

Institution Name

Sauk Valley Community College

173 IL Route 2

Dixon, IL 61021

Institution Characteristics

Sauk Valley Community College is a rural community college with an FTE of 1878 students.

Sauk offer 51 associates degrees and 52 certificates. Sauk has 45 full time faculty, 61 adjunct

faculty and a student to faculty ration of 13/1. Within the library, Sauk employs one MLA

degreed librarian who is the Coordinator of Library Services and two full time library assistants

with additional help from two student work studies.

CARLI Counts Participant Name + Job Title

The CARLI Counts participant was Linda Jones Dhaese, Learning Commons Library

Coordinator who possesses an MA degree in Library and Information Studies from the

University of Wisconsin, Madison.

Project Name/Title

Part of Orange Team – Group Project – “Tweetable Tidbits” poster

Individual Project:

Does offering a specifically created library presentation in ENG 103 lead to future increased success (higher gpa) in writing intensive classes, ie: psychology, sociology, or history when students take them the following semester?

Single Sentence Abstract

Sauk Library conducted investigation into the hypothesis that students who experience a library presentation created specifically for their ENG 103 class will perform better in future Psychology, History, or Sociology classes and found promising results for Sociology and History even though the sample sizes were too small to be statistically significant.

Motivation for Project

Current qualitative measures cannot really correlate our library services and resources to student success, but Library superstar, Megan Oakleaf suggests the need for demonstrating just that with data. She says that “librarians can investigate the correlations between student library interactions and their gpa to show impact on student achievement” (Oakleaf 7). There are many more ways to show impact as well.

Specifically, at Sauk Community College, identifying data that demonstrate advances toward greater academic success, increased student persistence, improved student retention, and or increased student momentum is of most significance. These follow along with Sauk’s second strategic goal of increasing academic achievement along these lines: 2.4 Improve student persistence (passing grades) in college-level face to face courses - 2.6 Improve semester to semester retention rates.

Originally, this study was attempting to correlate library presentations and services with greater completion of semester hours as in the study from The Greater Western Library Alliance in 2017, which found an increase in student momentum of 1.6 semester hours after library involvement (Blake et al. 13). Sauk did not have enough manpower to construct and analyze this amount of data, so the study changed to hypothesizing increased gpa for future writing intensive courses following a specifically created library presentation in second semester English (ENG 103). In 2018, Dennis Krieb's research showed a "modest positive impact" but "not statistically significant impact" on student grades after experiencing a library presentation (Krieb, 10). This study was hoping to show a significant impact on student grades after having a library presentation.

Partners and Stakeholders

CARLI - everyone

CARLI Counts – grant funded program from IMLS

CARLI Counts Mentors – Amy Glass and Dennis Krieb

CARLI Counts Orange Team – (Jasmine Cieszynski, Kathy Clark, Tim Lockman, Frances Whaley) – support and ideas

Cyndi Starr – Sauk Library Circulation Assistant – help with Sauk students

Dr. Steve Nunez, Vice President of Academics and Student Services – offered advice and future direction

Jane Verbout – Learning Commons Tutoring Coordinator – offered support

Jennifer Patterson – Sauk Library Technical Services Assistant – help with Sauk students

Joe Strabala-Bright – Director of Institutional Planning and Research – IRB approval

Lisa Peck – Director of Americorps – offered support

Michelle Barkley, Dean of General Education & Transfer Programs – offered support

Ruth Montino – Sauk English Professor

Sauk IS – assistance with Who's Next software, advice on excel spreadsheet

Sauk Valley Community College Faculty and Staff -stakeholders

Sauk Valley Community College Students - stakeholders

Tony Boone- created reports

Inquiry Question

Will an ENG 103 library presentation correlate to higher student GPA for their next semester writing intensive classes; ie. Psychology, History, or Sociology?

Study Participants/Population

Participants of the study were Sauk students who had completed ENG 103 in Fall 2018 and were enrolled in a Psychology, History, or Sociology class the following Spring 2019 semester.

