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The Libraries' Role in the Success of First Year Students

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The Libraries' Role in the Success of First Year Students

Georgia International Conference on Information Literacy
August 23, 2013

Oberlin College Library.

Occasional Bulletin No. 1.

How to Use . . . . . The Library.

By One of the Staff.

Reprint from the
March 1

FROM CARD CATALOG TO THE BOOK ON THE SHELF

THE CARD CATALOG
is an alphabetical list of books found in the Library

THE THREE WAYS OF FINDING A BOOK IN THE CATALOG

1. UNDER AUTHORS SURNAME
2. UNDER TITLE OF BOOK
3. UNDER SUBJECT WITH WHICH BOOK DEALS

THE CALL NUMBER
Directs you to the books location on the shelf and is found in the upper left hand corner of the catalog card also on the back of the book which is on the shelf

ARRANGEMENT OF BOOKS

CLASSIFICATION

It’s time to build a more accurate picture of undergraduate academic research and library use and its value

How many students use Wikipedia for academic research?

1. None
2. Some
3. Most
4. All

What is the top resource instructors include in research assignment handouts?

1. Online library databases
2. Library shelves
3. Course readings
4. Websites

What is the most used resource by students to complete academic research?

1. Google
2. Course readings
3. Library catalog
4. Article databases
5. Encyclopedias

What percent of citations come from the first two pages of the source?

1. 30%
2. 50%
3. 70%
4. 90%

What percentage of U of M undergrads used the Libraries in Fall 2012?

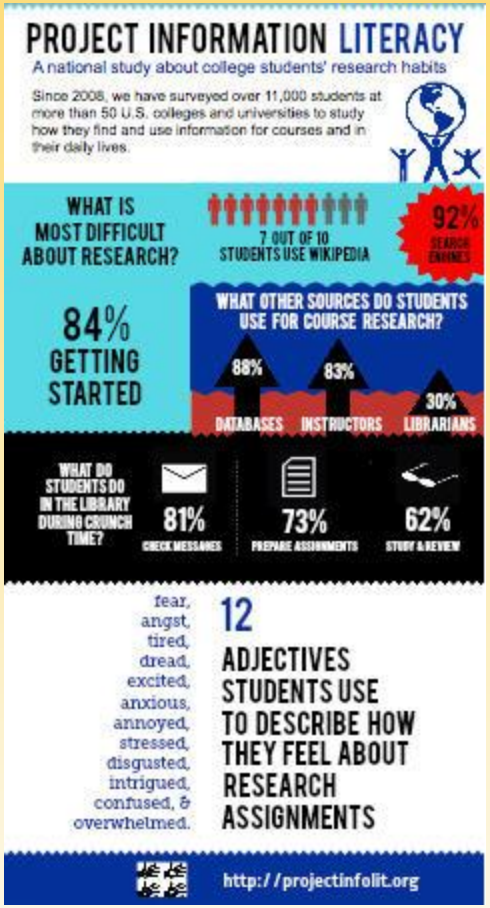
1. 16%
2. 23%
3. 48%
4. 77%

Does using the libraries contribute to student success?

