

Section Header	Description
Institution Name	Rend Lake College
Institution Characteristics	Rend Lake College is a small public community college, in southern Illinois, was founded in 1955 as Mt. Vernon Community College and officially became Rend Lake College when it was organized December 20, 1966. With more than 100 degree and certificate programs degrees and certificates, Rend Lake College students have a wide range of opportunities at their disposal. Rend Lake College has been honoured six times as a top 150 college by the Aspen Institute. In addition, Rend Lake College has maintained the number one spot as the best community college in Illinois for a fourth straight year, based on an independent study by financial website WalletHub. The ranking is based on 17 key factors, ranging from cost and finances to educational and career outcomes.
CARLI Counts Participant Name + Job Title	Beth Mandrell Reference Librarian
Project Name/Title	Effect of Library Use on Student Success
Single Sentence Abstract	There is greater student success with students who have early (within first semester) research instruction and use of library resources and services.
Motivation(s) for Project	The purpose of this project is to demonstrate the impact the LRC has on student success, retention, and possibly completion. While it is difficult to prove because of not being able to get a true correlation of how that impact takes place, I feel that it is important to show our stakeholders the LRC's value and place in supporting the student success process.
Partners and Stakeholders	<p>The staff members that played an important part in this study were:</p> <ul style="list-style-type: none"> Associate Vice President of Career Technical Education, who is also the director of the Learning Resource Center (LRC), encouraged participation in the CARLI Counts and support in the gathering of information for the project. Institutional Research department who provided GPA and retention statistics FYE Director who provided retention statistics and qualitative information from ORIE 1101 Director of CTE Student Success who provided statistics for retention and completion for the Work Ethics Leadership class.

	<p>Director of Instructional Design & Assessment who provided input about assessment for the project statistics.</p> <p>Accreditation & Compliance Specialist provided input about how the project could be used as HLC evidence.</p>
Inquiry Question	Does the 1 st semester use of library resources, library instruction sessions, and library staff interactions have an impact on college students' grades and retention and therefore their completion?
Study Participants/Population	<p>All of the listed courses are ones in which the students have contact with the Learning Resource Center during their first semester through research instruction, a library assignment, or written paper requiring scholarly resources except for Leadership 1101 which is mandatory for students completing certificate programs. These students are not required to complete ORIE 1101.</p> <p>FY 2019 Students enrolled in : English 1101 & 1102 ORIE 1101 – Fall 2018 & 2019 Dual Credit English 1101 – High School</p>
Method(s) of Data Collection and Analysis	<p>An IRB was not required for data obtained from IR (Institutional Research)</p> <p>An evaluation form was used at the research instruction sessions (included in the appendices)</p> <p>The RLC Student Survey is administered each spring.</p> <p>The grades data was taken from the RLC Dashboard (example in appendices) which all RLC staff members have access to.</p> <p>Retention stats were provided by IR (Institutional Research) and the Director of First Year Experience.</p> <p>No specific tool was used to analyze the statistics.</p> <p>Stats used was from 2018-2019 unless otherwise noted.</p>
Findings	<p>Our library does play an active role in supporting the curriculum, student learning through library resources and services, and is a supportive member in campus life.</p> <p>While we know there is an impact because of the student reaction that we see while providing service, we feel that the impact on retention is hard to prove. From the start of the ORIE 1101 class, the library has been actively involved</p>

with a library assignment completed in the classroom and in the physical library.

Quantitative Data: Retention

The retention rate of RLC students has risen and held steady at 65% full time, 50% part-time for the last 3-4 years after ORIE 1101 became a mandatory graduation requirement for students completing degree programs and for part-time students. The Orientation class includes lessons in Financial Aid, Support Services, Library Use, GPA, etc. that help the students navigate their journey through RLC courses and support their academic success.

Leadership 1101

This class was included in the study to see if there was a retention difference these students who are seeking certificates. They do not have to complete ORIE 1101 to graduate. There was a 55% retention/completion rate for students in this course which has no requirement for them to use the library compared to the 65% overall retention of degree seeking students.

Qualitative Data: Grades

There seems to be an impact in grades when students have completed library instruction or had research help provided by a librarian. In the English 1102 classes there was a 5% increase in those students making B or above grades after students would have completed Library Week in ORIE 1101 and English 1101 during which they would receive research instruction. There was 2% decrease in those students who failed the English 1102 than English 1101.

Dual Credit English 1101 – Fall 2019

Research instruction sessions are held at the high schools where dual credit English is offered. There was not a substantial change in grades from English 1101 to English 1102 with this group. The students were retained from semester to semester at 90% retention.

Additionally, the gate count rose by 555 people from Fall 18 to Fall 2019 indicating that more students are coming into the library.

