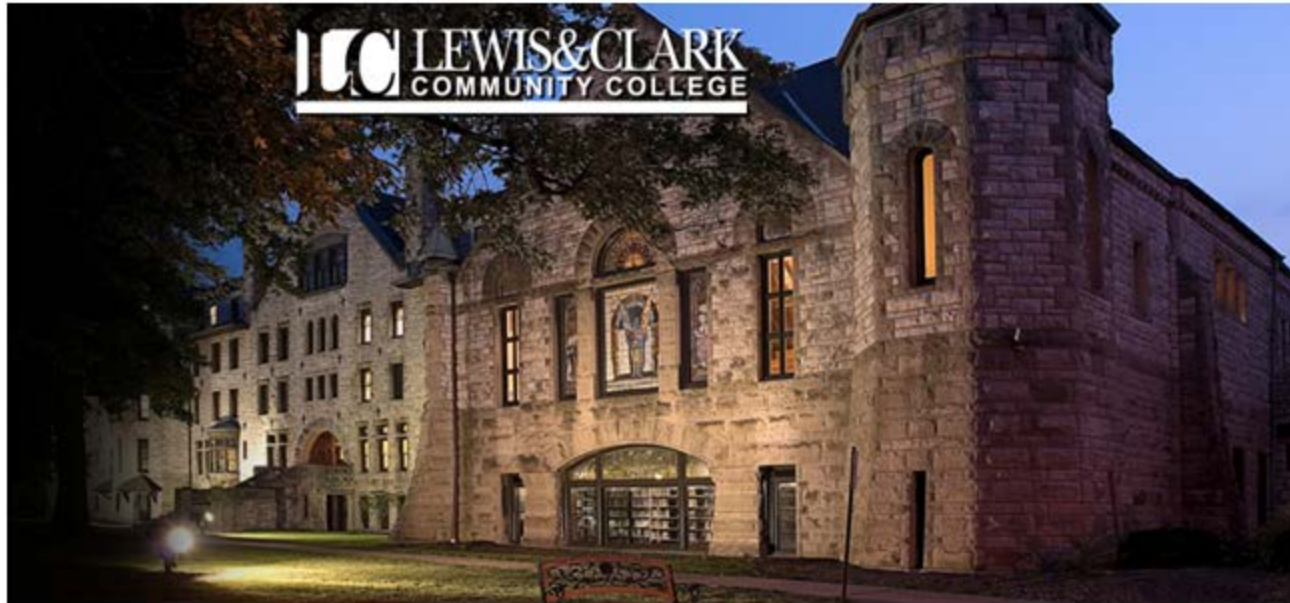


# WHERE COMPLACENT BRANDS GO



TOM  
FISH  
BURNS

Dennis Krieb -  
Director of Institutional Research and Library Services  
Lewis & Clark Community College



Reid Memorial Library – Lewis & Clark Community

- Southwestern Illinois, 20 miles from St. Louis
- Originally Monticello College founded in 1838
- Approximately 8500 students
- College district is a mix of rural and suburban counties
- Major feeder school for Southern Illinois University – Edwardsville

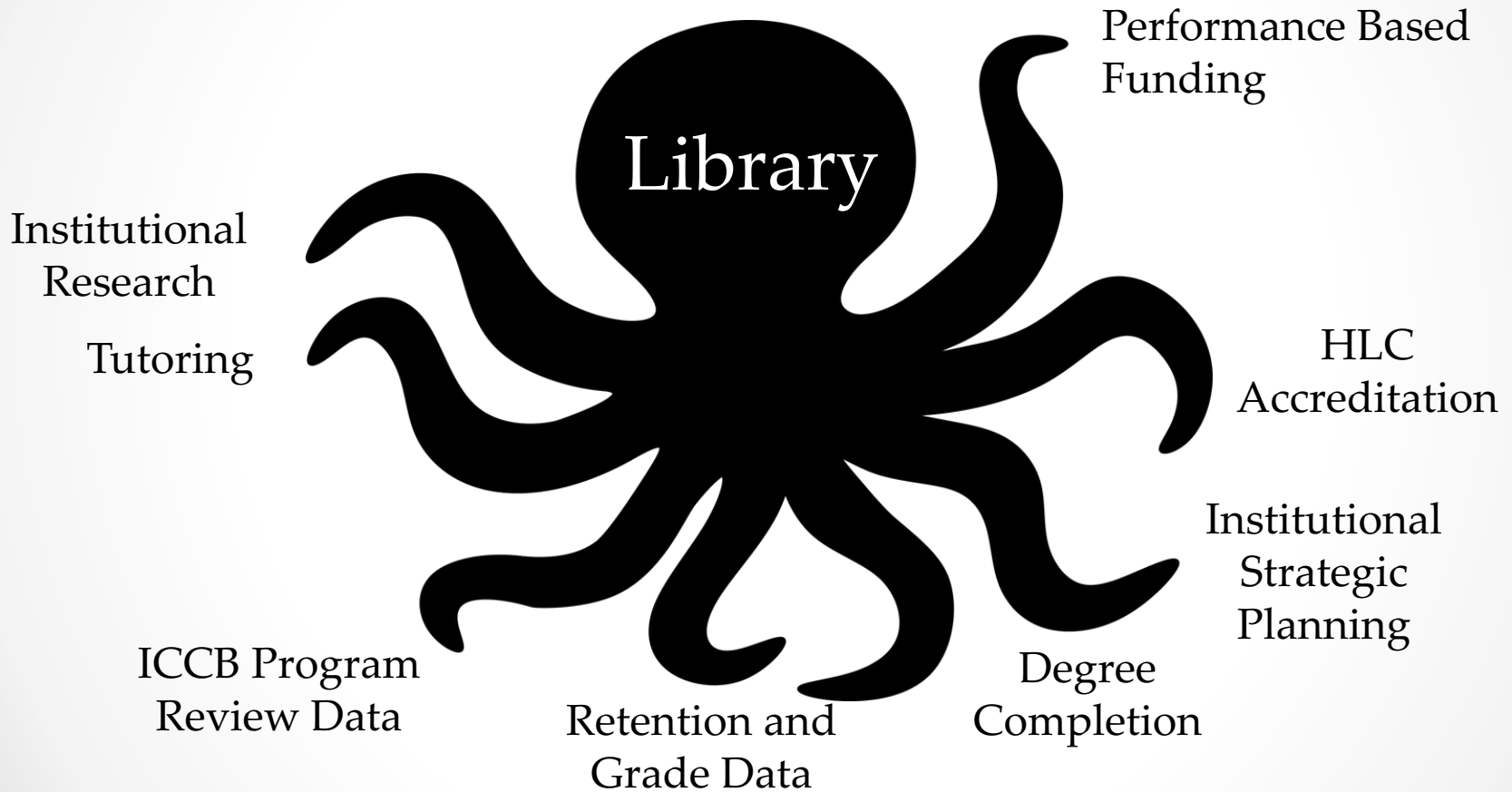


Of course our administrators, faculty, and students all know the **library** is a **Big Deal**.