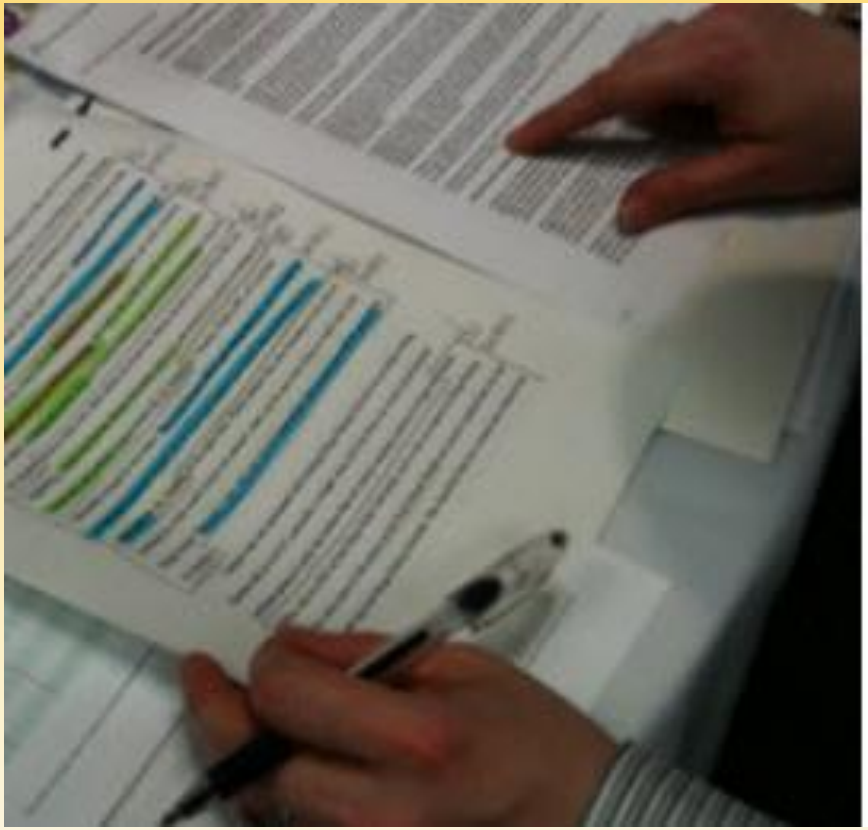
1. Yes
2. No
3. I don’t know
4. Isn’t it all on Google
5. Prove it

Ongoing Research

Project Information Literacy



Citation Project



U of MN Libraries Research

Libraries

Data

University of Minnesota
LIBRARIES

Layers of Data

Office of Institutional Research Performance Data
Term and Cum GPA, Retention

Office of Institutional Research Demographics Data
College, Level, Major, Gender, Ethnicity, Age

Libraries Data (13 Access Points)
Circulation, Digital, Instruction, Reference, and Workstation

Layers of Data

Libraries Data (13 Access Points)
Circulation, Digital, Instruction, Reference, and Workstation

A Word about Privacy

- In order to get data from OIR, we must retain U of M Internet ID
- For now, not aggregating anything about the library interaction other than count

This	But not this
Checked out X books	Titles
Attended X workshops	Which workshops
Reference interaction	Substance of interaction
Logged into library workstation	Date, location, duration
Used X digital resources of Y type	Which ones

Library Data Layer – Fall 2011

- 1,548,209 total transactions in all 5 categories
- 61,195 unique Internet IDs interacted with the Libraries in some identifiable way
- 37,674 people did something in only one of the five categories we measured
- 87 people did something in all five categories
- 9,324 people did only one of the 13 things we measured **and did it only once**

Library Data Layer – Spring 2012

- Slightly fewer individuals (59,722 vs 61,195)
- Frequency of use higher
- Overall, confirmed Fall findings
  - Differences between counts and frequencies for all access points ranged from 4% to 7%
  - Both increases and decreases

Questions we can’t answer alone

- How many undergraduates used the library?
- Do some colleges use the libraries more than others?
- How many potential users are there?
- Are students who use the libraries more successful?

Layers of Data

Office of Institutional Research Demographics Data
College, Level, Major, Gender, Ethnicity, Age

Libraries Data (13 Access Points)
Circulation, Digital, Instruction, Reference, and Workstation

OIR Demographics Layer

- Office of Institutional Research
  - OIR collects and analyzes data to provide information for institutional planning, policy formation, and decision-making
- Key library data numbers:
  - 1,548,209 total transactions in 5 categories
  - 61,195 unique Internet IDs

