

Greater Western Library Alliance



The impact of information literacy instruction on student success: A multi-institution study

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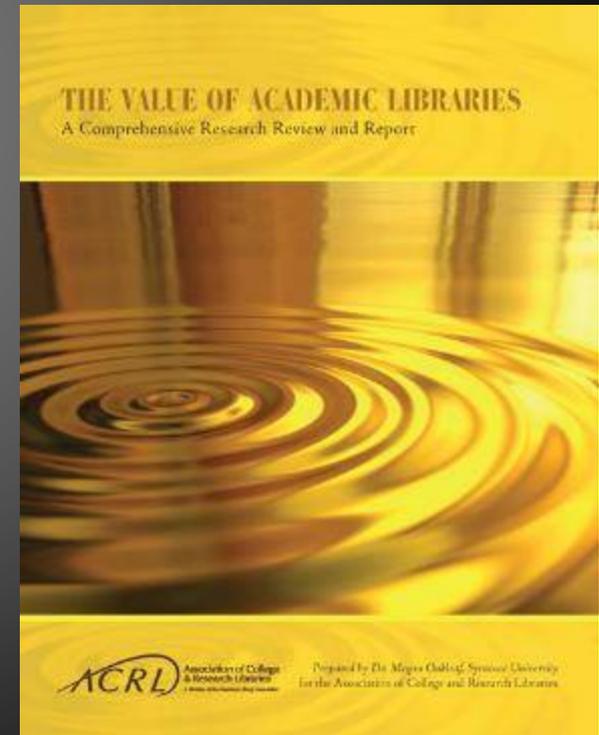


USC University of
Southern California



Background

- **Origins of the project**
- **Objectives**
- **Motivation**
- **Participation**

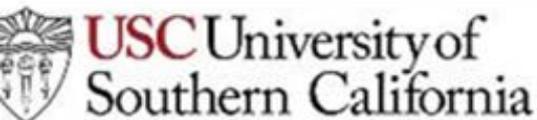


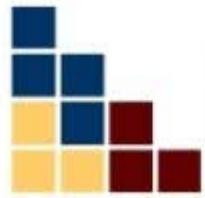


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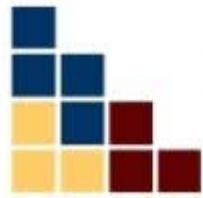
47,012 first-year students
25,327 had library instruction





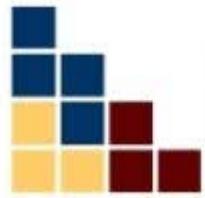
Scope of Project

- Largest study of its kind to date
- Diverse institutions across the west
- Diverse student population
- Includes all students instead of looking at only students who had library instruction
- Longitudinal



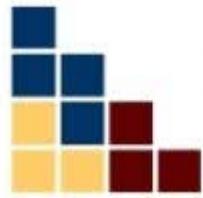
Project Design

- GWLA Student Learning Outcomes Task Force developed research questions which guided design
- Research Methods Design Committee refined questions
 - What effect does library instruction have on the retention of college students?
 - What effect does library instruction have on the academic success of college students?
 - What is the impact of specific library instruction methods on the retention and academic success of college students?



Challenges and Complexity

- Data collection process at each institution
- Data acquisition process
 - Data cleaning and coding
 - Merging datasets
- Data sharing agreement
- Planning first year data vs. longitudinal data
- IRB approval at each institution
 - De-identifying data
 - Data storage



Variables

Instruction/Course Level

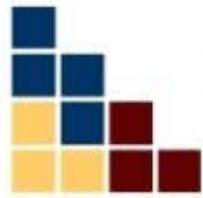
Variables

- Pedagogy
 - Active Learning
 - Directed Practice
 - Flipped Instruction
 - Lecture
 - Other
- Session level
 - Co-designed Assignment
 - Library Tour
 - Time/Frequency Library Instruction
 - Online Tutorial or Digital Learning Object
- Research Guide Used

Registrar/Student Level

Variables

- Grades
- Credit Hours Earned
- Retention
 - Semester
 - Year
 - Graduation
- Demographics
- Gender
 - Ethnicity
 - ESL
 - Admissions Data

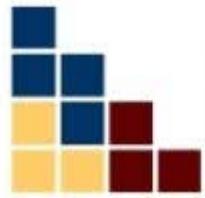


Summary of Results from 2014–15

Key findings include:

- Student retention rates are higher for those students whose courses include an information literacy instruction component.
- On average, First-Year GPA for students whose courses included information literacy instruction was higher than the GPA of students whose courses did not.
- Students exposed to library instruction interactions successfully completed 1.8 more credit hours per year than their counterparts who did not participate in courses containing information literacy instruction.

GWLA (2017). The impact of Information Literacy Instruction on Student Success. Prepared by Joni Blake, Melissa Bowles-Terry, Shirlene Pearson, and Zoltán Szentkirályi. Kansas City: Greater Western Library Alliance.



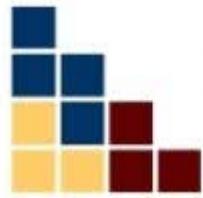
Variables

Institutional Implications

- Library instruction has a positive impact on student academic success and speaks to the institution's mission and goals
- Information literacy program improvements
- Accreditation
- Collaborations

Professional Implications

- Evidence based instruction program improvements
- Contributing to institutional value statements (accreditation)
- Model for research reproduction



Variables, continued

Study Future Directions

- Continue data collection and follow year one students for five years
- Mid-point analysis and five year analysis
- Extend study for five more years
- Continue to add new institutions
- Disseminate results to inform practice

Professional Future Directions

- Evidence based research for programmatic planning
- Rete Accreditation bodies are including information literacy evidence in their standards
- Model for reproduction of multi-institutional research
- Potential for public national dataset

Resources

GWLA Student Learning Outcomes webpage
<http://www.gwla.org/Committees/slo>

- ACRL (2017). Academic Library Impact: Improving Practice and Essential Areas to Research. Prepared by Lynn Silipigni Connaway, William Harvey, Vanessa Litzie, and Stephanie Mikitish of OCLC Research. Chicago: Association of College and Research Libraries
- Booth, C., Lowe, M.S. Tagge, N. & Stone, S.M. (2015). Degrees of Impact: Analyzing the Effects of Progressive Librarian Course Collaborations on Student Performance. *College and Research Libraries*. 76 (5), 623–651.

Resources, continued

- Bowles-Terry, M. (2012). Library instruction and academic success: A mixed-methods assessment of a library instruction program. *Evidence Based Library and Information Practice*, 7 (1), 82–92.
- GWLA (2017). The Impact of Information Literacy Instruction on Student Success. Prepared by Joni Blake, Melissa Bowles-Terry, Shirlene Pearson, and Zoltán Szentkirályi. Kansas City: Greater Western Library Alliance.
- Vance, J.M., Kirk, R., & Gardner, J.G. (2012). Measuring the impact of library instruction on freshman success and persistence. *Communications in Information Literacy*, 6 (1), 49–58.