Or do they?



**Reaching Out with Your Library Tentacles or:  
How to Make Your Library Indispensable in an Era of Data-Driven  
Decision Making and Evidence-Based Research Focused on Student  
Success and Other Assorted New Roles.**



*CARLI New Directors Institute*



Big data tsunami sweeping higher education.

In more than two-thirds of responding institutions (**69%**), **analytics was viewed as a major priority** for at least some departments, units, or programs; 28% reported that analytics is a major priority for the entire institution. **Only 6% reported that analytics is not a priority** or an interest.

*Analytics in Higher Education Benefits, Barriers, Progress, and Recommendations* - EDUCAUSE Center for Applied Research

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“Higher Education in Illinois Is Dying”  
*New York Times* – June 2016

Data is now the “Coin of the Realm”.

Campus departments and services are now **using analytics as evidence** to show their impact upon student success and retention in a era of fiscal uncertainty.



Unnamed and unprepared  
library director



Other campus departments and services with data

So, this is not a great time to  
sit at the budget table with  
**empty** data pockets.

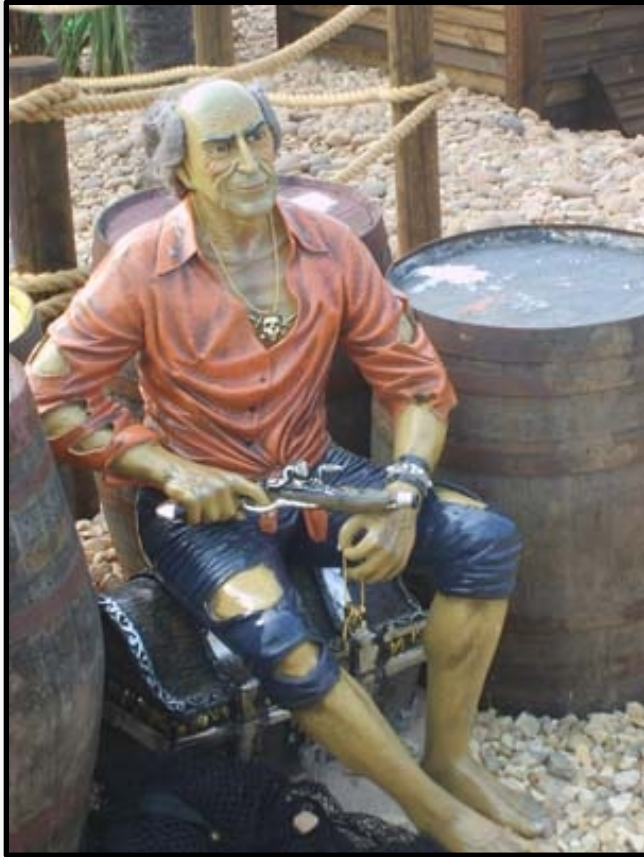


# But we have data about the library.

Circulation, gate, and reference counts, collection size, interlibrary loan requests,.... are all interesting but they don't connect the library to a **student's grades, retention, or completion.** At least not very well.



\$\$\$



As a library director, you are sitting on a **trove of data** that can be used as evidence to show the impact of your library upon student success and retention efforts.





If only library services could be linked at the student-level to look for any **correlational data** impact upon grades and retention.

# A few examples ...



- ICCB Performance Based Funding
- HLC Accreditation
- Strategic Planning
- Faculty Partnerships
- Institutional Research

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Celebrating 50 Years!

# Illinois Community College Board

## Performance Based Funding

Performance based funding was legislated by the Illinois General Assembly in June, 2012 with **Public Act 97-320**, which requires public higher education institutions to have a performance funding component in their budget annually.

- > **FY 2014 Performance Allocation Summary**
- > **Table 1: Degree and Certificate Completion of "At Risk" Students**
- > **Table 2: Degree and Certificate Completion**
- > **Table 3: Students who Transferred to a Four-year Institution**
- > **Table 4: Students who Transferred to a Two-year Institution**
- > **Table 5: Remedial and Adult Education Advancement**
- > **Table 6: Momentum Points – Student Advancement**

Yes, there is no budget now, but....





HIGHER LEARNING COMMISSION

# Open Pathways



2 Parts

10 Year  
Process

Assurance  
Argument

Quality Initiative

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## Assurance Argument

### Core Component 4.C

- The institution has defined goals for **student retention, persistence, and completion** that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
- The institution **collects and analyzes information on student retention, persistence, and completion** of its programs.
- The **institution uses information on student retention, persistence, and completion** of programs to make improvements as warranted by the data.
- The institution's processes and methodologies for **collecting and analyzing information on student retention, persistence, and completion** of programs reflect good practice.

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## Quality Initiative

Institutions design and undertake a Quality Initiative project. HLC peer reviewers approve an initial project proposal, as well as a report on the outcomes of the project.

## Persistence and Completion Academy

The Persistence and Completion Academy is designed for institutions wishing to build institutional capacity for the improvement of **student persistence and completion**. The Academy offers a structured program that aims to help institutions, with the guidance of a dedicated mentor, establish clear goals and strategies for specific student population groups and implement initiatives to support attainment of those goals. Participating institutions also learn how to **collect and analyze data** to identify patterns that lead to **data-informed decisions**.

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# Finding a Theoretical Framework for the Library's Impact Upon Student Success and Retention

“Student characteristics and **interactions** with social and **academic environments** are determinants of **educational goals and retention.**”



Vincent Tinto  
“Retention Rock Star”



The Library as a Retention “Hook”

“Based on evidence from studies by Bolt and Ferguson, previously mentioned, there is clear evidence that **library instruction** courses can improve student persistence, grades, and overall academic achievement.”

“**Library personnel** need to understand their critical role in fostering a welcoming environment that facilitates student success and improves institutional retention.”

*Academic Success: How Library Services Make a Difference - Ying Zhong and Johanna Alexander*

Working from the research of others, it is time to **reach out to your IR office** to discuss how your library can begin creating its own evidence.