Specifically, 9 students who experienced a specifically created ENG 103 library presentation took Psychology, History, or Sociology and 21 students who did not experience the specifically

created library presentation took Psychology, History, or Sociology. Also, every student had one general library presentation during the First Year Experience class.

Method of Data Collection

Student ID data used for this research was collected from students who attended a library instruction class created specifically for ENG 103. After giving informed consent to share their ID number, students wrote their ID number on a note card which was collected and then entered into a login credentialed excel spreadsheet. A report was created by Tony Boone (from Sauk IS) showing the number of students who completed the ENG 103 with specific library presentation and their corresponding GPA for either psychology, history, or sociology taken the following semester compared to the number of students who did not have the specific library presentation and their corresponding GPA for psychology, history, or sociology the following semester. The data was entered into an excel table and a scatter graph was created, followed by “Trending Line” and R squared values with calculations from Excel. Excel also calculated “p-value”. The independent variable of number of library presentations was used for data to fill the x axis and the dependent variable of GPA was used to populate the y axis. Any student receiving the library specific presentation for ENG 103 was given a score of 2 library presentations to demonstrate the ENG 103 presentation and the First Year Experience presentation and the other students who did not experience an ENG 103 presentation were given a score of 1 library presentation to demonstrate the First Year Experience presentation only.

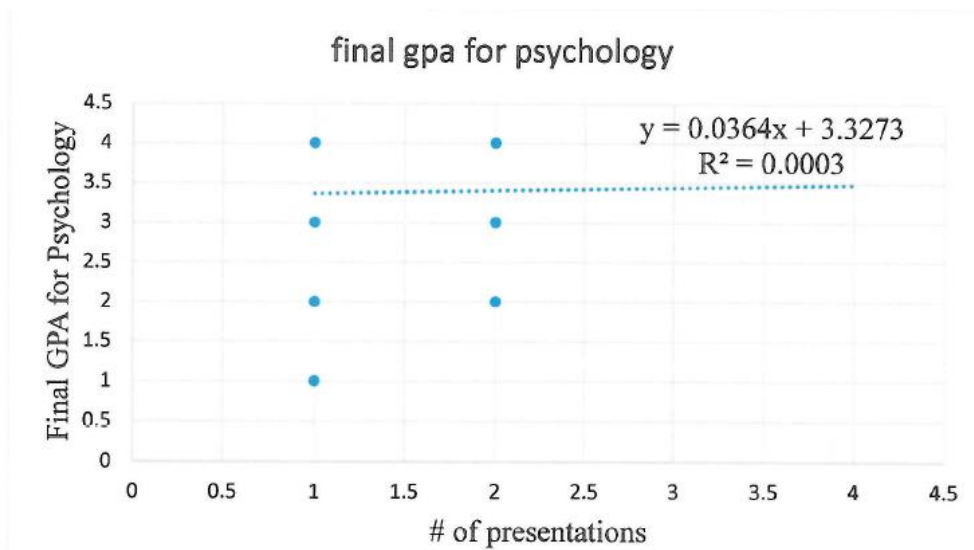
With R squared values, the closer the value is to 1 the higher the correlation and the closer the value is to zero, the lower the correlation. For Psychology, students having a specifically created

library presentation within their last semester ENG 103 class did not show statistically significant results for higher GPA compared to other students. The R squared result was 0.00003.

Table 1: Psychology results

x	y	
# of presentations	Final gpa for psychology	Average gpa
2	4	3.4
2	4	
2	4	
2	3	
2	2	
1	4	3.36
1	2	
1	4	
1	4	
1	3	
1	4	
1	4	
1	1	
1	4	
1	4	
1	3	

