How Libraries Contribute to Student Success: Findings from LibValue

CNI December 2012
Multiple institutions using multiple methods to measure multiple values for multiple stakeholders
Return on investment is a quantitative measure expressed as a ratio of the value returned to the institution for each monetary unit invested in the library.

Return on investment is also...

...values of all types that come to stakeholders and the institution from the library’s collections, services, and contribution to its communities.
Related Studies

• Brian Cox and Margie Jantti, “Discovering the Impact of Library Use and Student Performance” Educause Review Online (July 18, 2012) [Website Link]


• Kate Peterson, Shane Nackerud, Janet Fransen, Kristen Mastel, Making Use of What you are Already Collecting: Library Data and Student Success Library Assessment Conference (Oct 2012). Poster. Judges’ choice award & People’s choice award!
Libraries provide formal and informal learning environments for students to thrive as members of a research community.
How Libraries Contribute to Student Success: Teaching and Learning

Instructor surveys at UTK and UNCW
Survey @ UTK and UNCW

• All constituents with instructional responsibilities:
  - Tenured/tenure-track faculty
  - “Clinical” faculty
  - Part-time faculty
  - GTA’s
  - Administrators (e.g., Dean of Students’ Office)

• Materials used for teaching support, whether or not provided by Library
  – Readings, etc., for students, print, electronic, other formats
  – Reading to support own pedagogical development

• Support provided by libraries
Findings, Both Schools – Perceived Benefits:

• Savings...
  – of own time
  – of own money
  – of other resources

• Improvements...
  – teaching
  – course-related materials
  – student performance
University of Tennessee-Knoxville

- 29,934 FTE Enrollment
- RU/VH: Research Universities (very high research activity)
- Eleven Colleges

University of North Carolina-Wilmington

- 12,924 FTE
- Master's L: Master's Colleges and Universities (larger programs)
- Five Colleges
Services: I have asked my students to...

- Meet with librarian: 40.10% UTK, 40.50% UNC-W
- Use email reference: 28% UTK, 30.40% UNC-W
- N/A: 28.60% UTK, 20.20% UNC-W
Services: I have asked a librarian to...
Collections: I have used...to support my teaching

- Journals: 79.2% (UTK), 67% (UNC-W)
- Books: 53.4% (UTK), 67.3% (UNC-W)
- Librarian-created online guide: 41.7% (UNC-W), 36.3% (UTK)
- Other: 8.9% (UTK), 17% (UNC-W)
Referred to library collections in syllabi

Consulted print sources for teaching support

Consulted electronic sources...

Collections: I have...

- Referred to library collections in syllabi: 59.5% (UTK), 34.7% (UNC-W)
- Consulted print sources for teaching support: 47.6% (UTK), 50% (UNC-W)
- Consulted electronic sources...
- N/A: 17% (UTK), 8.9% (UNC-W)
Improved teaching?...

Readings more varied/up-to-date
Can expose students to better resources
Also,

- I read more/more widely to prepare for teaching
  - True/Somewhat True:
    - UTK – 63%
    - UNCW – 55%

- I have better facilities at my disposal
  - True/Somewhat True:
    - UTK – 63%
    - UNCW – 63%

- My assignments are more creative
  - True/Somewhat True:
    - UTK – 48%
    - UNCW – 50%
Improved Student Performance?

Info from wider variety of sources

Citations more complete/correct

Citing more appropriate sources

UNCW  UTK
Successes…

• “Over the years, the library has been a great support in diverse ways: library orientation is mandatory in our first year; researching precedents is expected of all architecture students from first year on; DMS, Reserve, Studio, Map Library, and Archives, have all assisted me in a great way.”

• “[My students are] more able to distinguish between valid sources and ‘junk.’”

• “I have informed my students (and strongly suggested) that the Library is one of their primary resources and to not utilize the library (and its resources) was basically self-defeating in their pursuit of their academic career.”
Successes...

• “[I]...feel more confident and see improvements in student performance when I use the library as a resource and refer students to the educators that work there.”

• “[A benefit is] saving on text book purchases where much of the material is not relevant. This allows me to tailor the course material and focus the topics more clearly.”
Increasing Awareness:

• “Just never thought about [using the library services to support teaching] - especially with distance education students.”

• “I am embarrassed that I don't utilize the library more. It's going to be on my list of self-improvements for the coming semesters. I did not realize the extent of services available through the library.”
...and Changing Attitudes:

• “The level of difficulty of the materials at the library is much more advanced than the subjects I teach.”

• “I teach primarily doctoral students. If they need advice about the library they won't make it through the program.”