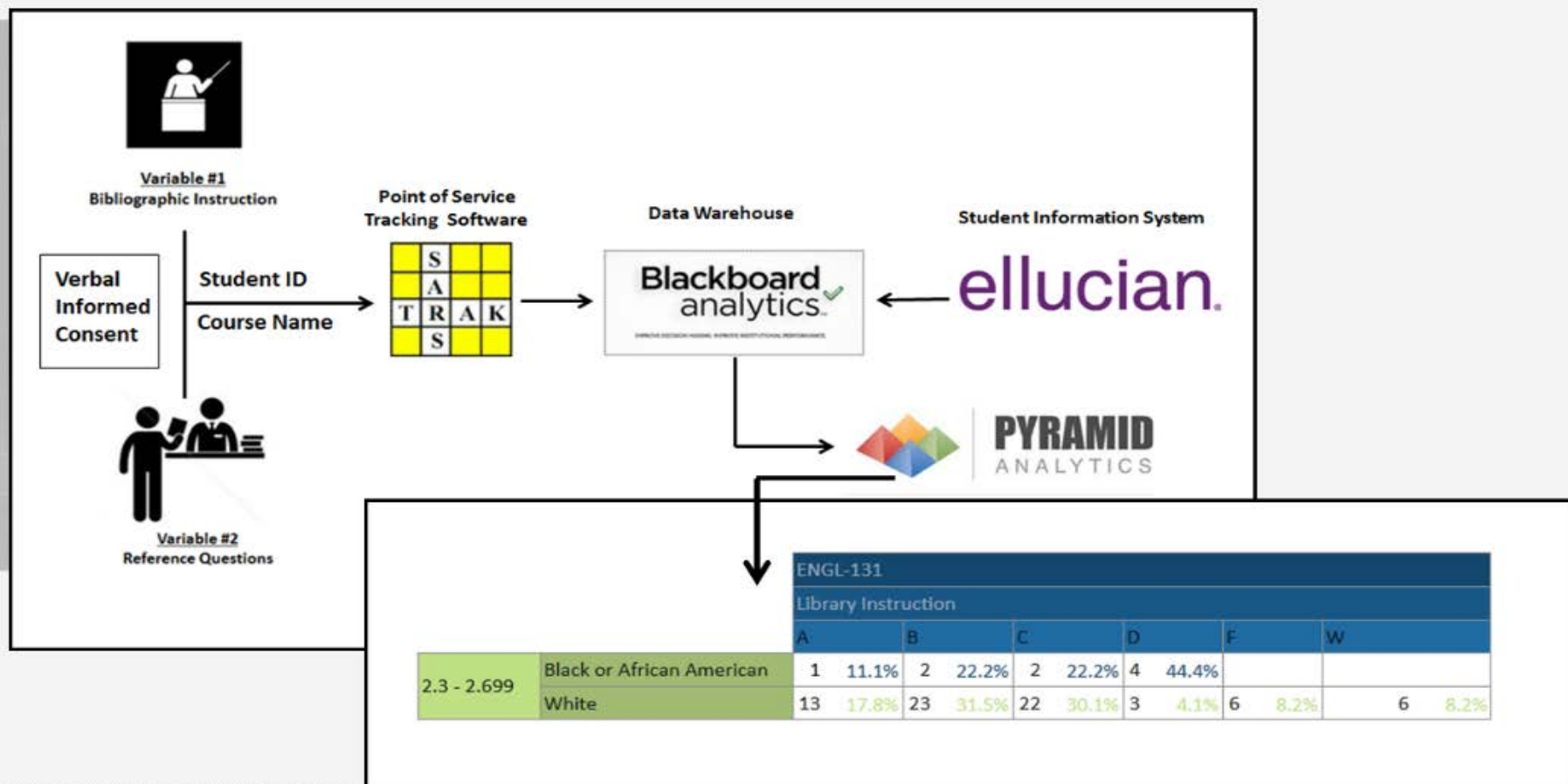
Ideally this evidence will eventually become **student-level**, connecting a student's interaction with a service or **librarian to grades, retention, and completion.**





Linking the impact of your library to student success and retention.

## Technology Infrastructure – Lewis & Clark Community College





Linking the impact of your library to student success and retention.

## Lewis & Clark's Correlational Data

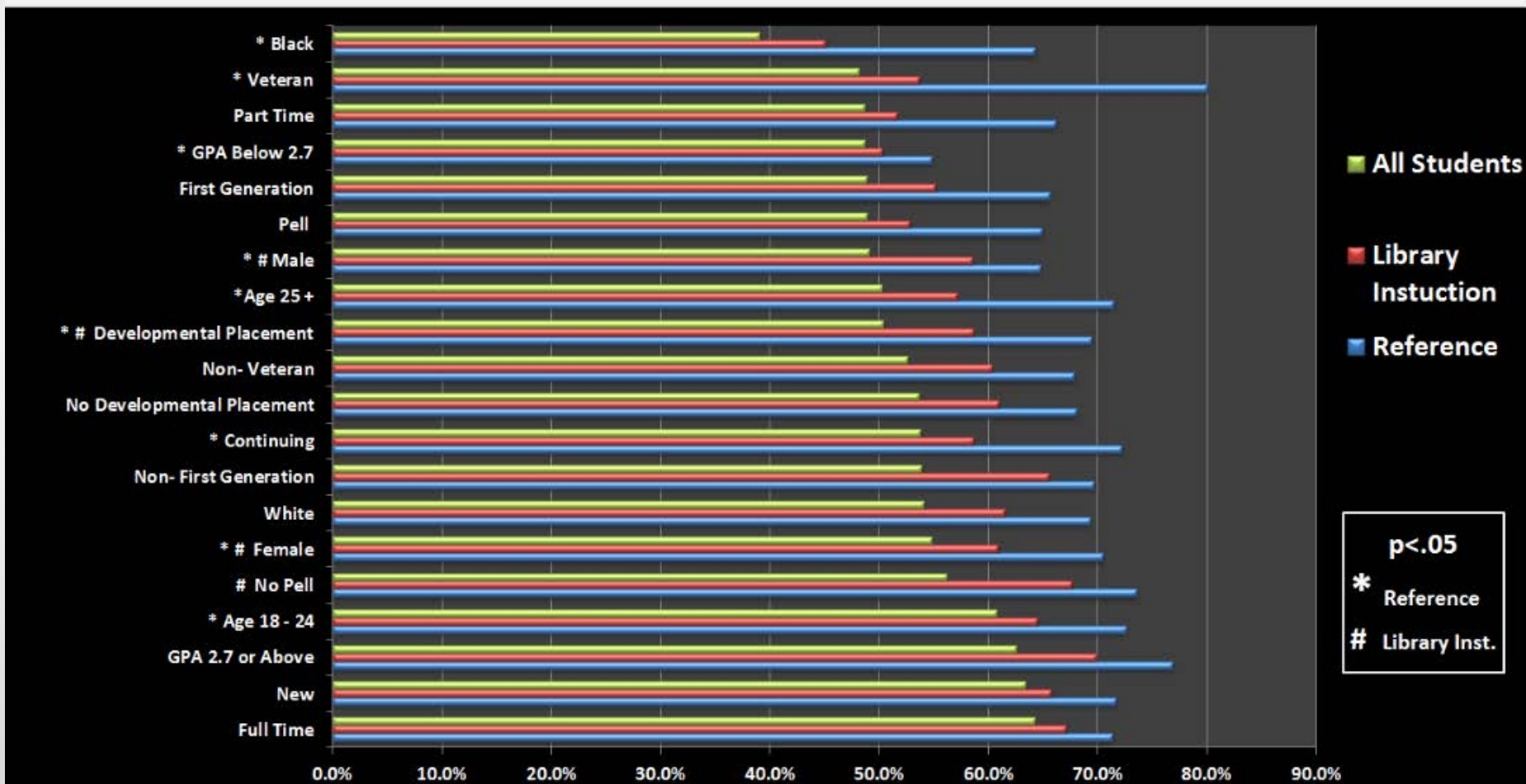
**Fall-to-Fall Retention**

	Reference	Library Class	All Students
2015	69.9% (n=103)	61.0% (n=534)	58.6% (n=3830)
2016	67.2% (n=64)	59.6% (n=389)	57.9% (n=3409)



Linking the impact of your library to student success and retention.