Table 2: Psychology Scatter graph



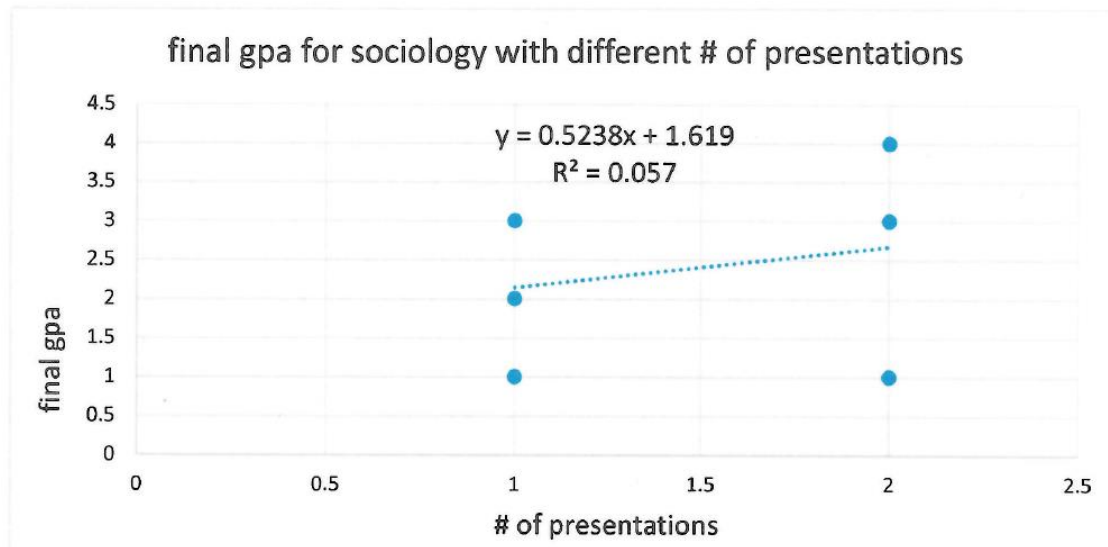
p value
> 0.05

For Sociology, the R squared result was 0.057 so again this was not statistically significant to definitely show a correlation between the students who had the extra presentation and those who did not, although it might hold promise.

Table 3: Sociology results

x	y		
# of presentations	Final gpa for Sociology final gpa	Final gpa	Average gpa
2		1 D	2.67
2		4 A	
2		3 B	
1		1 D	2.14
1		2 C	
1		2 C	
1		3 B	
1		1 D	
1		3 B	
1		3 B	

Table 4: Sociology Scatter graph



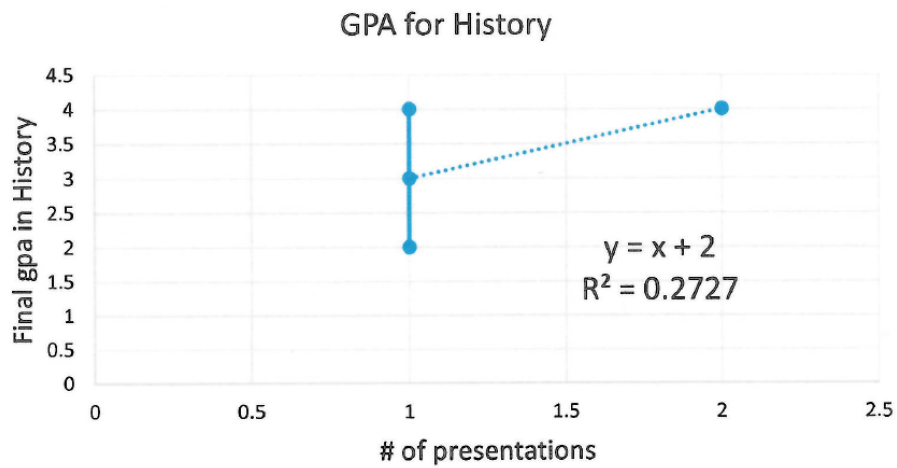
p value
> 0.05

For History, the R squared value was 0.2727 and again was not statistically significant to show a correlation between students who had the extra presentation and those who did not.

