Partners, Partners and More Partners

ACRL Delaware Valley Chapter

Spring Conference 2018

April 20, 2018

ACRL
Advancing learning
Transforming scholarship
Association of College & Research Libraries
A division of the American Library Association

ACRL IS *THE* HIGHER EDUCATION ASSOCIATION FOR LIBRARIANS.

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RECASTING THE NARRATIVE

CLEVELAND
OHIO

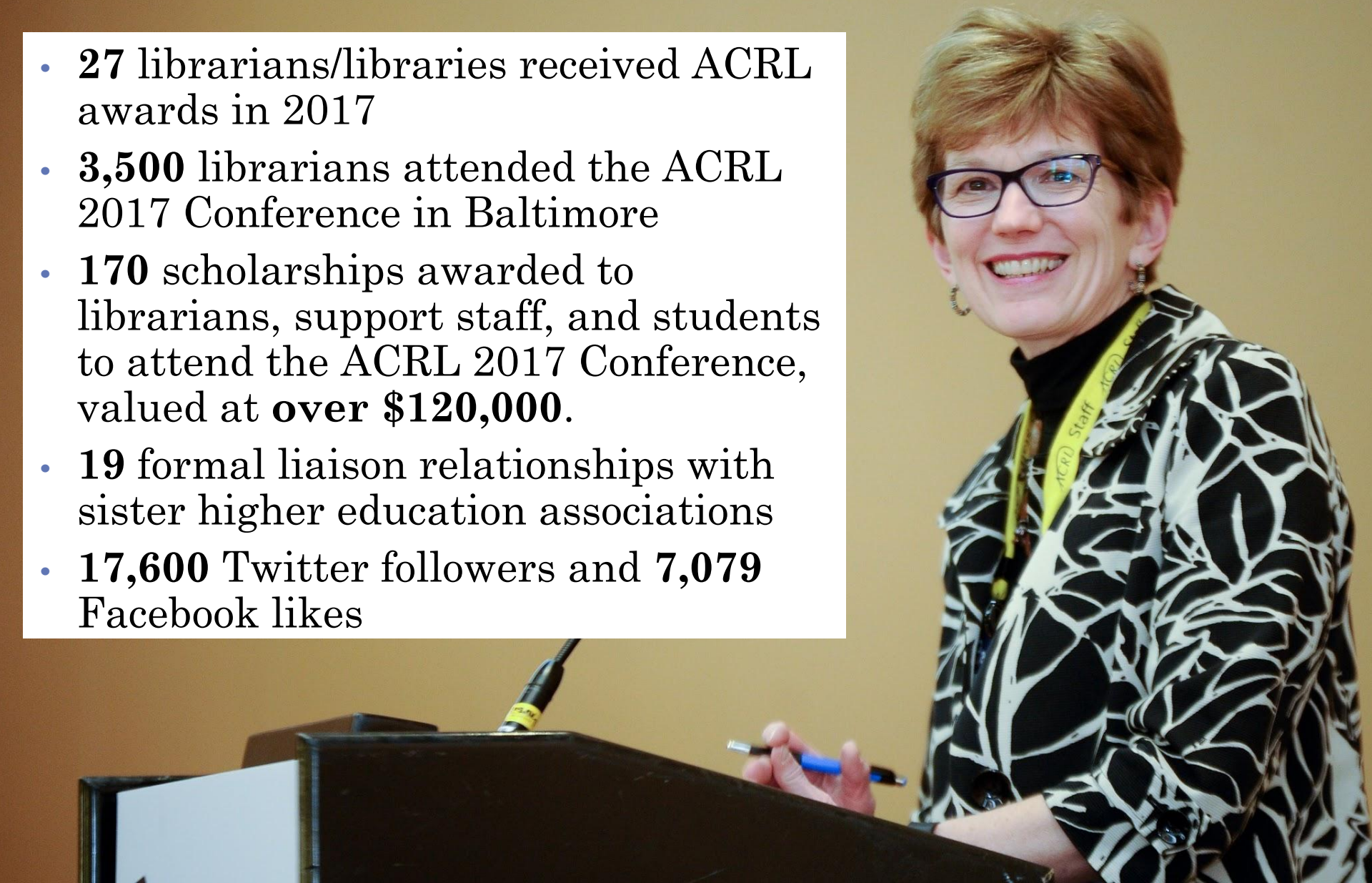
APRIL 10–13,
2019

Professional Development

ACRL = Community

ACRL by the Numb3rs

- **27** librarians/libraries received ACRL awards in 2017
- **3,500** librarians attended the ACRL 2017 Conference in Baltimore
- **170** scholarships awarded to librarians, support staff, and students to attend the ACRL 2017 Conference, valued at **over $120,000**.
- **19** formal liaison relationships with sister higher education associations
- **17,600** Twitter followers and **7,079** Facebook likes