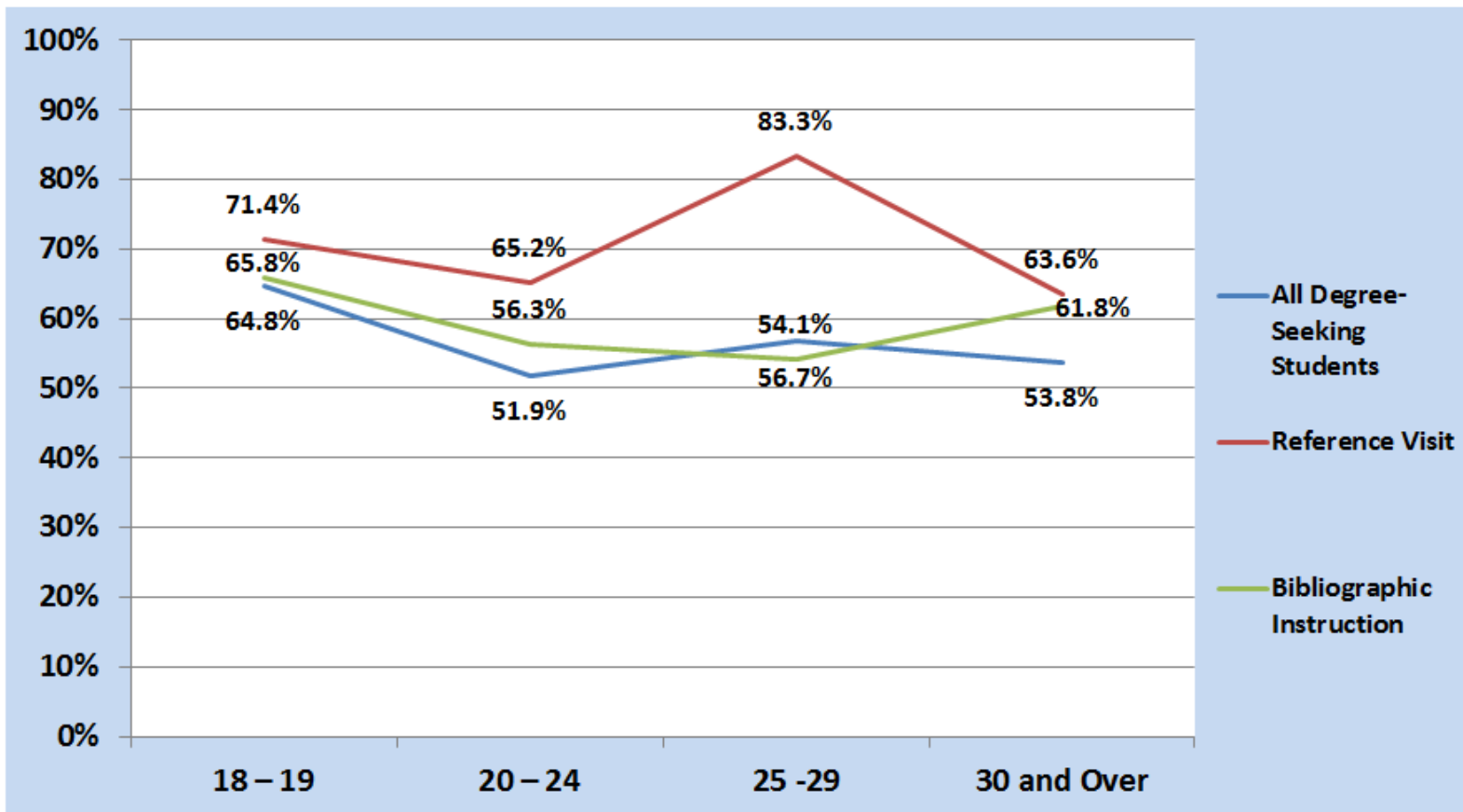
## Fall-to-Fall Retention 2014/15 & 2015/16





Linking the impact of your library to student success and retention.

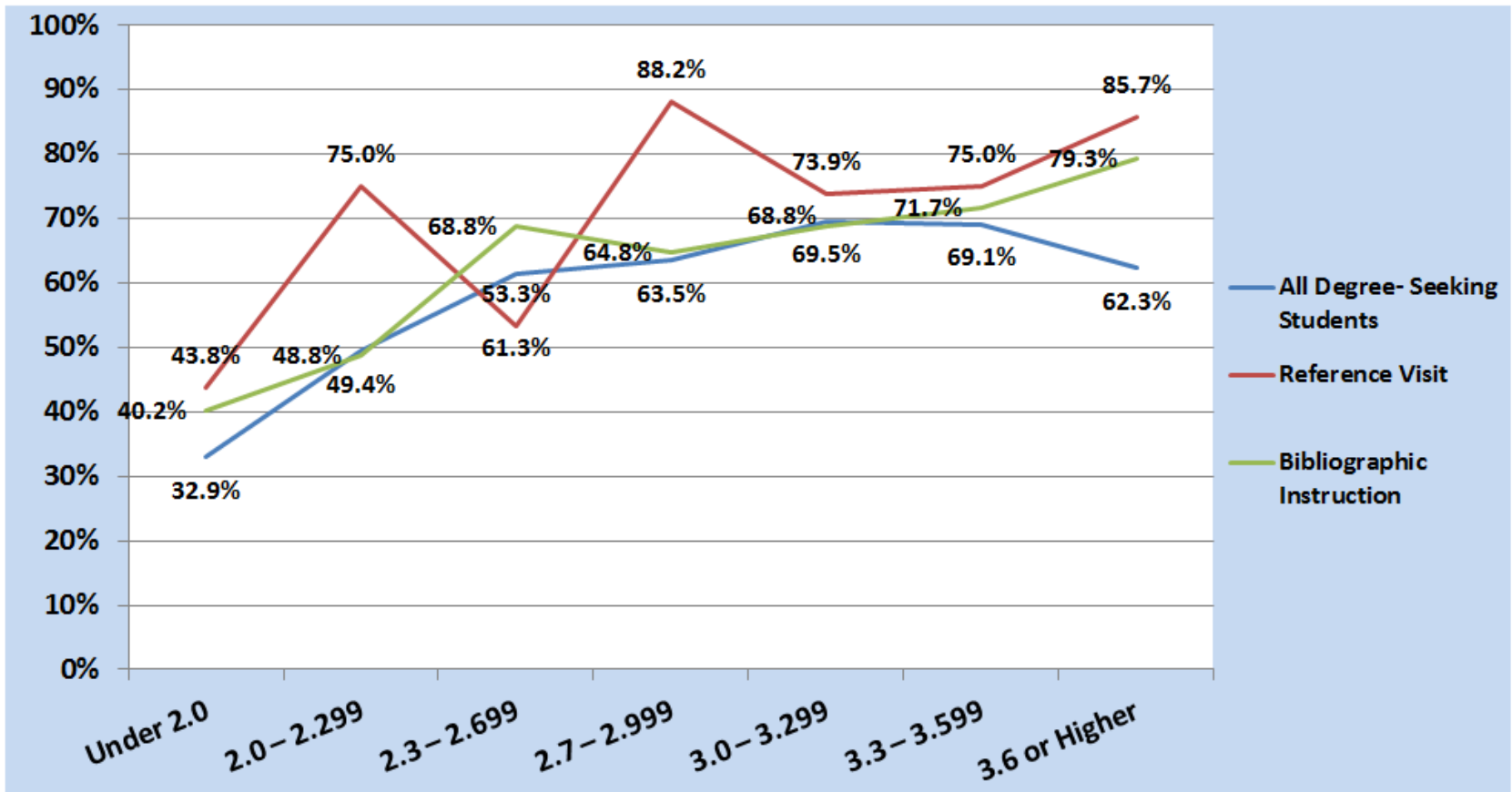
### Year-to-Year Retention at L&C by Student Age (Fall 2014 to Fall 2015)