77%

of **Undergrads**

made use of the Libraries during the

Fall Semester 2011

85%

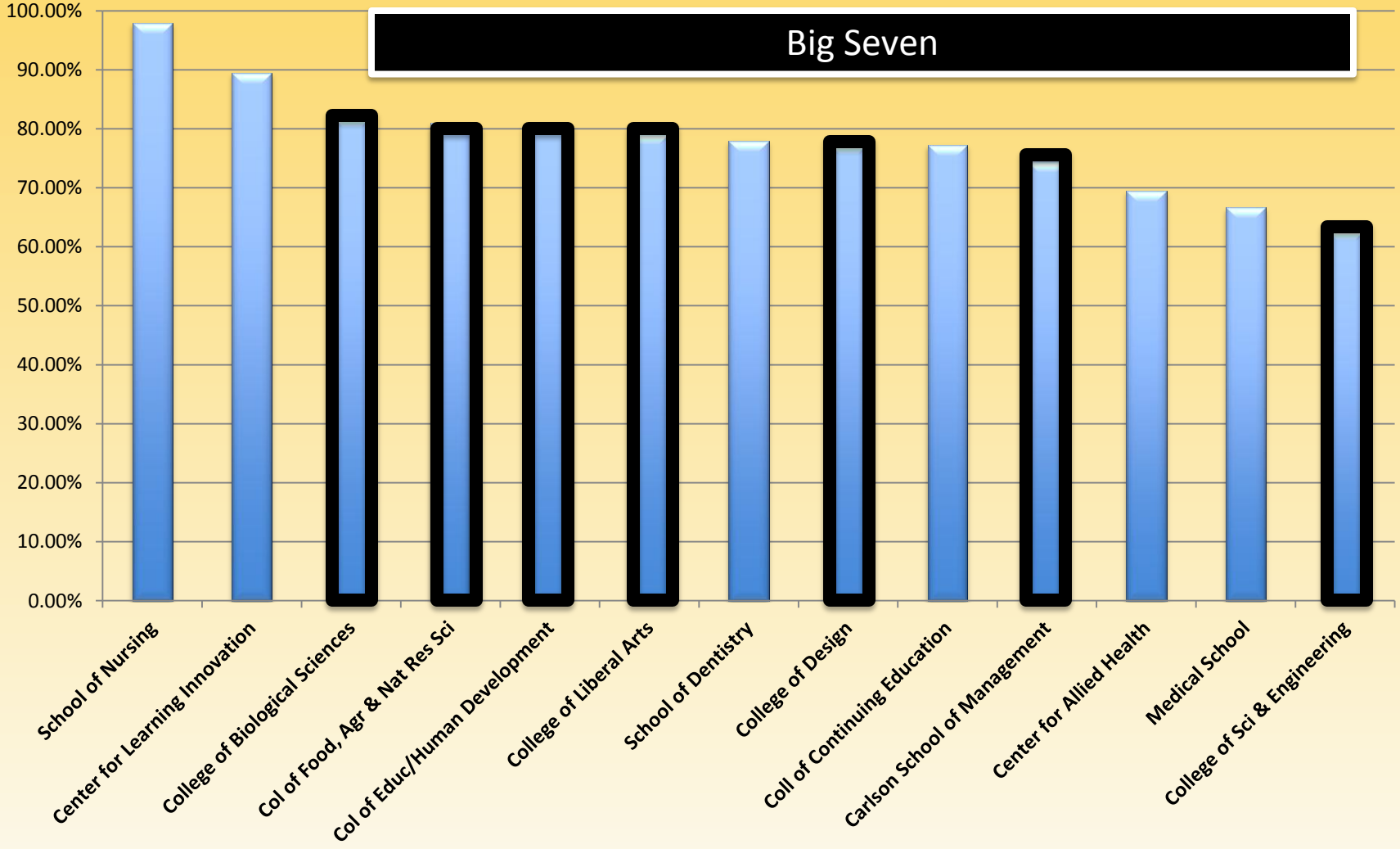
of **Grad Students**

