WHERE COMPLACENT BRANDS GO

R.I.P. STUCK IN THE STATUS QUO
ANALYSIS PARALYSIS
FOLLOWED THE SAME STRATEGY YEAR AFTER YEAR
DISMISSED ANYTHING NEW AS A FAD
DIDN'T TAKE CHALLENGERS SERIOUSLY

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

- 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.
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

Big data tsunami sweeping higher education.
“Higher Education in Illinois Is Dying”

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

Unnamed and unprepared library director
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
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.

Yes, there is no budget now, but....
Open Pathways
2 Parts
10 Year Process
Assurance Argument
Quality Initiative
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.
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.
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”

CARLI New Directors Institute
“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.
Linking the impact of your library to student success and retention.

Lewis & Clark's Correlational Data

Fall-to-Fall Retention

<table>
<thead>
<tr>
<th></th>
<th>Reference</th>
<th>Library Class</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>69.9%</td>
<td>61.0%</td>
<td>58.6%</td>
</tr>
<tr>
<td>(n=103)</td>
<td>(n=534)</td>
<td>(n=3830)</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>67.2%</td>
<td>59.6%</td>
<td>57.9%</td>
</tr>
<tr>
<td>(n=64)</td>
<td>(n=389)</td>
<td>(n=3409)</td>
<td></td>
</tr>
</tbody>
</table>
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)

- All Degree-Seeking Students
- Reference Visit
- Bibliographic Instruction

18 - 19: 71.4%
20 - 24: 65.8%
25 - 29: 65.2%
30 and Over: 64.8%

18 - 19: 51.9%
20 - 24: 56.3%
25 - 29: 54.1%
30 and Over: 56.7%

18 - 19: 83.3%
20 - 24: 63.6%
25 - 29: 61.8%
Linking the impact of your library to student success and retention.
Linking the impact of your library to student success and retention.

<table>
<thead>
<tr>
<th>Course</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 131</td>
<td>62.1%</td>
<td>65.4%</td>
</tr>
<tr>
<td>* ENGL 131</td>
<td>70.4%</td>
<td>68.6%</td>
</tr>
<tr>
<td>* ENGL 132</td>
<td>71.6%</td>
<td>71.5%</td>
</tr>
<tr>
<td>SPCH 145</td>
<td>80.9%</td>
<td>80.0%</td>
</tr>
<tr>
<td>SOCI 145</td>
<td>80.9%</td>
<td>80.0%</td>
</tr>
<tr>
<td>HIST 131</td>
<td>81.8%</td>
<td>82.8%</td>
</tr>
</tbody>
</table>

Note: * indicates reference to Library Instruction.
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

- All Degree-Seeking Students
- Reference Visit
- Bibliographic Instruction
Fiscal Impact of Reid Library Librarians in Fall 2014

- **Reference Visit**

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

- **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

Term-to-Term Retention

- Tutored SSC Students: 81.6%
- All Students: 67.9%

CARLI New Directors Institute
Term-to-Term Retention
Part Time Students

80%
70%
60%
50%
40%
30%
20%
10%
0%

FA14/SP15

74.2%
53.9%

Tutored SSC Students (n=656)  All Students (n=3190)

Tutoring Data at Lewis & Clark CC

CARLI New Directors Institute
# Tutoring Data at Lewis & Clark CC

## Table 1: Term to Term Persistence by SSC Visits

<table>
<thead>
<tr>
<th>Terms</th>
<th>SCC Visit</th>
<th>No SSC Visit</th>
<th>Saved Headcount</th>
<th>Average Credit Hours Taken</th>
<th>Tuition/ Fees per Credit Hour</th>
<th>Aprort per Credit Hour</th>
<th>Saved Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13 to Fall 13</td>
<td>1386</td>
<td>3797</td>
<td>212</td>
<td>9.7</td>
<td>$118</td>
<td>$31</td>
<td>$306,403</td>
</tr>
<tr>
<td>Fall 13 to Spring 14</td>
<td>915</td>
<td>4173</td>
<td>187</td>
<td>9.1</td>
<td>$118</td>
<td>$31</td>
<td>$253,553</td>
</tr>
<tr>
<td>Spring 14 to Fall 14</td>
<td>710</td>
<td>4224</td>
<td>104</td>
<td>7.8</td>
<td>$121</td>
<td>$31</td>
<td>$123,302</td>
</tr>
<tr>
<td>Fall 14 to Spring 15</td>
<td>1295</td>
<td>4671</td>
<td>178</td>
<td>7.5</td>
<td>$121</td>
<td>$31</td>
<td>$202,920</td>
</tr>
</tbody>
</table>
Making Your Play as an Institutional Partner in Student Success and Strategic Planning

You want data???

I got data.
Integrating the Library within Institutional Strategic Planning
Integrating the Library within Strategic Planning

Lewis & Clark’s Correlational Data

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<td>57.9%</td>
</tr>
<tr>
<td>(n=414)</td>
<td>(n=599)</td>
<td>(n=5405)</td>
<td></td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Strategic Projects &amp; Initiatives</th>
<th>Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase student retention (persistence) defined as entering college students remain, re-enroll and continue their education (Jill Lane)</td>
<td>Improve the program review process to improve program completions (3)</td>
</tr>
<tr>
<td>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.</td>
<td>Public Engagement and Service Leadership: Increase the level of public engagement to drive quality-of-life, civic, and other improvements (4)</td>
</tr>
<tr>
<td>2. Use emergency loan funds to keep Pell grant recipients enrolled with textbooks.</td>
<td>Student Academic Success: Improve student success as measured by key success indicators (1)</td>
</tr>
<tr>
<td>3. Increase student gateway course success (grades of A, B, or C).</td>
<td></td>
</tr>
</tbody>
</table>

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

- PSYC 131
- ENGL 131
- ENGL 132
- SPCH 145
- SOCI 145
- HIST 131

- All Students
- Library Instruction
- Reference

p<.05
Reference # Library Inst.
Assurance Argument

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

CARLI New Directors Institute
Using the data to strengthen partnerships with faculty.
Census, Occupational, and Labor Market Data

- Institutional Research
  - Economic impact studies
  - Data books
  - Program review

- Program Coordinators, Deans, and VPAAs
  - Program review process

- Marketing and Media Services
  - Quick facts, brochures,…

- Placement Office
  - Employment information, resume writing,…

Other Strategies for Creating an “Indispensable” Library

Incorporating Student Services within the Library

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

Steward of Institutional Documents

- HLC Assurance Argument Evidence
  - Index/keyword searchable

CARLI New Directors Institute
A Few Final Thoughts
• **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