Linking the impact of your library to student success and retention.

**Year-to-Year Retention at L&C by Cumulative GPA (Fall 2014 to Fall 2015)**

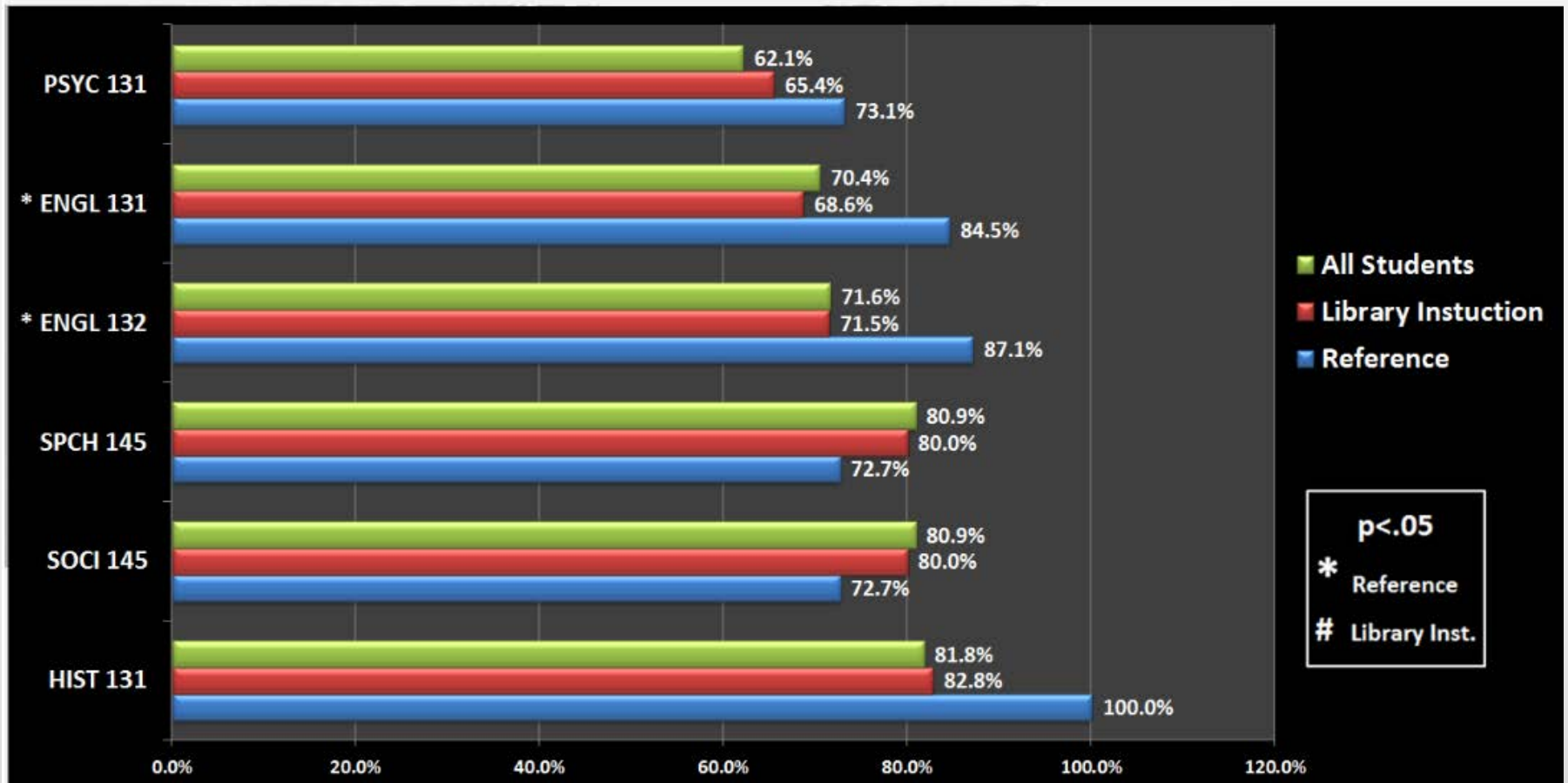






Linking the impact of your library to student success and retention.