	<p>Qualitative Data: According to the 2019 Learning Resource Center student survey, 62% of the 209 students who responded said that the resources and assistance available in the library helped them reach their academic goals. The remaining 28% responded that they did not use the library resources.</p> <p>According to the fall 2019 ORIE 1101 library survey, the students were asked what was the most important thing they learned during Library Week and why? Here is a sample of some of the remarks:</p> <ul style="list-style-type: none">• I learned skills that I will use to complete future assignments/research• I learned about key aspects of finding reliable resources• I learned the beginning steps of research• The library makes research a whole lot easier• I can find reliable information in a more organized way <p>Anecdotal Data: According to the Director of FYE, when students were asked about the three most important things they learned during ORIE 1101, “90% of them said that learning about the library was one of the most important lessons for them.”</p>
Use of Findings	<p>Through the findings of this study, the library has become a part of the assessment initiative that is campus wide. It has given the Learning Resource Center an opportunity to provide input in curriculum development in order to provide improved student support through resources and services. It has given an opportunity for all library staff members to be involved in some way when providing service to the students and therefore creating a more cohesive library staff team and better trained.</p> <p>It has provided an opportunity for the librarian to work with the Manager of the CTE Lab to provide popup workshops and individual help for student using that study space.</p>

<p>Next Steps and Other Results</p>	<p>We will continue to assess all LRC resources and services so we can continue to show our value in student success.</p> <p>We will work with the Writing Center and Career Technical Education lab to offer research workshops, especially at crucial times like end of semester papers and during major writing/research projects.</p> <p>An improvement of the student survey and research data collection instrument (Research Event Evaluation in appendix) will help us gather useful information in order to report to the Director of Instructional Design & Assessment for campus wide and co-curricular assessment.</p> <p>We will work more closely with Institutional Research to refine the library's data collection to include information that would help to show support of student success and retention.</p> <p>We will continue to report assessment studies to the Accreditation & Compliance Specialist for inclusion in HLC information where needed.</p> <p>The most important impact in participating in CARLI Counts is it has brought attention to the need of collecting and analyzing students' use of the library and how the library can use the stats to improve their materials and services.</p>
<p>Additional Reflections</p>	<p>Keeping improvement of the library's part in student learning success foremost in the project, will help guide any study done.</p> <p>One thing that should be considered is to know the kind of information you need before approaching those who will provide it. This would include the type of stats needed. It is much easier if you do not have to ask or clarify several times. Another bit of wisdom is to ask if the information you need is available so that you can access it yourself instead of asking others to find it for you.</p> <p>Resources/budget needs would definitely depend on what you are studying. If you intend to be a part of a program</p>

	like CARLI Counts, you would need to consider travel and per diem.
Timeline	<p>Identify major phases of the project and highlight key moments or milestones.</p> <ol style="list-style-type: none"> 1. Met with Associate Vice President of CTE and received permission to begin the study by requesting statistics from Institutional Research and Career Tech Education coordinator. Met with Director of Instructional Design and Assessment and HLC Coordinator and received input on how the tool should be designed and how the study could be used. 3. Researched information from AiA projects and journal articles to get a better understanding of how a study should be conducted. 5. Analyzed the grades, retention and completion stats already collected from previous semesters. 6. Worked with the Director of Instructional Design & Assessment to improve the assessment tool. 7. Conducted more assessment with the fall 2019 ORIE 1101 classes. 8. Analyzed statistics from English 1101 & 1102, ORIE 1101 and Leadership classes. 9. Completed the study using the information that was collected.
Bibliography/Works Cited	<p>Through research, three articles were found that provided information about what other academic libraries have done for studies about the impact of libraries on student success.</p> <p>In an article published October 2018 in the C&RL News, Girton, McDonald and Viars said that their “collaborative effort [between the library and TRiO] to improve retention and increase student success emphasized the library’s role as a valuable and relevant student resource to the entire campus community.”</p> <p>Girton, Carrie; McDonald, Krista; VIARS, Jamie E.. Strengthening student support: Offering TRiO Student Support Services in the library. <i>College & Research Libraries News</i>, [S.l.], v. 79, n. 9, p. 482, oct. 2018. ISSN 2150-6698. Available at: https://crln.acrl.org/index.php/crlnews/article/view/1</p>

	<p>7371>. Date accessed: 02 Dec. 2019. doi: https://doi.org/10.5860/crln.79.9.482.</p> <p>The LeMaistre, Shi, and Thanki article, <i>Connecting Library Use to Student Success</i>, talks about using EZ Proxy stats to compare with student success data. This is something that would be helpful in future gathering of stats.</p> <p>LeMaistre, T., Shi, Q., & Thanki, S. (2018). Connecting library use to student success. <i>Portal: Libraries and the Academy</i>, 18(1), 117-140. doi:http://dx.doi.org/10.1353/pla.2018.0006</p> <p>Robin E. Miller mentions in the article, <i>Reference Consultations and Student Success Outcomes</i>, that students can become “overwhelmed” by the amount of information they have to wade through to find the type of articles that are often assigned for a project in their courses. They will often seek out librarians to help sort it out.</p> <p>Miller, R.E. (2018). Reference Consultations and Student Success Outcomes. <i>Reference & User Service Quarterly</i>, 58(1). 16-21. https://doi.org/10.5860/rusq.58.16836</p>
<p>Appendices</p>	<p>Research Instruction Session evaluations ORIE Evaluation RLC Course Dashboard Research Event Evaluation</p>