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Types of Partnerships

- Library to Library
- Library and academic departments partnerships
- Library partnerships that serve our community
- ACRL partnerships

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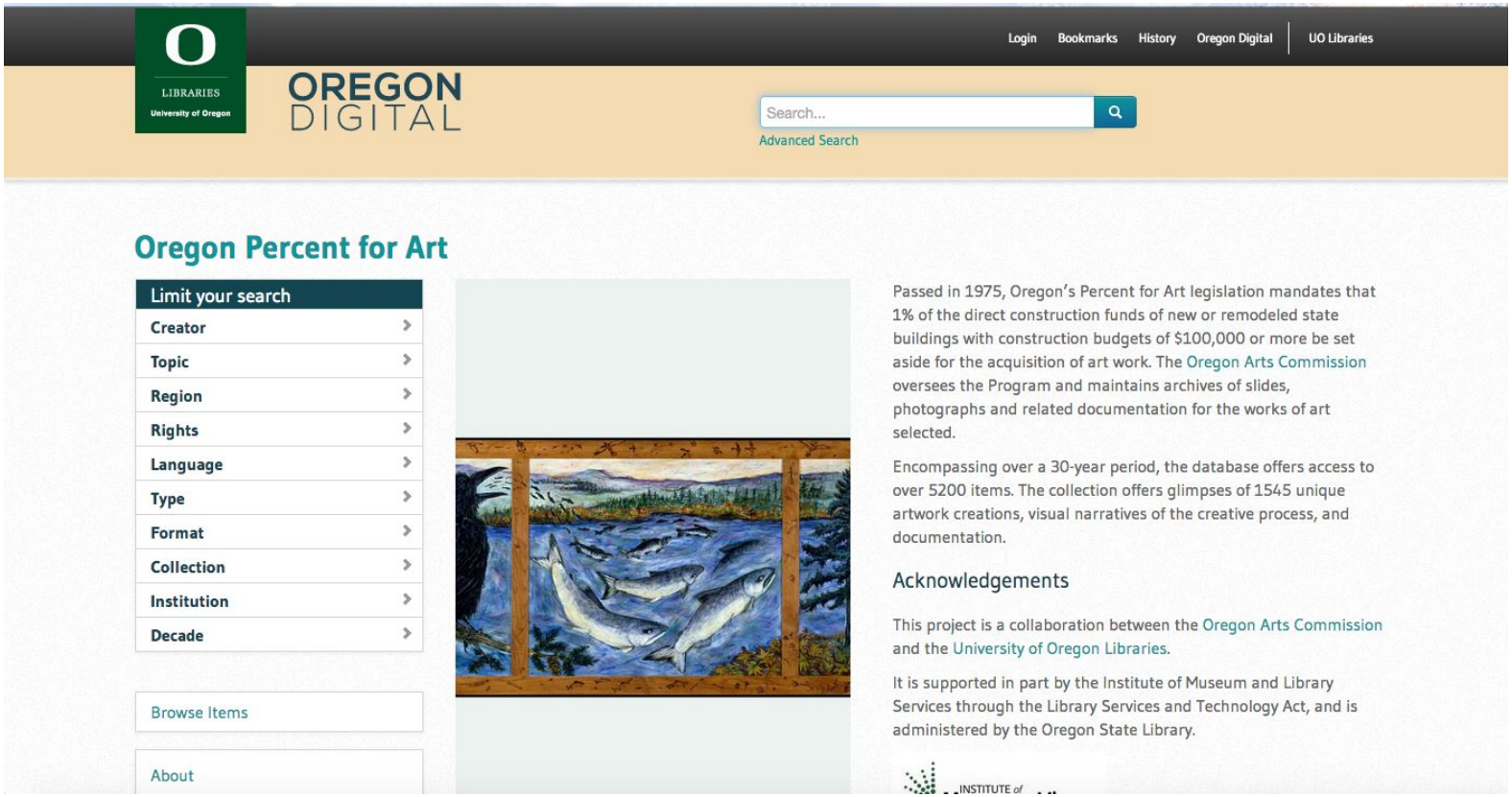
Library to Library Partnership

https://pixabay.com/en/cooperate-collaborate-teamwork-2924261/ CCO Creative Commons