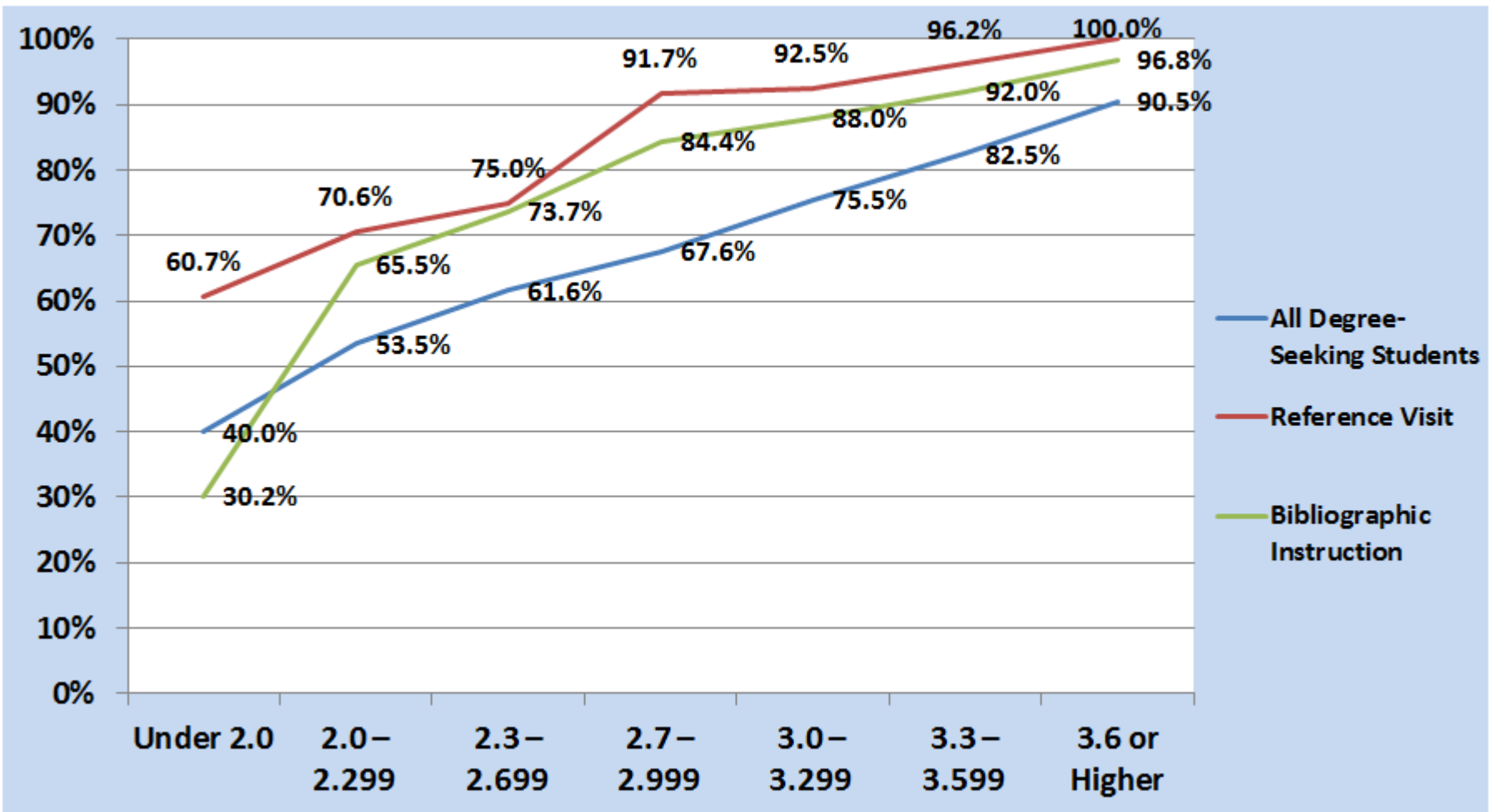
## Course Success (Grade of A,B, or C) 2014/15 & 2015/16





Linking the impact of your library to student success and retention.

## Course Success Rates (Grade of A, B, or C) by Cumulative GPA - Academic Year 2015

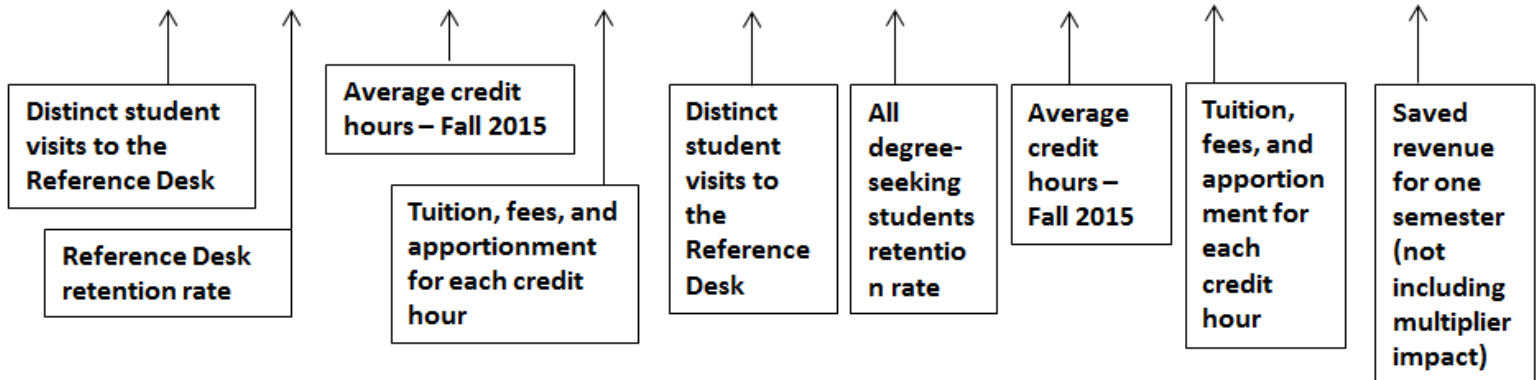


# SHOW ME THE MONEY

## Fiscal Impact of Reid Library Librarians in Fall 2014

- Reference Visit

$$\{(101 * 70.3\%) * (10.8 * \$152)\} - \{(101 * 57.2\%) * (10.8 * \$152)\} = \$21,340$$



- Bibliographic Instruction = \$32,832

- Total = \$54,172 per semester or \$108,344 per year.



# Informed Consent

Before adding Student IDs for tracking we do an Informed Consent. We ask the student for which class their reference question or library instruction was associated with, and inform them that their data will be aggregated and secured in the same way all student data is within Institutional Research. We do not track or record any information received as part of the reference interview.

Since 2014, 2560 students have given consent to track their reference visit or attendance in a library instruction class.

No student has declined.



We do not track item-level or conversation-level data



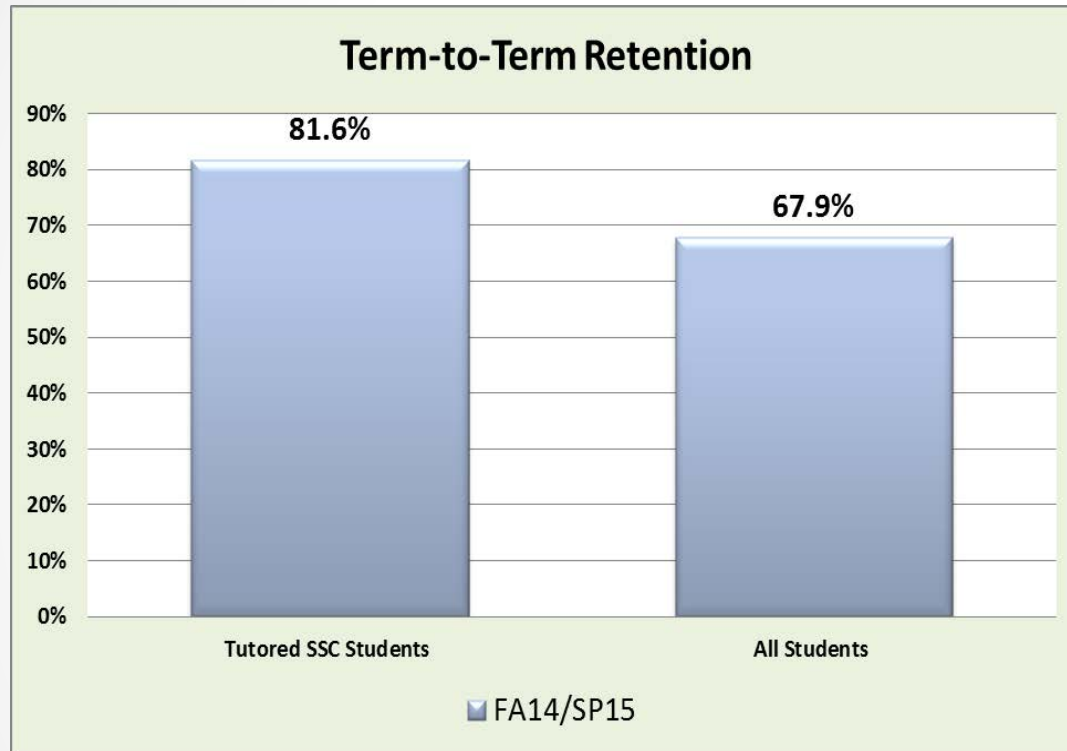
**Academic libraries** and **tutoring** are a natural fit.