Table 5: History results

x	y	Average gpa
# of presentations	gpa of history	
2	4	4
1	4	3
1	3	
1	2	

Table 6: History Scatter graph



p value
> 0.05

The sample sizes were so small that Sauk’s Vice President of Academics and Student Services, Steve Nunez suggested that the Library continue to collect this data for a period of three more years and then perform a regression analysis.

Findings

Although none of the findings were statistically significant yet; Sauk Library received the full support of its administration to continue collecting this data for another three years. Also, Sauk Library's Coordinator and staff understand how important data can be towards the promotion of the Library within the college and statewide as well.

Use of Findings

Sauk's Library Coordinator will continue to collect and analyze data to show how the library contributes to student success.

Additional Reflections

CARLI Counts (Everyone at CARLI was helpful and amazing!) opened the doors for us to become part of the data conversation. Originally, very little had ever been done with regards to data collection and analysis and the process was not an intimate one for any of us within Sauk's Library. Starting very small, with very specific data is very important. This was learned the hard way when the original research undertaken turned out to be way too extensive. Also, when you already have positive feedback and affirmations from faculty, staff, and administrators, it can sometimes be difficult to attempt something like this for fear of failure, but learning is an important aspect of any endeavor such as this and it's okay to evaluate, re-evaluate and even re-focus if need be. The support and ideas generated by Team Orange have been invaluable; as well as the support from our CARLI mentors; specifically Amy Glass and Dennis Krieb. One additional thought is that any project that is undertaken must involve the talents of many people and with this, relationship building is very important.

Timeline

November 2018 – apply for CARLI Counts

December 13, 2018 – application accepted; (all were accepted due to generous grant)

January 2019 – part of Cohort 1, Team Orange

February 19-21, 2019 – in person at CARLI – met our Team members – learned about independent and dependent variables, unpacking claims – team building – thoughts for project – inspiration from Beck

Mid February – Early March 2019 – give project abstract – Originally, Sauk’s project was

“Does using one service from the library along with having a specific instruction session lead to successful completion of more semester hours?” This was just too much information to sort through.

March 13, 2019 – “Respect for Human Subjects” webinar

Late March 2019 – received approval from Joe Strabala-Bright, Director of Institutional Planning; needed to display copy of IRB sheet by computers and verbally discuss information with students prior to collecting student ID information; being sure to specifically address a student’s ability to opt out if desired.

July 15-17, 2019 – in person at CARLI – ideas for poster for Team Orange and thoughts about individual projects. Dennis Krieb suggested focusing on the next writing intensive classes that students who had the ENG 103 presentation took and compare GPA to students who did not have an ENG 103 presentation.

Late July 2019 – Frances Whaley asked members from Team Orange to present at NILRC conference in October 2019.

Early August 2019 – Sauk IS team member ran report for CARLI Counts project. This information was shown to the Dean and Vice President and the Vice President asked for continued collection of data for another three years for regression analysis.

August and September 2019 – planning for NILRC conference presentation

August – October 2019 – planning for Team Orange poster

October 3-4, 2019 – NILRC Conference – part of CARLI Counts panel

November 15, 2019 – poster session with CARLI Annual Meeting ... (but health issues prevented my attendance at the Director's meeting and my booking with Lisa H.)

November 18, 2019 – “How to Not Lie with Data!” webinar

January 15, 2020 – write up for CARLI Counts due

Works Cited

Association of College and Research Libraries. "Value of Academic Libraries: A Comprehensive Research Review and Report". Researched by Megan Oakleaf. Chicago: Association of College and Research Libraries, 2010. www.acrl.ala.org/value

Greater Western Library Alliance. "The Impact of Information Literacy Instruction on Student Success: A Multi-Institutional Investigation and Analysis" Researched by Blake, J.; Bowles-Terry, M.; Pearson, S. and Szentkiralyi, Z. Kansas City: Greater Western Library Alliance, 2017.

Krieb, Dennis. "Assessing the Impact of Reference Assistance and Library Instruction on Retention and Grades Using Student Tracking Technology". Godfrey, Illinois: Lewis & Clark Community College, 2018.