Oregon Digital OSU Resource

Oregon Digital UO Resource



Library and academic department partnerships

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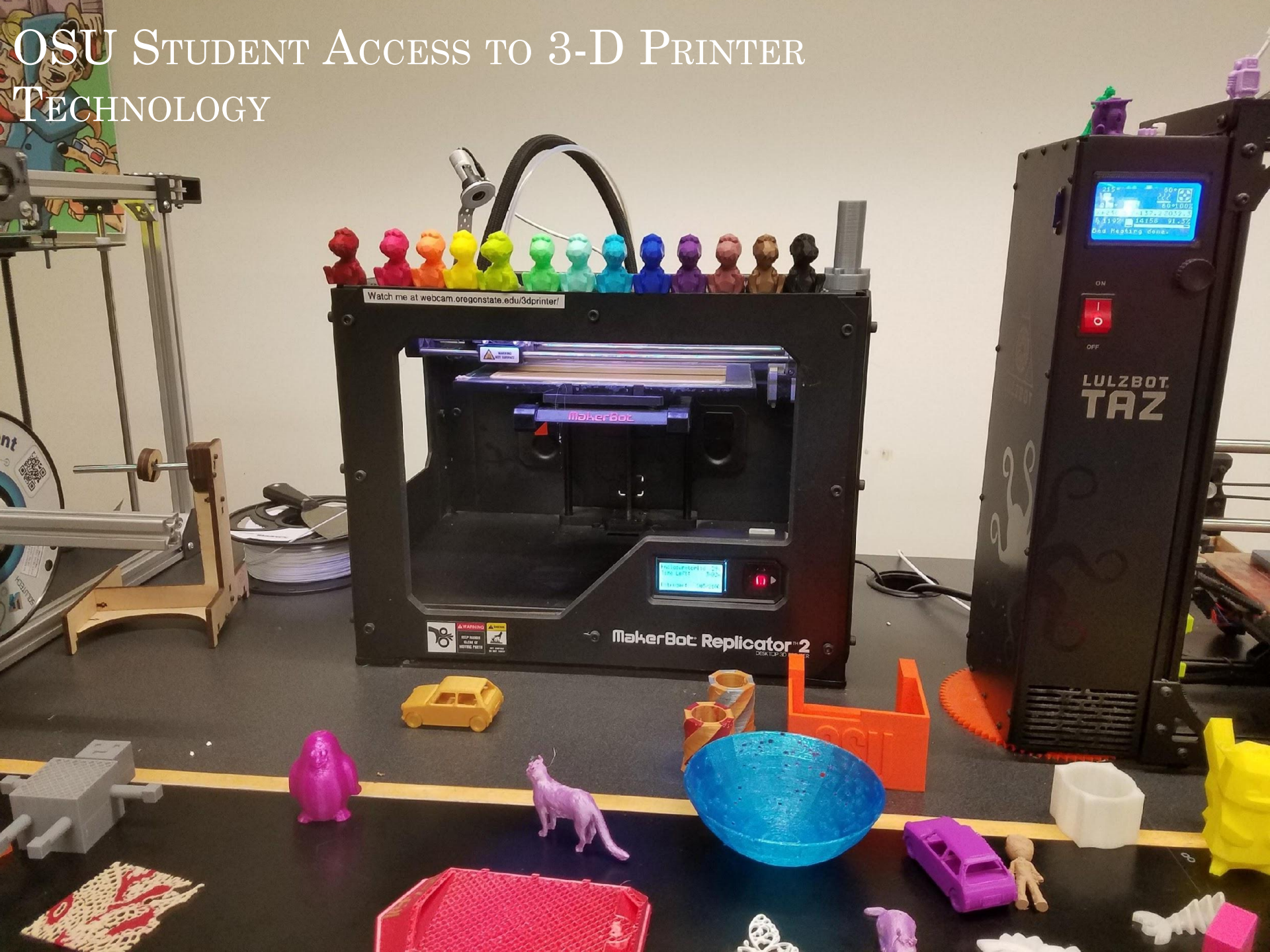
OSU Libraries/Writing Center

