

CARLI Counts 4

Participant

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Project

Student Success Assessment

Abstract

The purpose of this project is to demonstrate how the library services and resources impacts student success and learning.

Motivation

Milner Library is working on better assessing its services, resources, etc. and has recently expanded its student success efforts.

Milner Library was the only unit in Academic Affairs that did not submit a program review self-study, so it advocated to be included in the eight-year review cycle. Milner submits its first self-study in fall 2028.

Milner Library is in the process of developing an assessment plan, partially in response to Academic Affairs' "Strengthen data/evidence informed decision making" themed [priority](#).

Milner Library has greatly expanded its resources in student success in hiring a Student Success Librarian and Outreach and Engagement Librarian.

[Milner's Vision for Student Success](#) notes:

We access to make impactful decisions and responsive change.

Milner Library commits to ongoing and interactive assessment that listens and responds to students' needs, helping them learn, grow, and engage in deep and transformative ways.

Hearing Dennis Krieb at CARLI Counts on assessing the impact of library services on student success.

Partners and Stakeholders

Milner Library

- Library Administration
- Data Services department
- Instruction and Student Engagement Department

Illinois State University

- Division of Academic Affairs
 - University College

- Division of Student Affairs
 - Dean of Students Office
- Enterprise Data and Analytics
- Data Stewardship Council

Inquiry Question

What is the impact of the use of library resources and services on student retention, grades, and/or graduation?

Study Participants/Population

Illinois State University undergraduate students

Methods of Data Collection and Analysis

Still in discussion (the following have been considered and/or identified as possibilities):

- reference service (e.g., in-person, phone, chat, email) usage (through scanned IDs)
- reference consultation appointment(s) (through LibAnswers)
- checked out library materials (through Alma)
- use of electronic resources (i.e., OpenAthens login)
- library instruction participation (through scanned IDs)
- use of library wireless (through logs)

Findings and Use of Findings

N/A

Next Steps and Other Results & Additional Reflections

This CARLI Counts project was put on hold until Milner Library completes its assessment plan with accompanying data inventory.

The Milner Library Assessment Plan is tentatively scheduled to be completed by the start of AY 2024-2025 at which point the possible implementation of the project would be integrated into the overall assessment process.

Timeline

Possible implementation beginning in AY 2024-2025.

Bibliography/Works Cited

Krieb, D. (2018). Assessing the Impact of Reference Assistance and Library Instruction on Retention and Grades Using Student Tracking Technology. *Evidence Based Library and Information Practice*, 13(1), 2-12. <https://doi.org/10.18438/eblip29402>.