made use of the Libraries during the

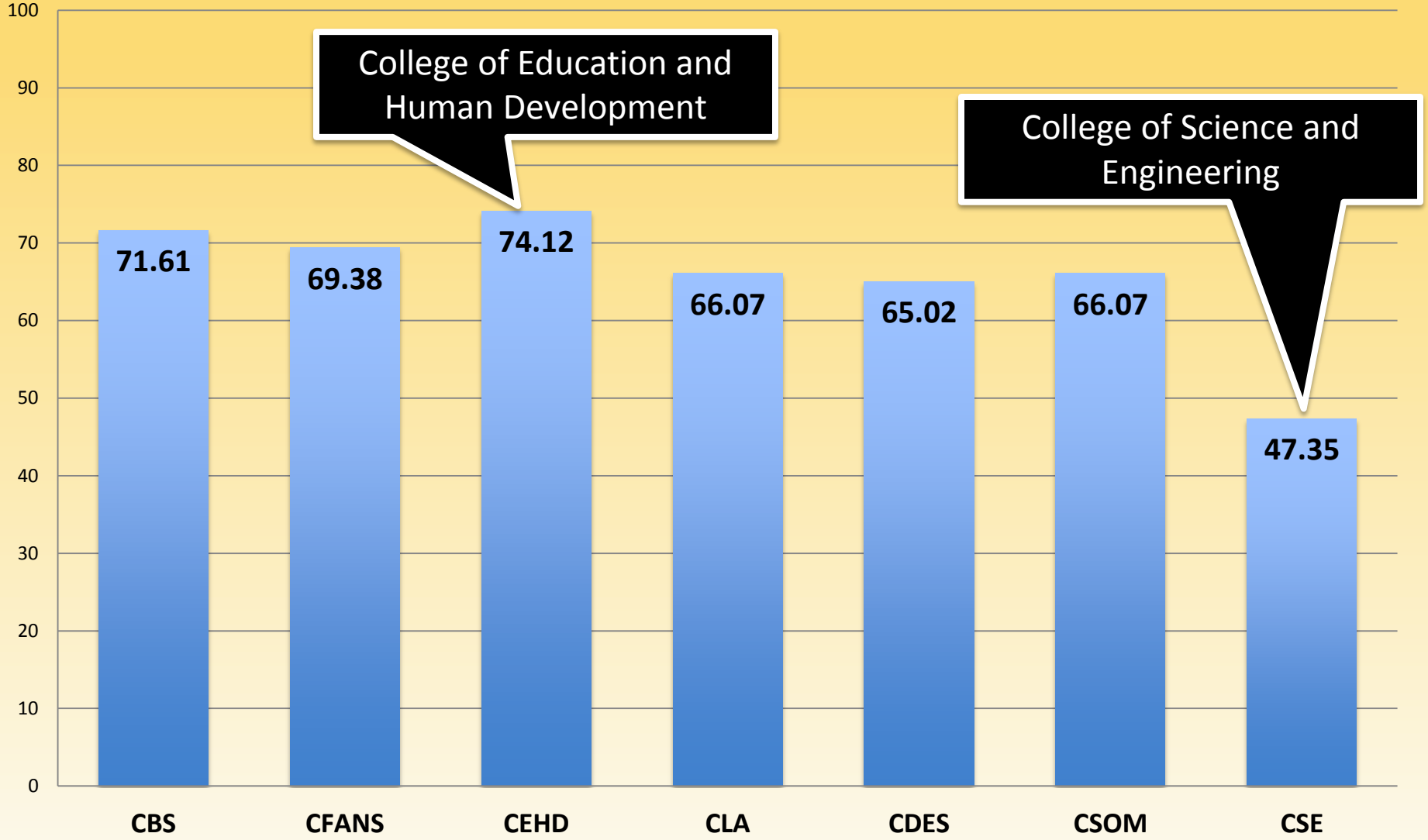
Fall Semester 2011

(including professional schools)