OSU Student Access to 3-D Printer Technology



Partnerships that support our community

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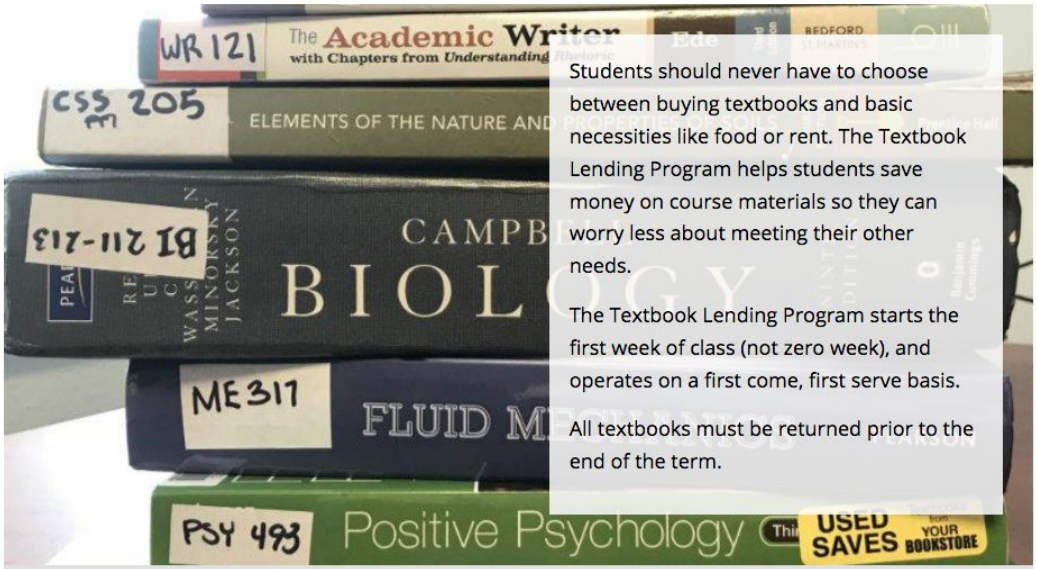
OSU Human Services Resource Center Textbook Lending Library

"Textbooks and lecture materials are very expensive and I have to cut my meals and eat once a day because I need to save money to buy lecture materials. Sometimes I have to lie to my friends whenever they asked me to go for lunch by saying I've already cooked at home although I'm not eating".

-HSRC student, Winter 2018

HSRC Lending Library

Textbooks



Students should never have to choose between buying textbooks and basic necessities like food or rent. The Textbook Lending Program helps students save money on course materials so they can worry less about meeting their other needs.

The Textbook Lending Program starts the first week of class (not zero week), and operates on a first come, first serve basis.

All textbooks must be returned prior to the end of the term.

LOOK UP MY TEXTBOOKS

DOCUMENTATION REQUIREMENTS FOR CHECK OUT

DONATE TEXTBOOKS

OTHER TIPS FOR AFFORDABLE TEXTBOOKS

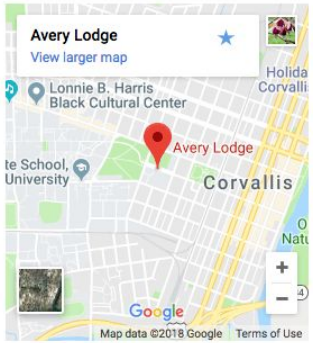
Contact Us

Give to the HSRC

Get Involved

CONTACT US

Avery Lodge
1030 SW Madison Ave.
Corvallis, OR 97333
Send Email
Phone: (541) 737-3747



Business Hours Academic Year:

