ACADEMIC LIBRARIES AND STUDENT RETENTION
THE IMPLICATIONS FOR HIGHER EDUCATION
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DATA ANALYSIS PROVIDED BY
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### GVSU Correlation Between Library Instruction and Student Retention

**p-value = .0001 for all years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Librarian in class</th>
<th>Number of students</th>
<th>% Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>No</td>
<td>8762</td>
<td>70.90</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8763</td>
<td>73.70</td>
</tr>
<tr>
<td>2013-2014</td>
<td>No</td>
<td>9925</td>
<td>72.10</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8560</td>
<td>74.90</td>
</tr>
<tr>
<td>2014-2015</td>
<td>No</td>
<td>10040</td>
<td>71.00</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8340</td>
<td>76.10</td>
</tr>
<tr>
<td>2015-2016</td>
<td>No</td>
<td>9819</td>
<td>71.20</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8799</td>
<td>75.20</td>
</tr>
</tbody>
</table>
GVSU METHODS

- $H_0$: There is no relationship between library instruction and student retention
- Definition of retention: Re-enrollment the following fall semester
- Partner: Office of Institutional Analysis
- Pulled student records from course enrollment
- Only courses with at least one library session
- $N = \sim 17,500$ to $\sim 18,500$ each year
- Chi-squared test of independence using SAS
- Used a fixed $p$-value of .05 to test significance
- Controlled for ACT score, high school GPA, socioeconomic status, and first-generation using generalized linear model
Findings are statistically significant and have been replicated for four years

Magnitude positive (but small: odds ratios between 1.13 and 1.15)

*Correlation is not causation*

Limitations:
- Human error in instruction data entry
- Estimated attendance
- Online instruction added winter 2016
- Results not generalizable
- Retention is very complicated
### INTERESTING FLIP

*p*-value = .0001 for all years

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty who worked with librarian</th>
<th>Number of students</th>
<th>% Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>No</td>
<td>7555</td>
<td>71.30</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>10825</td>
<td>74.70</td>
</tr>
<tr>
<td>2015-2016</td>
<td>No</td>
<td>6583</td>
<td>70.67</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>12030</td>
<td>74.39</td>
</tr>
</tbody>
</table>
ANY MORE CORRELATIONS AT GVSU?

- Retention and library instruction in intro writing course – No*
- Retention and seeing a librarian more than once – Yes*
- GPA and seeing a librarian more than once – Yes*
- GPA and seeing a librarian compared to not seeing a librarian – No*
- Persistence to graduation and first-year library instruction – No*

*many, many caveats

Library staffing and retention (Emmons & Wilkinson, 2011)

Expenditures and retention (Crawford, 2015; Mezick, 2007)

High-impact educational practices and student success (Kilgo, Sheets, & Pascarella, 2015; Murray, 2015; Hubbard & Loos, 2013)
Four types of programs that increase student success

- Service-learning
- Learning communities and freshman interest groups
- Freshman orientation seminars
- Mentoring programs

(Bean & Eaton, 2001-2002)
TINTO: MODEL OF INSTITUTIONAL ACTION

Four conditions that foster success

- Clear and high expectations
- Academic, social, and financial support
- Frequent assessment and feedback
- Active engagement with faculty and other students

(Tinto, in Seidman, 2005)
KUH AND AAC&U: HIGH-IMPACT PRACTICES

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service learning, community-based learning
- Internships
- Capstone courses and projects

(Kuh, 2008)
ONE WAY TO LOOK AT IT

High-Impact Practices

- Special collections
- Diverse collections
- Embedded librarians
- On-site reference
- Librarian advisors
- Community programming
- Regular assessment
- Online support
- Librarian in class
- Library orientation
- IL assignment design
- Librarian-faculty assessment
- Selected reading lists
- Online learning modules
- IL assignment design
- Disciplinary resources
- Online learning modules
- Capstone
- Writing-intensive courses
- First-year seminars
- Service learning
- Learning communities
- Diversity/global learning
- Common experiences
- Internships
- In library
- Group consultations
- Collaborative assignments
- Undergraduate research
- Student peer mentoring
- Librarian mentors
- Regular assessment
- Study space
- Partner with career center
- MLIS graduate students
- Liaison librarian with cohort
- One campus, one book
- Global exhibits
- One way to look at it
We look for library factors

- Correlation between library instruction and student retention
- Relationships between library use and student retention or other measures of student success, such as GPA and persistence to graduation
- Alignment between library services and resources (both human and physical) and known high-impact educational practices
And we find faculty factors

- Correlation between faculty engagement with a librarian and student retention

Using Tinto’s model as a lens

- Faculty set high expectations for quality scholarly sources
- Faculty frame the library as a source of academic support
- Faculty assess and stress the importance of information literacy skills
- Faculty and students engage with the library and each other through scholarship
The library is active in many student success programs

- Bean & Eaton: Service-learning, learning communities and freshman interest groups, freshman orientation seminars, mentoring programs
- Tinto: Expectations, support, assessment, engagement
- Kuh: First-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/community-based learning, internships, capstone courses and projects
If student retention is correlated with library use AND with faculty engagement with the library AND with faculty who encourage student engagement with academic support services AND with student engagement with faculty AND with library-intensive high-impact practices such as undergraduate research, writing-intensive courses, and first-year experiences…
IMPLICATIONS FOR HIGHER EDUCATION

...is engagement with the library a high-impact practice?
IMPLICATIONS FOR HIGHER EDUCATION

High-Impact Practices

- First-year seminars
- Writing-intensive courses
- Engagement with the library
- Collaborative assignments
- Learning communities
- Common experiences
- Diversity/global learning
- Service learning
- Internships
- Undergraduate research
- Capstone
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