Graduate in four years?

Yes, the Library can help with that
70,963 Twin Cities Students, Faculty, and Staff

- Undergraduate: 30,135
- Professional: 3,761
- Faculty: 3,709
- Non-Degree: 3,365
- Graduate: 12,046
- Staff (all types): 19,444
University of Minnesota - Twin Cities

Minneapolis, MN
30,135 undergraduate students
www1.umn.edu

4 Year Public City Large

Average Annual Cost: $16,954
Graduation Rate: 77%
Salary After Attending: $48,300
ADMINISTRATIVE POLICY

Promoting Timely Graduation by Undergraduates: Twin Cities, Crookston, Morris, Rochester

Responsible University Officer: Executive Vice President and Provost

Policy Owner: Vice Provost and Dean of Undergraduate Education

Policy Contact: Robert McMaster

POLICY STATEMENT

Students are admitted to the campuses and colleges of the University of Minnesota to pursue a baccalaureate degree. Degree-seeking undergraduate students are expected to enroll in and successfully complete courses that will move them toward degree completion in a timely manner. The general benchmark for timely degree completion for students admitted as New High School (NHS) students is four years (8 academic semesters).

A. Declaring a Major

Degree-seeking students are expected to declare and be accepted into a major. The timelines to complete a major are as follows:
How to graduate in four years

If you follow the basic principles below and plan carefully, you can graduate with your undergraduate degree in four years. It can save you both time and money. Read more about the financial advantages of a four-year graduation.

- Take 15 to 18 credits every semester
- Consider May or summer classes
- Avoid dropping or repeating courses
- Balance school with other responsibilities
- Meet often with your advisor(s)
Legislation summaries

2015 higher education omnibus bill

The higher education omnibus bill appropriates approximately $1.25 billion to the University of Minnesota for FY16-17, and includes several policy provisions that will impact the University.

Operations and maintenance - base funding

The law provides approximately $1.1 billion to the University of Minnesota in FY16-17 for operations and maintenance. And 5 percent of this funding is contingent on the number of performance goals the University meets. If the U meets three, four, or five of the goals, then it will receive all of the funding. If the University meets zero, one, or two of the goals, it will receive 0, 33, or 67 percent of the funding, respectively. The performance goals are as follows:

1. Increase by at least 1 percent the four-year, five-year, or six-year undergraduate graduation rates, averaged over three years, for students of color systemwide at the U of M reported in fall 2016 over fall 2014.

2. Increase by at least 2 percent the total number of undergraduate STEM degrees, averaged over three years, conferred systemwide by the U of M reported in fiscal year 2016 over fiscal year 2014.

3. Increase by at least 1 percent the four-year undergraduate graduation rate at the University of Minnesota reported in fall 2016 over fall 2014.

4. For fiscal year 2016, reallocate $15 million of administrative costs; the U is requested to reallocate this money toward mission activities, stemming the cost of attendance and programs that benefit students.

5. Increase licensing disclosures by 3 percent for fiscal year 2016 over fiscal year 2015.

By August 1, 2015, the Board of Regents and the Office of Higher Education must agree on specific numerical indicators and definitions for each of the five goals that will be used to measure the U’s success in meeting these performance goals. On or before April 1, 2016, the Board of Regents must report to the higher education committees the progress of the University of Minnesota toward meeting the goals.
Why is timely graduation important for students?

More semesters = more debt

Degree = more income

$
What about the Libraries?
Back in 2011...
Are there correlations between library use and student success measures?

- Fall 2011: Large scale collection of data
  - Circulation (including ILL and renewals)
  - Digital (website, e-journal, database, e-book)
  - Reference (online chat service)
  - Instruction (workshops, course-integrated, Intro to Library Research)
  - Workstation (“library as place”)
- And then we kept going
Findings: 2011 Cohort

- Using a library service at least once in the first semester correlates to a higher first semester GPA and to retention from first to second semester.
- Both GPA and retention correlations continue for the entire first year and retention to second year.
- Use of library services and resources correlates with academic engagement and engagement in scholarship as measured by SERU survey.