Monday-Friday 9:00 AM-5:00 PM

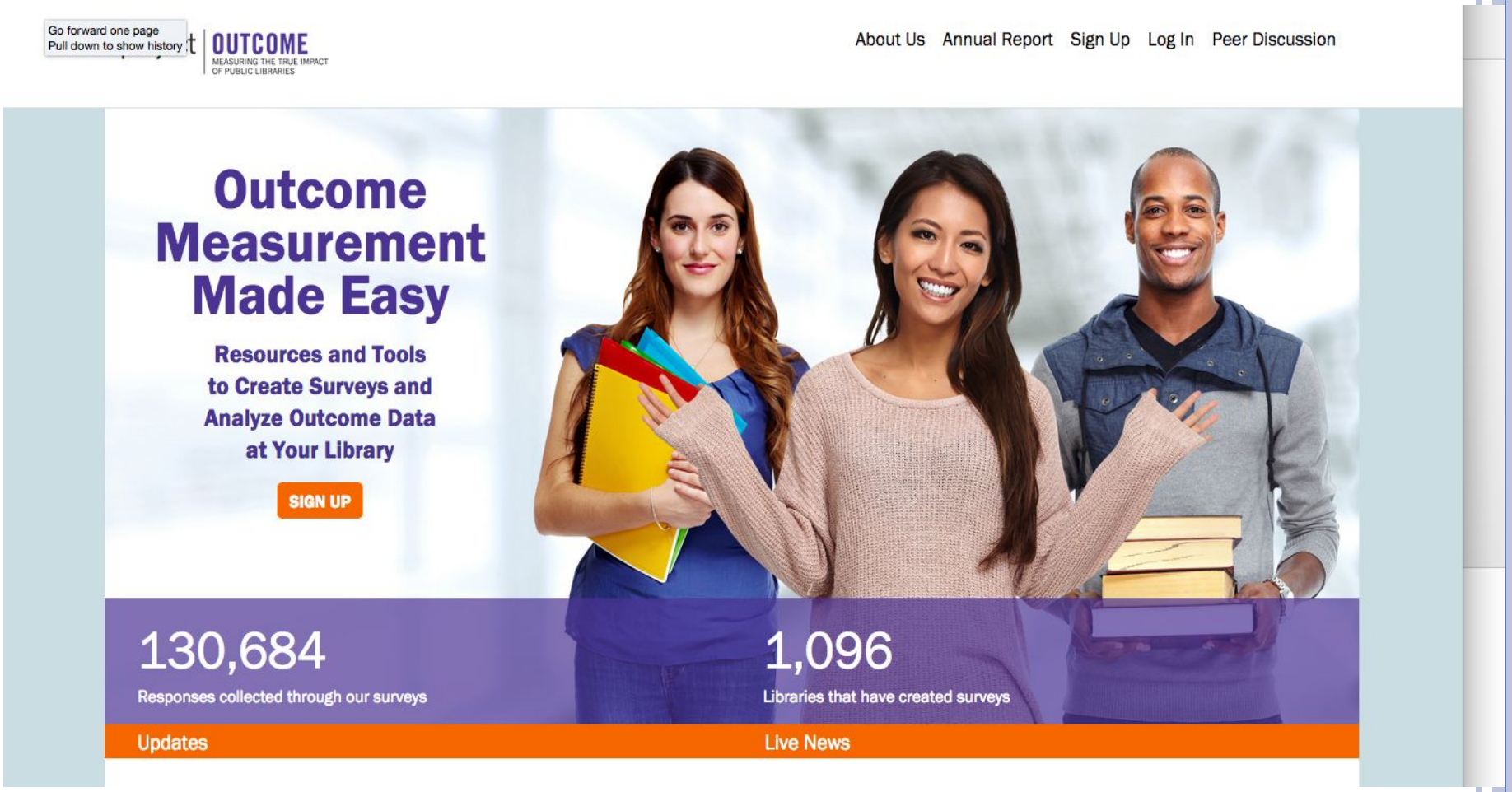
Our Little Village – OSU Libraries & Press

I have been able to focus more on my studies and participate in group discussions with other traditional students students. I feel less left out when I can make it to the library for an evening group study session. And, yes my grades went up, and I am less worried about making it through this phase of life and career change."

