Library Impact and Value Across the University Landscape
Multiple facets of Measuring and Demonstrating Impact and Value Across the Spectrum of Partnerships and Student Success

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Campus Goals ---- Describing Library Value

1. Educational programs: most learner-centered
2. Research programs: increase scope and prominence
3. Clinical programs: grow clinical scope and size, outstanding patient experiences, enhanced patient access
4. Institutional outreach: advance urban and rural community outreach, along with national and global
5. Inclusivity & diversity: exemplary organization
6. Economic development: diversity and strengthen regional & global impact
7. Organizational culture: employee loyalty, satisfaction, and wellness
8. Campus leadership: exemplary campus-wide organizational leadership

Statistics
1. Institutional fact book
2. Benchmarking against peers
3. Accreditation
4. Survey of graduating students against peers

We save people time
We have a ton of space for things
We provide collections
..Look at their budget and space
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Lorcan Dempsey

1. Library in the life of the user
2. Connect with university story
3. Source of value and reconfigure service
4. Active partner in helping improve research and learning workflows

They have experts
Cool things are happening in their space. Hub of activity
Matchmaking
Michael Levine-Clark

Dean of University Libraries, University of Denver
Library educators making a difference on institutional outcome metrics: Highlights from GWLA multi-institutional study

Melissa Bowles-Terry, Head of Educational Initiatives
University of Nevada, Las Vegas Libraries
Background

- Origins of the project
- Objectives
- Motivation
- Participation
Participating Institutions: 2014-15

Arizona State University

Baylor University

Brigham Young University

Kansas State University

University of Missouri

University of Nevada Las Vegas

University of New Mexico

University of Southern California

Utah State University

Washington State University
Scope of project

- 47,012 total first-year students at 12 institutions
  - 25,327 students had library instruction
  - Includes all students instead of looking at only students who had library instruction
- Largest study of its kind to date
  - Diverse institutions across the west
  - Diverse student population
- Longitudinal -- planned for 2014-2020
Project design

Research questions guided design:

1. What effect does library instruction have on the retention of college students?
2. What effect does library instruction have on the academic success of college students?
3. What is the impact of specific library instruction methods on the retention and academic success of college students?
Challenges & complexity

- Data collection process at each institution
- Data acquisition process
  - Data cleaning and coding
  - Merging datasets
- Data sharing agreement
- Planning first year data vs. longitudinal data
- IRB approval at each institution
  - Security
  - De-identifying data
  - Data storage
Course-level variables

- Pedagogy
  - Active Learning
  - Directed Practice
  - Flipped Instruction
  - Lecture
  - Other

- Session level
  - Co-designed Assignment
  - Library Tour
  - Time/Frequency Library Instruction
  - Online Tutorial or Digital Learning Object
  - Research Guide Used

Student-level variables

- Grades
- Credit Hours Earned
- Retention
  - Semester
  - Year
  - Graduation
- Demographics
  - Gender
  - Ethnicity
  - ESL
  - Admissions Data
Results for 2014-15 Cohort
Summary of Results from 2014-15

Question #1: Impact on Retention

Compared with the control group of students who did not have a library instruction interaction, significant results were found in three areas. First:

- Library instruction is highly associated with student retention from fall to fall for first-year students.
- Fisher’s Exact Tests and Spearman Correlations
- Results were highly significant for eight of the 12 institutions (p<.05)

Summary of Results from 2014-15

Question #2: Impact on Student Success

Compared with the control group of students who did not have a library instruction interaction, significant results were found in three areas. Second:

- First-year GPA for students who had library instruction was 0.02 points higher than students who did not (p=0.009).
- Fisher’s Exact Tests and Spearman Correlations
- Mean first-year GPA was significantly different and positively correlated for five of the 12 schools

Summary of Results from 2014-15

Question #2: Impact on Student Success

Compared with the control group of students who did not have a library instruction interaction, significant results were found in three areas. Third:

- These students can be expected to complete 1.8 more credit hours than those who did not have library instruction \( (p = <.001) \).
- Fisher’s Exact Tests and Spearman Correlations
- Mean first-year hours completed was significantly different and positively correlated for ten of the 12 schools

Institutional implications
- Library instruction has a positive impact on student academic success and speaks to the institution’s mission and goals
- Information literacy program improvements
- Accreditation
- Collaborations

Professional implications
- Evidence based instruction program improvements
- Contributing to institutional value statements (accreditation)
- Model for research reproduction
**Study future directions**

- Continue data collection and follow year one students through 2020
- Midpoint analysis and six year analysis
- Continue to add new institutions
- Disseminate process and results to inform practice

**Professional directions**

- Evidence based research for programmatic planning
- Accreditation bodies include information literacy evidence in their standards
- Model for reproduction of multi-institutional research
- Potential for public national dataset
Questions?

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Dr. Regina Kilkenny

Chief of Staff, Office of the CU Denver Chancellor, University of Colorado-Denver
GLOBAL CROSSROADS

FROM A TO Z: International students from 73 countries ranging from Argentina to China to South Africa to Vietnam enrolled at the University of Colorado Denver | Anschutz Medical Campus in Fall 2017. The Office of International Affairs received nearly 3,000 applications to degree-seeking programs.

TOTAL INTERNATIONAL STUDENTS
1,489

THE INTERSECTION OF EDUCATION, RESEARCH AND BUSINESS OPPORTUNITIES.

CU Denver Campus | FALL 2017

The map shows the distribution of international students by country, with notable enrollments from China (665), India (218), and Saudi Arabia (59). The total international students are 1,489.

Source: University of Colorado Denver, Office of Institutional Research & Effectiveness
Countries shown in color have students enrolled at the University of Colorado Denver.
Includes all non-resident international students enrolled at the ESL Academy (98) and International College Beijing students in Beijing, CN (307)
All numbers represent Fall 2017 census as of mid-September.
Hunter Forum
hosted by Elsevier Library Connect

Q&A