SERU = Student Experience in a Research University.
Findings: 2012 Cohort

• Students with lower socioeconomic status backgrounds were somewhat less likely to use library services and resources in several areas
  • Socioeconomic status was self-reported in the CIRP Freshman Survey
  • Results were mixed, but a starting point as we determine how to identify and reach out to students who may need more help or encouragement to engage
  • See our poster from yesterday’s session (Getting to 100%: Reaching Every First Year Student)

CIRP = Cooperative Institutional Research Program
We’ve always controlled for...

- Sex
- Race/ethnicity
- International status
- Pell Grant recipient
- First-Gen college students
- Pre-college academic characteristics (ACT score, AP credits)
- Collegiate experiences (living on campus, participation in a freshman seminar, college of enrollment)
The dream...

• Our institution cares most about graduation rate (4 year, 6 year)
• How can we tell whether library use correlates to timely graduation?
• Freshman in Fall 2011 = 4 years in Spring 2015!
In the meantime...
We’ve developed Better Ways

• Better ways of measuring use
• Better ways we can layer other data
  • CIRP Freshman Survey
  • SERU Survey
• Better statistical methods
But can you say that library use CAUSED better outcomes?

--a question at every presentation we’ve ever given

Anyone up for a double-blind study where a random set of students is denied library services and resources?
Propensity Score Matching

Library Users

Non-Library Users
We’re looking for matches on...

- Sex
- Race/ethnicity
- International status
- Pell Grant recipient
- First-Gen college students
- Pre-college academic characteristics (ACT score, AP credits)
- Collegiate experiences (living on campus, participation in a freshman seminar, college of enrollment)
Propensity Score Matching

Library Users

Non-Library Users

Treatment Group

Control Group
Results

- Using the library at least one time in the first year of enrollment significantly increased the odds that students would graduate in four years OR remain enrolled after four years.

- First year students who used electronic resources and books had significantly improved odds of graduation in four years.
### Results with Numbers

<table>
<thead>
<tr>
<th>Use</th>
<th>Times more like to graduate in four years</th>
<th>Times more likely to be enrolled in four years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Library</td>
<td>1.441</td>
<td>1.389</td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>1.924</td>
<td>1.450</td>
</tr>
<tr>
<td>Books</td>
<td>1.337</td>
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</tr>
<tr>
<td>Workstations</td>
<td>&lt;no correlation&gt;</td>
<td>&lt;no correlation&gt;</td>
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<tr>
<td>Library Instruction Class</td>
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<td>1.402</td>
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<tr>
<td>Reference</td>
<td>&lt;no correlation&gt;</td>
<td>&lt;no correlation&gt;</td>
</tr>
</tbody>
</table>

In other words, people who used electronic resources were **ALMOST TWICE AS LIKELY** to graduate in four years vs. those who did not.

*See our paper in C&RL preprints*
Limitations

• We don’t know what factors we haven’t taken into account
• Maybe...we will perform the study again with our 2012 cohort and use self-reported responses to the CIRP Freshman Survey as part of the matching
Next steps - better data collection

- Students attending (rather than registered for) instruction?
- Scan cards at the service desks?
Next steps -- partnerships on campus

- Feeding into APLUS
  - Our homegrown IPAS system
  - IPAS = Integrated Planning and Advising Services
- Advisers making a referral to libraries
- Campus wide learning analytics
  - Common Data Layer team
  - Unizin Snapshot Analytics
Pink flags

• Not using the library in a given semester is not a red flag
• But maybe it’s a pink flag?
• If advisors can catch potential problems early, they can help
• If most students enrolled in a set of courses have used the library and this student hasn’t, would advisors want to be notified?
• Multiple pink flags might warrant individual outreach
Learn More

- Blog: z.umn.edu/LDSS
- Publications: z.umn.edu/LDSSPubs
- Research Group members:
  - Krista Soria, Office of Institutional Research
  - Jan Fransen, University Libraries
  - Kristen Mastel, University Libraries
  - Shane Nackerud, University Libraries
  - Kate Peterson, University Libraries