ACRL Partnerships

- ACRL member liaisons with over 19 professional organizations and sister organizations
  - Disciplinary Associations
  - Higher Education Association
- Assessment in Action
- ACRL/PLA Project Outcome

Project Outcome



Information Literacy Contributing to Student Success

Paul Proces: Library

Linda McCann: Library

Sarahlyn Bruck: Language & Literature

Patrica Tritt: Institutional Research

Introduction & Research Question

Research Question: How does an individual student's participation in information/media literacy sessions impact course grades?

This first phase of the project (presented here) is designed to address a primary goal of the ACRL Value of Academic Libraries report of tying Library assessment to larger institutional goals around grades, retention and employment.

Process & Methods

Assessing grades (and later retention, graduation, and employment) requires us to track the students at an individual level while still providing necessary privacy. To this end, we collected attendance rosters from media/information literacy one-shot sessions taught by librarians for delivery to Bucks' Institutional Research Office.

The Institutional Research Office used our student-level data and compared the data to student's semester grade in the relevant course to correlate student participation in media/information literacy sessions with student success.

Further, these data can be used in the future to connect to retention, employment and graduation data collected in future End of Semester surveys (which are stored by student number).

Results

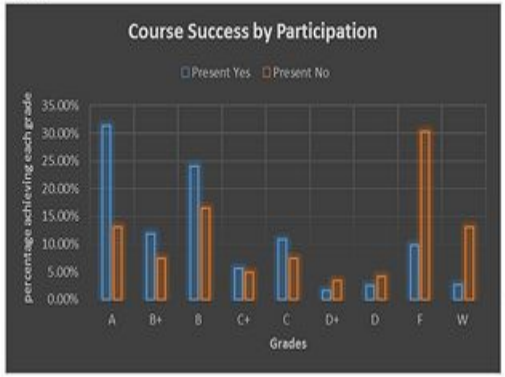
~Spring 2013~

Attendance data from a total of 1,119 students enrolled in 50 classes were collected (1,002 were identified as present/absent and retained for analysis). Analysis of students by course type (history, composition, etc) was inclusive. Only one course had a significant p-value and t-test in comparing term GPA to library participation (or not), but in closer analysis the course grade difference was not significant. A Levene's test for the equality of variances was used, but sample size may have impacted the results (for N < 30 nonparametric statistics were used to confirm results). The main value of these results is in having student numbers to compare against future data on retention, graduation, and employment.

~Fall 2013~

A total of 1,077 students were identified as either present or absent for analysis. The t-test found strongly significant differences between course grades of students that participated in a library session or didn't. **83.7% of students who participated were successful (grade of C or better) in their course compared to 49.2% who didn't participate.** Due to the number of uncontrolled factors involved, however, no causal link can be demonstrated.

As students move through their courses at Bucks and drop out, graduate, transfer and get jobs more data analysis will clarify the results for these cohorts.



	Present	
Grade	Yes	No
A	31.4%	13.1%
B+	11.8%	7.4%
B	24.1%	16.4%
C+	5.6%	4.9%
C	10.8%	7.4%
D+	1.6%	3.3%
D	2.4%	4.1%
F	9.7%	30.3%
W	2.6%	13.1%

Conclusion

The mean grade of students who participated in the program was significantly higher than the mean grade of students who did not participate. This may be due to factors other than library session participation.

Participation in media/information literacy sessions does seem to have a significant positive impact on student success.

Next Steps

- **Analyze the Spring 2014 data**
- **Analyze existing Tutoring Center student-level data: Does attending a library session and a tutoring session have a significant additional impact?**
- **Compile End of Semester Survey data on graduation, retention and employment for the three semesters of student numbers we now have.**
- **Add more points of collection: Tech help desk, reference desk**

Literature cited

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ASSESSMENT in Action

This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services

Attributes of successful Partnerships

- Trust
- Clear roles & responsibilities
- Strong contributions
- Expectation of success

Pair & Share Activity

- Spend 5-8 minutes at your table talking with the people about what constitutes a successful partnership!
- Please share 1 or 2 attributes of successful partnership at your table.
- We'll do a popcorn style response for those who are willing to share.

Thank You!

Cheryl Middleton
2018 ACRL President
Associate University Library
for Research & Scholarly Communication
Oregon State University Libraries & Press

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