• “Students remain wedded to Wikipedia, no matter what I do. This is the heart of our struggle.”
Changes over 3-5 Years:
Finding Materials

• Less likely to use print
• Less likely to consult with the librarian
  – UNCW slightly more likely than UTK

Electronic Media

• Neither likely to use the library for creation, access, or distribution
  ➢ UNCW more likely for video
  ➢ UTK more likely for audio
How Libraries Contribute to Student Success: The Learning Commons

- In-Person Survey
- In-Class Survey
- Admissions, demographic, progress towards-degree data
- Usage Data
Data Comparisons

- Student-reported use of Commons resources
- Demographic data on retention, success, and years to graduation
- Student-reported value of Commons resources
- Progress toward degree data
Admissions and demographic data (ADD)
- Associated Survey ID
- Year of birth (YYYY)
- Sex
- Ethnicity
- Year started at UTK
- ACT and/SAT or equivalent score
- Transfer student? (Y or N)
- Year and Term of survey (YYTT with “12SP” meaning Spring 2012)

Progress-towards-degree data (PTDD)
- Associated Survey ID
- Major
- Cumulative GPA
- Cumulative Credit Hours
- Class Standing
- Year and Term of posting and downloading of progress-towards-degree data (YYTT)
In-Person Survey

• Distributed in person for one week in Summer 2011 and Fall 2011

• Focus on services used in the Commons on a typical visit

• 957 respondents
In-Class Survey

• Taken by Communication Studies 210 and 240 students (Gen Ed)

• Use of Commons services and spaces / Feelings about the value of the Commons to their experience at UT

• 20% response rate from total class enrollment / 146 respondents
Please identify your class standing:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

Do your instructors suggest that you use the Commons?

- Never
- Sometimes
- Often
- Very Often
Exit Surveys and NSSE Data:
1. UTK is too large and impersonal
2. I had trouble adjusting personally to UT
3. I did not feel like I was part of the university
Improving Retention

To what extent does the Commons...

- Help you do better in class
- Make studying more enjoyable
- Make you feel more involved in the university
- Promote learning
- Serve as a place to meet people

- Very Much
- Quite a Bit
- Some

Help you do better in class:
- Very Much: 40%
- Quite a Bit: 30%
- Some: 30%

Make studying more enjoyable:
- Very Much: 30%
- Quite a Bit: 40%
- Some: 30%

Make you feel more involved in the university:
- Very Much: 40%
- Quite a Bit: 30%
- Some: 30%

Promote learning:
- Very Much: 50%
- Quite a Bit: 30%
- Some: 20%

Serve as a place to meet people:
- Very Much: 60%
- Quite a Bit: 20%
- Some: 20%
Improving Retention

To what extent does the Commons provide...

- Resources for class
- Spaces for collaboration
- Spaces for conversation
- Valuable convenient services
- Facilitates individual study
- Facilitates group work

- Very Much
- Quite a Bit
- Some
We want...
✓ More private study rooms
✓ More computer lab space
✓ More places to plug in laptops
✓ More quiet space
✓ More group space
✓ More practice presentation rooms
✓ More media production
Improving Learning Spaces

How often do you visit the Commons?
- A few times during the semester
- Once a week
- Multiple times a week
- Once a day

For individual study?
- Class assignments?
- For individual study?
- For group study?
Improving Learning Spaces

![Bar chart showing equipment checked out by student year]

- **Computer Desktop**: Freshman 100%, Sophomore 50%, Junior 0%
- **Checked Out Laptop**: Freshman 0%, Sophomore 10%, Junior 0%
- **Checked Out Headphones**: Freshman 0%, Sophomore 10%, Junior 0%
- **Checked Out Scanner**: Freshman 10%, Sophomore 0%, Junior 0%
- **Checked Out Studio Equipment**: Freshman 10%, Sophomore 0%, Junior 0%
90% said the Commons provides resources they need for class

74% said that using the Commons helps them do better in class

85% said the Commons is a place to get help with assignments

95% said the Commons spaces facilitate group work and collaboration
Increasing Academic Support

Percentage of all students using Commons services vs. percentage of top students

- Research Assistance
- Tutoring
- Computer Support

GPA > 3.5
Increasing Academic Support

Percentage of all students using Commons services vs. percentage of At Risk Students

- Research Assistance
- Tutoring
- Computer Support

GPA < 3.0
Outcomes

✓ Library administration uses data for configuring, renovating, and repurposing spaces

✓ Campus administrators consult with library on technology and learning space needs for campus

✓ Library facilities and services serve as a model for campus informal learning spaces

✓ Visibility of library’s role in teaching and learning

✓ Unexpected…marketing and public relations
It’s not about graduation rates and test scores. It’s about what those things mean to the outcome of human lives. It’s about potential realized or squandered,
Power of Character

• ...curiosity, open-mindedness, and intellectual courage, thoroughness, and humility...

• ...perseverance, curiosity, conscientiousness, optimism, and self-control...

– How Children Succeed: Grit, Curiosity, and the Hidden Power of Character, Paul Tough argues that children benefit from developing non-cognitive traits of character
• Feb 14: LibValue: Undergraduate Student Success
• Mar 21: LibValue: Commons Spaces Value
• Apr 18: LibValue: Books and E-books
• May 9: LibValue: Comprehensive approaches to defining library value
• Jun 13: LibValue: Success in Teaching & Research
• Aug 15: LibValue: Digitized Special Collections
Join a pilot?

Rachel Fleming-May, Assistant Professor, School of Information Sciences, University of Tennessee
rf-m@utk.edu

Teresa Walker, Head Integrated User Services, University of Tennessee Libraries, University of Tennessee
tbwalker@utk.edu

Martha Kyrillidou, Senior Director, ARL Statistics and Service Quality Programs, Association of Research Libraries
martha@arl.org