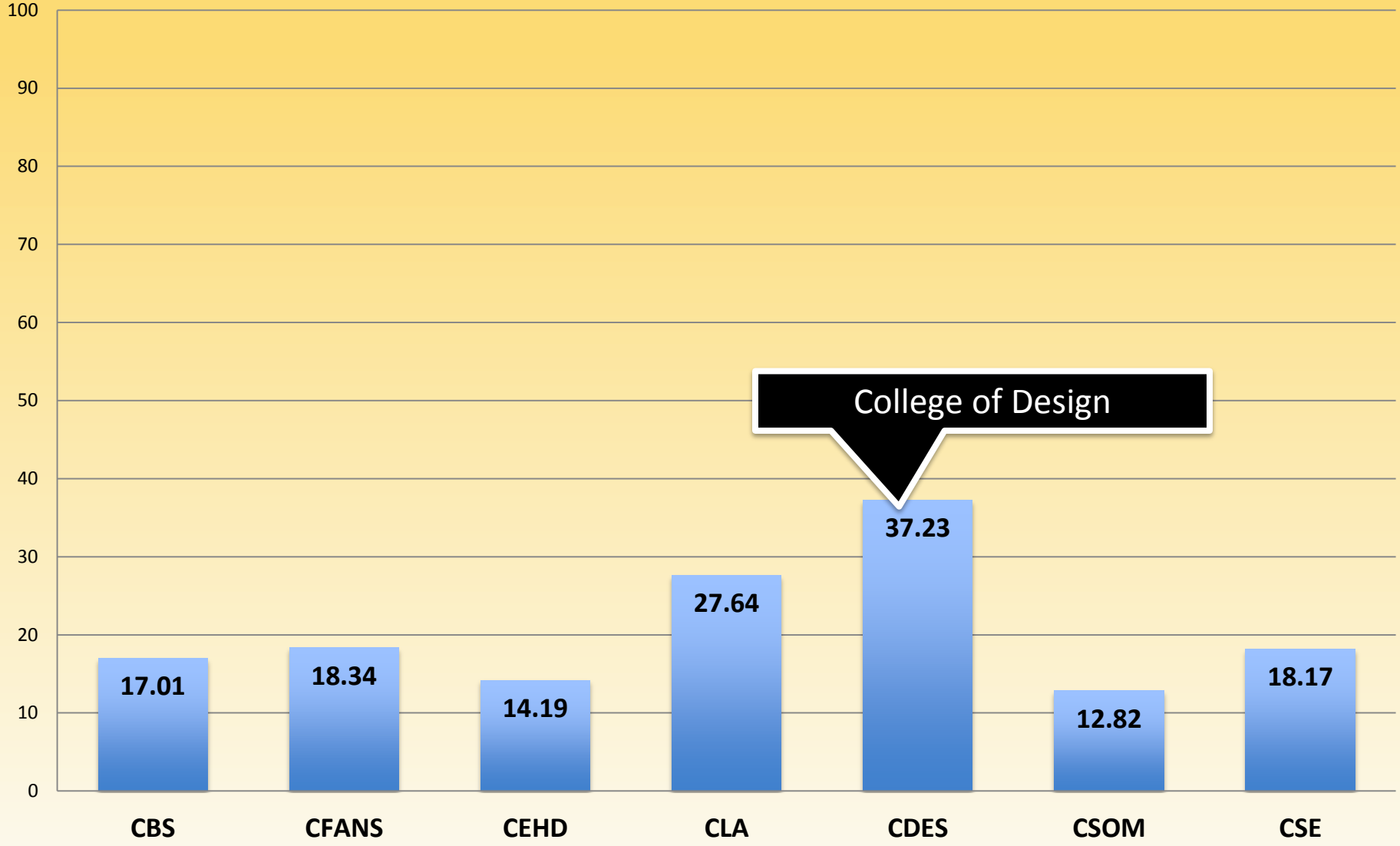
Percent of Undergrads Using Library



Undergrad Digital Usage



Undergrad Circulation Usage



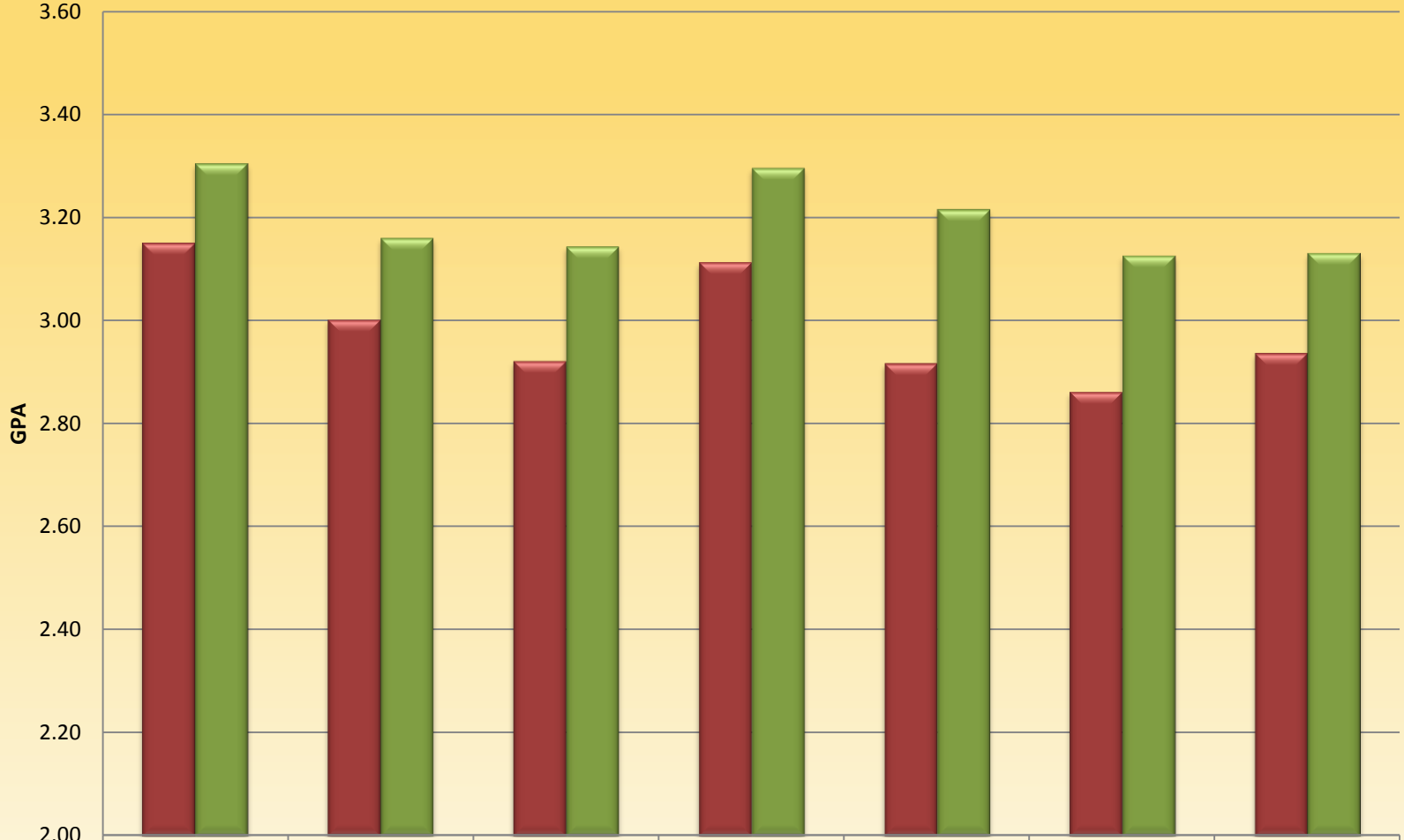
Layers of Data

Office of Institutional Research Performance Data
Term and Cum GPA, Retention

Office of Institutional Research Demographics Data
College, Level, Major, Gender, Ethnicity, Age

Libraries Data (13 Access Points)
Circulation, Digital, Instruction, Reference, and Workstation