Library directors, when possible, should seek to champion tutoring services and offer them as an extension of the library.

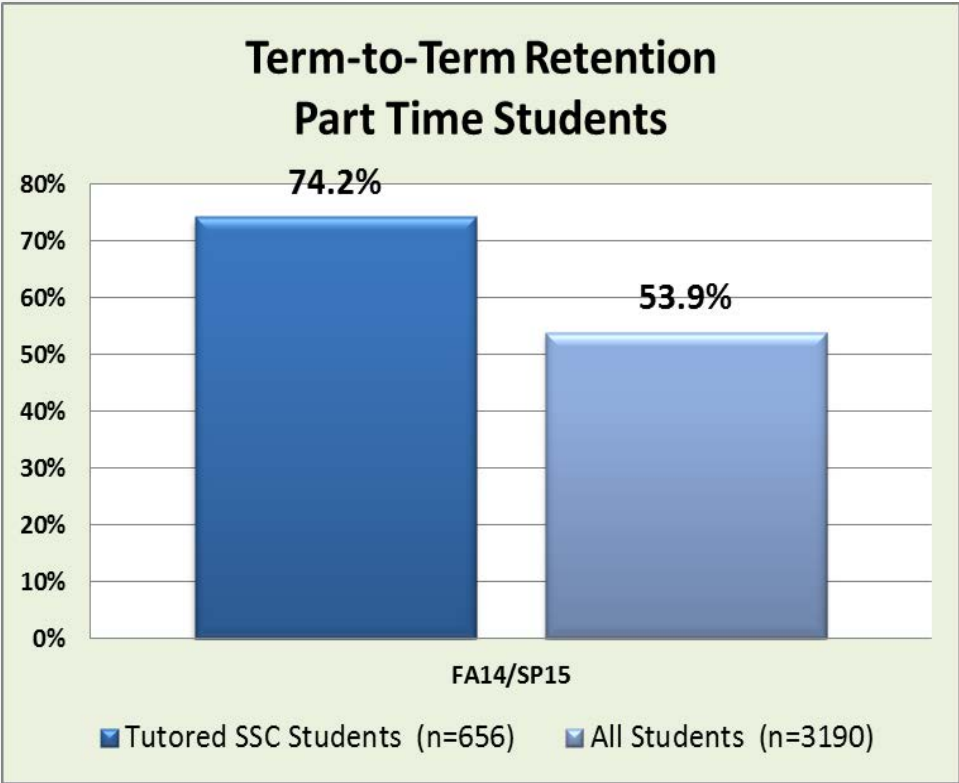


# More Data...

## Tutoring Data at Lewis & Clark CC



# Tutoring Data at Lewis & Clark CC



# SHOW ME THE MONEY



## Tutoring Data at Lewis & Clark CC

Table 1: Term to Term Persistence by SSC Visits

Terms	SCC Visit		No SSC Visit		Saved Headcount	Average Credit Hours Taken	Tuition/ Fees per Credit Hour	Apport per Credit Hour	Saved Revenue
	Headcount	Retention %	Headcount	Retention %					
Spring 13 to Fall 13	1386	70.9%	3797	55.6%	212	9.7	\$118	\$31	\$306,403
Fall 13 to Spring 14	915	81.5%	4173	61.1%	187	9.1	\$118	\$31	\$253,553
Spring 14 to Fall 14	710	72.5%	4224	57.8%	104	7.8	\$121	\$31	\$123,302
Fall 14 to Spring 15	1295	81.6%	4671	67.9%	178	7.5	\$121	\$31	\$202,920





# Making Your Play as an Institutional Partner in Student Success and Strategic Planning



You want data???

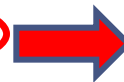
I got data.

**L&C MISSION STATEMENT, PURPOSES, AND STRATEGIC PLANNING DOCUMENT 2017 – 2022**

**Strategic Goals**

1. Improve student academic success as measured by key success indicators
2. Improve institutional quality and effectiveness of everything we do
3. Improve the program review process to improve program completions
4. Increase the level of public engagement to drive quality-of-life, civic, economic and other improvements\*
5. Conduct and expand research that is published, presented, and/or results in applied funding

\*This Strategic Goal is lead by the College President and will include emerging projects. At present, the Mannie Jackson Center for the Humanities serves as an emerging project.



**L&C MISSION STATEMENT, PURPOSES, AND STRATEGIC PLANNING DOCUMENT 2017 – 2022**

Strategic Projects & Initiatives	Strategic Goals
<p>To increase student retention (persistence) defined as entering college students remain, re-enroll and continue their education (Jill Lane)</p> <ol style="list-style-type: none"> <li>1. Enroll the majority of students needing remediation in gateway courses, including English and mathematics, with appropriate support – corequisite remediation, integrated basic skills, paired English/reading.</li> <li>2. Use emergency loan funds to keep Pell grant recipients enrolled with textbooks.</li> <li>3. Increase student gateway course success (grades of A, B, or C).</li> </ol>	<p>Improve the program review process to improve program completions (3)</p> <p>Public Engagement and Service Leadership: Increase the level of public engagement to drive quality-of-life, civic, and other improvements (4)</p> <p>Student Academic Success: Improve student success as measured by key success indicators (1)</p>

