

Section Header	Description
Institution Name	Illinois Institute of Technology (Illinois Tech), Paul V. Galvin Library
Institution Characteristics	<p>Illinois Tech is a comprehensive, technology-focused research institution offering Bachelor's, Master's, Juris Doctor, Doctor of the Science of Law, and Doctor of Philosophy degrees. FTE was 6,566 for fall 2019, with a majority in graduate programs.</p> <p>Paul V. Galvin Library is the main campus library, serving all Illinois Tech patrons. Including Library Administration, the current fulltime staff of Galvin Library is 22. Galvin Library employs 35-45 student workers each semester.</p>
CARLI Counts Participant Name + Job Title	Kimberly Shotick, Assistant Dean for Outreach and User Services
Project Name/Title	Library Work: Student Success and Student Employment in the Library
Single Sentence Abstract	Paul V. Galvin Library explored the relationship between student employment in the library and student success and found there to be some evidence that working in the library may positively impact student success.
Motivation(s) for Project	Paul V. Galvin Library has a large student worker population performing a number of supportive roles from working at the circulation desk to providing staff with technology support. Student workers are exposed to library services, spaces, and collections more intimately than the rest of the student population. Evidence that this increased exposure improves student success outcomes can be used as an advocacy tool for library exposure initiatives and for protecting (or increasing) the library student worker budget. Library student worker budgets are stretched thinner as the Chicago minimum wage approaches \$15 per hour. Even flat

	<p>budgets offer decreased student worker hours as wages increase. Simultaneously, services and hours have increased at Galvin Library. These functions are largely supported by student workers.</p> <p>Therefore, the motivations for this inquiry are three-fold: 1) to investigate the academic success of our students in order to improve the internal programs and support we offer them, 2) to advocate for our ability to keep students working in the library, and 3) to advocate for initiatives that increase students' exposure to the library.</p>
Partners and Stakeholders	<p>Student Employment Office, Financial Aid, Career Services, Student Affairs, and the Student Success Committee are stakeholders in this exploratory study. The Office of Institutional Information was a partner in obtaining the data.</p>
Inquiry Question	<p>Is there evidence that students' employment with the library contributes to their success, as measured by greater GPA, persistence, and retention compared to the general population?</p>
Study Participants/Population	<p>Historical de-identified data of student workers who were eligible for Pell Grants and/or Map grants was compared with de-identified data from library students workers who were eligible for Pell Grants and/or Map and worked during the same time period, FY 2012 and FY 2013. Data collected included:</p> <ul style="list-style-type: none"> -Cumulative GPA - 6 year graduation rate - 1st to 2nd year retention rate - 1st to 2nd year persistence rate - IPEDS race category - Gender
Method(s) of Data Collection and Analysis	<p>The information was requested from the Office of Institutional Information. Analysis is ongoing.</p>

<p>Findings</p>	<p>Although the analysis of the data is not yet complete, initial findings show that the average cumulative GPAs of library student workers who were eligible for Pell and/or Map grants was .21 GPA point higher than the total pool of Pell and/or Map grant eligible students. Further, 100% of library student workers were retained whereas 89% of the total pool of Pell and/or Map grant eligible students were retained during the period studied.</p> <p>Although not part of the initial inquiry, it is noted that significantly larger proportion of ethnic minority students worked in the library (58%) compared to the overall student population (41%).</p>
<p>Use of Findings</p>	<p>The results from this exploratory study will be shared with the Provost, Student Success Committee, and Student Affairs in order to inform opportunities for further research and to advocate for initiatives that promote student exposure to the library, across the whole student body, in order increase retention efforts and overall student success.</p> <p>Intentional programming around library worker student success will be informed by future research on this topic. By further exploring the features that help our student workers thrive (as well as those that may hinder their success), we can implement changes to our training and development for the benefit of all.</p> <p>Finally, additional insights into the diversity of our student workers will further our conversations and staff development around diversity, equity, and inclusion.</p>
<p>Next Steps and Other Results</p>	<p>After additional analysis of the data is complete, additional research methods, such as surveys and interviews, might be necessary</p>

	to learn more from the students about the impact of working in the library and barrier to success. Additional analysis methods such as ANOVA, will be applied to the existing data for further analysis and to inform future research.
Additional Reflections	There are a number of factors that could have played a role in the higher GPAs' of library student workers. While this study does not claim causation, it warrants further investigation.
Timeline	Formulated project, summer 2019; completed IRB, fall 2019; requested data, fall 2019; received data, spring 2020.
Bibliography/Works Cited	<p>Logan, F. (2012). Student workers: Essential partners in the twenty-first century academic library. <i>Public Services Quarterly</i>, 8(4), 316-325.</p> <p>Martinez, E. F., Bilges, D. C., Shabazz, S. T., Miller, R., & Morote, E. S. (2012). To work or not to work: Student employment, resiliency, and institutional engagement of low-income, first-generation college students. <i>Journal of Student Financial Aid</i>, 42(1), 3.</p>
Appendices	NA