81%</td>
<td>30.24%</td>
</tr>
<tr>
<td>2017</td>
<td>42.32%</td>
<td>26.51%</td>
</tr>
</tbody>
</table>
Early Successes

• Retention:
  —Students from participating schools have higher first-year retention rates:

<table>
<thead>
<tr>
<th></th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>77.61%</td>
<td>74.90%</td>
</tr>
<tr>
<td>2016</td>
<td>73.99%</td>
<td>72.80%</td>
</tr>
<tr>
<td>2017</td>
<td>76.55%</td>
<td>Not available</td>
</tr>
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</table>
Early Successes

• Remediation:
  — Students from participating schools have lower remediation rates than the overall student population:

<table>
<thead>
<tr>
<th>Year</th>
<th>Participating Schools</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>13.18%</td>
<td>22.40%</td>
</tr>
<tr>
<td>2016</td>
<td>15.54%</td>
<td>27.10%</td>
</tr>
<tr>
<td>2017</td>
<td>18.36%</td>
<td>21.20%</td>
</tr>
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</table>
First Year Student Success: Misconceptions and Challenges
First Year Experience Survey: Information Literacy In Higher Education 2017

Research conducted by Library Journal in conjunction with Credo Reference.
First Year Experience Survey: Information Literacy in Higher Education

OBJECTIVE: To measure the need for and the extent of information literacy instruction for first year college/university students and its impact on the first year experience.

METHODOLOGY: A survey invite was emailed to two unique e-lists comprising about 12,000 2-year and 4-year college/universities on January 13, 2017, with a reminder sent on January 27. One list contained a random list of academic libraries provided by Library Journal, the other equally sized list originated from Credo Reference. The survey closed on February 6, 2017 with 543 total respondents (144 two year/community colleges and 399 four year college/universities). A drawing for a $200 Apple store gift card was offered as incentive to reply.

Selected Findings:

• When it comes to searching, librarians ranked the ability to evaluate sources for reliability as a top challenge for first year students.

• Respondents say that first year students sometimes lack on what they need to learn or how research benefit them; overconfidence.

• It was noted that some students arrive having attended high school without a library and basic computer skills or experience navigating a library.
2018

Predictable Information Literacy Misconceptions of First-Year College Students

Lisa Janicke Hinchliffe  
*University of Illinois at Urbana-Champaign, ljanicke@illinois.edu*

Allison Rand  
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Jillian Collier  
*University of Illinois at Urbana-Champaign, jrc5@illinois.edu*

URL: https://pdxscholar.library.pdx.edu/comminfolit/vol12/iss1/2/
INVESTIGATING MISCONCEPTIONS

Fundamental Question:

What are the misconceptions that drive errors in information literacy practice?

Challenge:

We see the errors and struggles but how to uncover the misconception?
NOTE: A MISCONCEPTION INVENTORY

List of Erroneous Beliefs (What Students Believe Instead of the Correct Belief)

Not All Students Have All Erroneous Beliefs

Not Empirical Finding of How Many Students Have Each Misconception
Selected Findings:

• First year students believe that every question has a singular answer;

• First year students believe that research is a linear, uni-directional process;

• All library resources are credible; Google is a sufficient search tool;

• Freely available internet resources are sufficient for academic work.
What Next?

• The data collected, explored and analyzed represent opportunities for librarians to reframe their approach to supporting first year student success;

• Redesign information literacy outcomes and programs, and outreach collaboratively for academic librarians and students;

• Potentially work and communicate with publishers and vendors to address these challenges relating to academic resources and research needs;
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Predictable Information Literacy Misconceptions of First-Year College Students

Lisa Janicke Hinchliffe
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URL: https://pdxscholar.library.pdx.edu/comminfolit/vol12/iss1/2/
Paths to Reference: How Today’s Students Find and Use Reference Resources

www.oup.com/academic/pathstoreference
2018: Paths to Reference

**What We Did**

- Focused on undergraduate and master’s students
- Multinational survey with 1,089 respondents
- 12 in-depth interviews

**Who We Engaged**

- South Africa 26%
- India 24%
- Australia & New Zealand 26%
- UK & USA 24%

**Research Approach**

- Brief, factual material
- Introductory overviews of topics
- Detailed, in-depth background information

[www.oup.com/academic/pathstoreference](http://www.oup.com/academic/pathstoreference)
Students’ information needs

**Figure 4** Illustration of the extent to which the 3 categories of reference are typically used for different use cases.
Use of reference works by use case

Students who “Very often” or “Always” look for additional information when...

- doing research for an essay or paper
- completing assigned reading, class preparation, worksheets, or homework
- studying for exams
- doing general course-related reading

UK & USA
ANZ
India
South Africa

www.oup.com/academic/pathstoreference
75% of the students we surveyed rely on library-acquired reference content. This rises to 92% for our UK and USA student sample. And falls to 68% for our India and South Africa samples.
For every type of reference content, those using library-acquired materials spend longer finding and reading material, than those using freely available sources.
“There are a lot of times when I would appreciate something between Wikipedia level and research paper level and that can sometimes be difficult.” – Undergraduate from the US quoted in Paths to Reference

“The chief difficulty lies in sorting out information about the topic you are working on. For example, right now I’m working on the theme of disability and gender. Even after figuring out what the basic themes are, the hardest thing is working out where are the theories, where is my critical material, what are the literary aspects, and what are the legal aspects? You have to search quite a lot to figure all of this out, and this is always a problem.”
– Masters student from India quoted in Paths to Reference

“Often the problem is there is too much information. It is difficult to find the sort of article that has exactly what you are looking for. Sifting through all of it can be difficult and time consuming.”
– Undergraduate from the US quoted in Paths to Reference
More questions

How can we support student needs for contextual information and reference outside for use cases outside of a research project?

How can we make reference resources more discoverable and discernable to students, bearing in mind they generally don’t know what we mean by “reference”?
Thank you for your time!

Questions?
Let’s discuss!
Thank you!