# Integrating the Library within Institutional Strategic Planning

# Integrating the Library within Strategic Planning



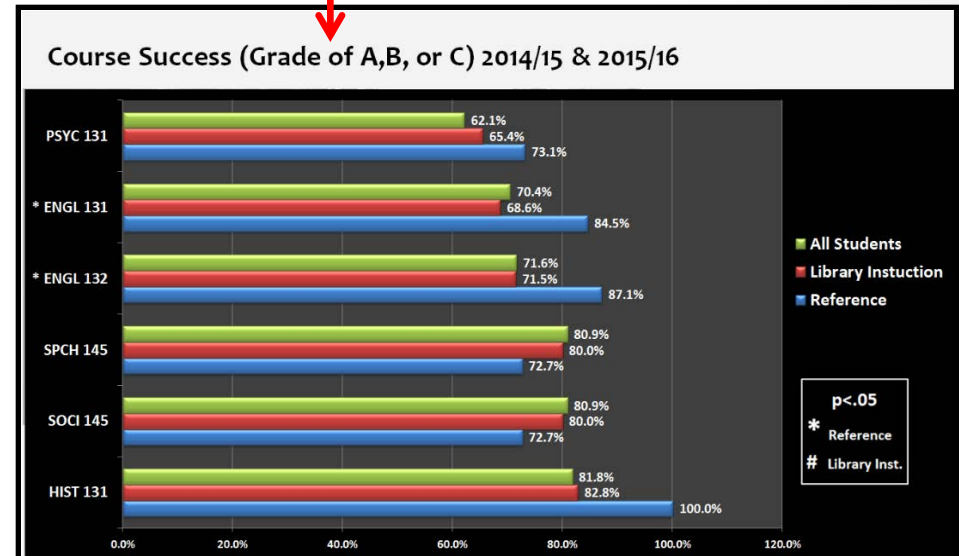
## L&C MISSION STATEMENT, PURPOSES, AND STRATEGIC PLANNING DOCUMENT 2017 – 2022

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## Lewis & Clark's Correlational Data

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# Assurance Argument

Library retention and course success data as **evidence** in the HLC Assurance Argument

## Evidence File

Historical files from HLC as well as Federal Compliance (and other) forms are uploaded 6 months prior to the review date. The institution will gain access to those materials at that time.

### [URL Sources](#)

Create folders and upload files below for referencing throughout the accreditation standards. Maximum file size is 50MB. Split up files larger than 50MB and upload separately.

View Activity

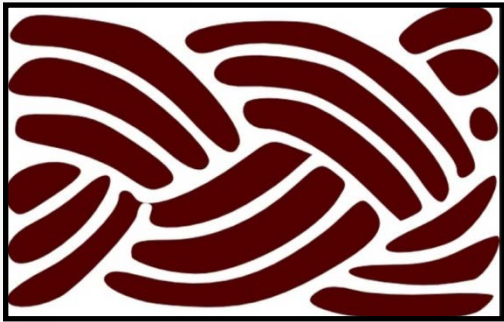
File browser interface showing folders and files for upload. The 'Library' folder is highlighted in the file list.





HIGHER LEARNING COMMISSION

## Quality Initiative



Weaving the library within  
the HLC Quality Initiative

“As a participant in the HLC Persistence and Completion Academy we hope to discover how our student services such as tutoring, advising and the **library** can be better leveraged to improve **student success, retention, and completion...**”

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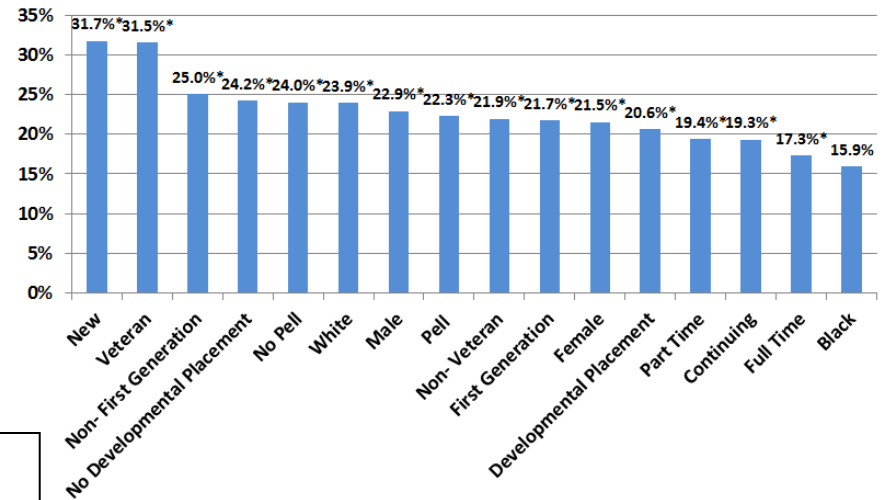


Using the data to strengthen partnerships with faculty.



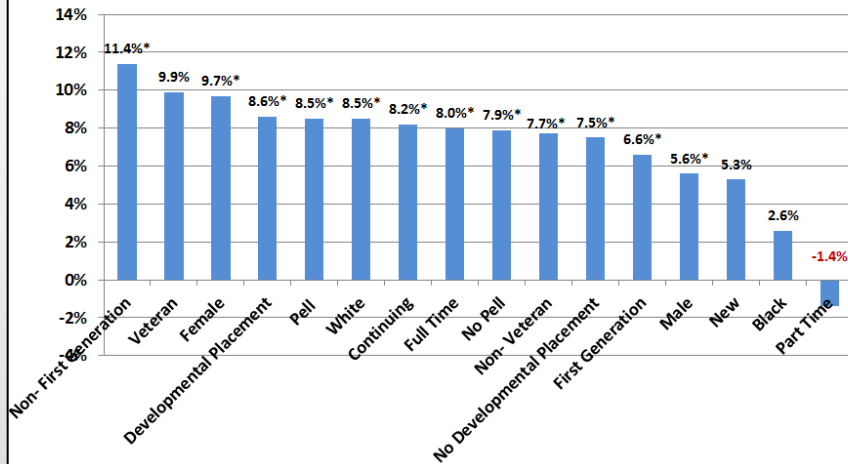
Course Success Rates (Grade of A, B, or C) - Academic Year 2015

Difference in Course Success  
Reference Visit



Course Success Rates (Grade of A, B, or C) - Academic Year 2015

Difference in Course Success  
Bibliographic Instruction



## Census, Occupational, and Labor Market Data

- **Institutional Research**
  - Economic impact studies
  - Data books
  - Program review
- **Program Coordinators, Deans, and VPAAAs**
  - Program review process
- **Marketing and Media Services**
  - Quick facts, brochures,...
- **Placement Office**
  - Employment information, resume writing,...

## Steward of Institutional Documents

- **HLC Assurance Argument Evidence**
  - Index/keyword searchable



## Other Strategies for Creating an “Indispensable” Library

### Incorporating Student Services within the Library

- **Tutoring**
  - Students love the “one-stop” convenience.





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## A Few Final Thoughts



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- **Leave Your Office**
  - Create new partnerships with the CIO, Director of Institutional Research, Director of Tutoring Services, Faculty, Vice President for Academic Affairs/Provost...
- **Embrace Your Data**
  - You (director) are sitting on a trove of data that your administrators have likely never considered (but could really use).
- **Offer Your Data**
  - Accreditation agencies want evidence supporting course success, retention and completion. This is your ticket to a seat at the strategic planning table.
- **Offer Your Space**
  - Students success services such as tutoring are a natural fit with the library. Look for opportunities to host these services (space permitting) in your library. Then begin tracking their impact with library services.
- **Correlation Not Causation**
  - Important: Correlation is not causation.
- **Student Privacy**
  - Use a verbal consent (when possible). **Always “scrub” and aggregate** all personally identifiable information. There is no reason to collect item-level or conversation-level data.



# Thank You

Dennis Krieb

CARLI New Directors Institute