Undergrad Term GPA - Fall 2011 Term

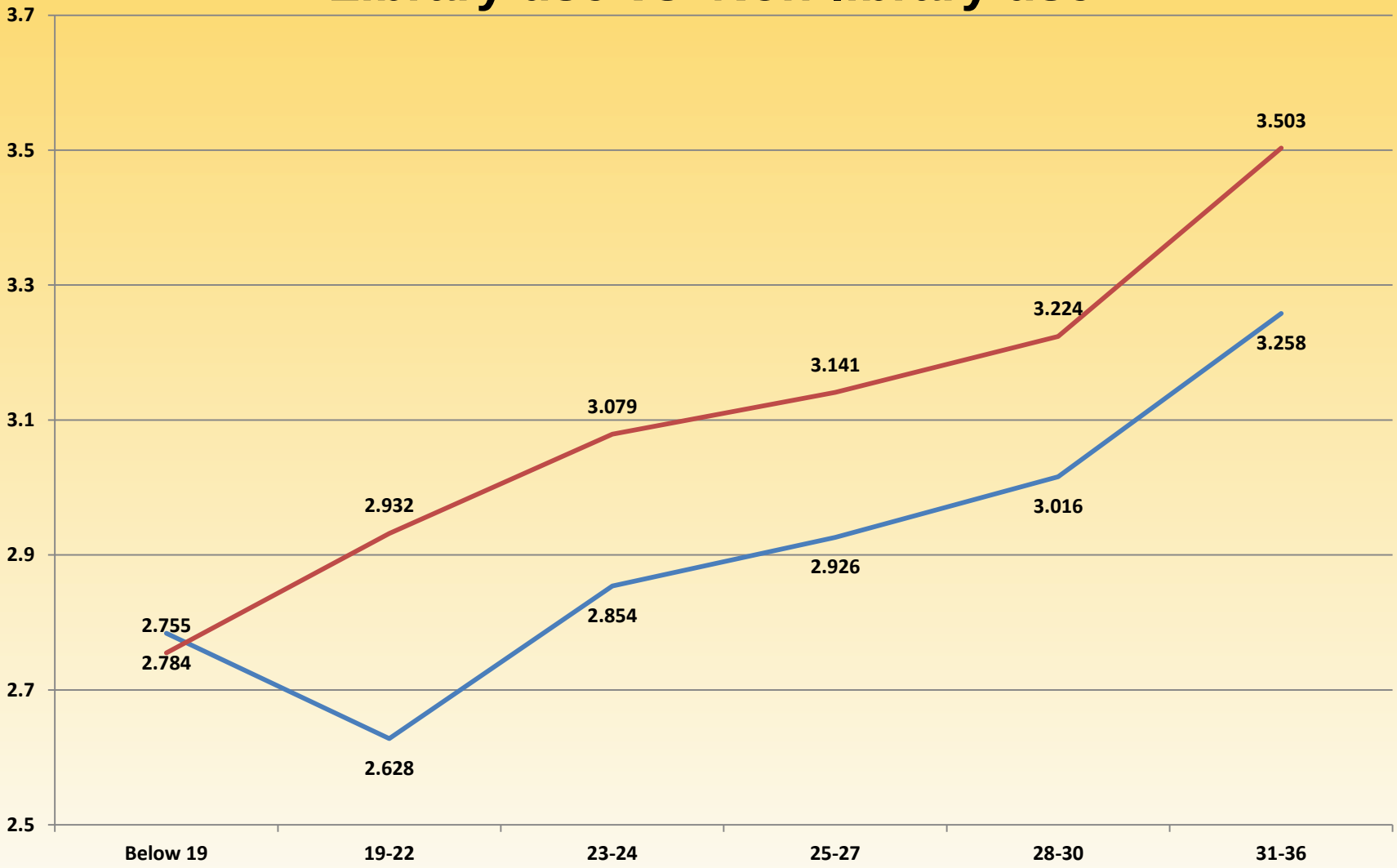


	Carlson School of Management	Col of Educ/Human Development	Col of Food, Agr & Nat Res Sci	College of Biological Sciences	College of Design	College of Liberal Arts	College of Sci & Engineering
No Library Use	3.15	3.00	2.92	3.11	2.92	2.86	2.94
Library Use	3.30	3.16	3.14	3.30	3.22	3.13	3.13

First Year Students

- Fall 2011 non-transfer, *n* = 5,368
- Examined two outcomes: first-semester grade point average and retention
- Percent using the library in a measurable way
  - Fall 2011: 71%
  - Spring 2012: 82%

ACT, Library Use, and GPA
Library use vs. Non-library use



GPA Results

Controlling for demographics, college environment, and academic variables:

- Using the library one time was associated with a **.23 increase in students' GPA** holding other factors constant
- A one-unit increase in *types of use* was associated with a **.07 increase in GPA**
- Less difference in Spring 2012, but still a significant positive correlation

Retention Results

Controlling for the same variables, we examined retention:

- **Fall 2011:** Students who used the library at least once were **1.54** times more likely to re-enroll for Spring 2012
- **Spring 2012:** Students who used the library during their first year were **2.075** times more likely to re-enroll for Fall 2012

Additional Retention Results

- **Fall 2011:** Students who had “Intro to Library Research II” library instruction were **7.58** times more likely to re-enroll for Spring 2012
- **Spring 2012:** Students enrolled in courses that included library instruction were **1.389** times more likely to re-enroll for Fall 2012
- **Database use** had a significant positive correlation for both semesters

Takeaways

- We always **thought** library use was beneficial for students; now we have evidence of correlation (if not causation)
- We'll keep collecting these data each semester
  - Confirm 2011-12 findings
  - Create a longitudinal dataset
  - Assess new and ongoing Libraries initiatives

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