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

Melissa Bowles-Terry, UNLV
Jade Winn, USC
Background

• Origins of the project
• Objectives
• Motivation
• Participation
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
<table>
<thead>
<tr>
<th>Variables</th>
<th>Instruction/Course Level Variables</th>
<th>Registrar/Student Level Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>• Active Learning</td>
<td>• Grades</td>
</tr>
<tr>
<td></td>
<td>• Directed Practice</td>
<td>• Credit Hours Earned</td>
</tr>
<tr>
<td></td>
<td>• Flipped Instruction</td>
<td>• Retention</td>
</tr>
<tr>
<td></td>
<td>• Lecture</td>
<td>• Semester</td>
</tr>
<tr>
<td></td>
<td>• Other</td>
<td>• Year</td>
</tr>
<tr>
<td>Session level</td>
<td>• Co-designed Assignment</td>
<td>• Graduation</td>
</tr>
<tr>
<td></td>
<td>• Library Tour</td>
<td>• Demographics</td>
</tr>
<tr>
<td></td>
<td>• Time/Frequency Library Instruction</td>
<td>• Gender</td>
</tr>
<tr>
<td></td>
<td>• Online Tutorial or Digital Learning Object</td>
<td>• Ethnicity</td>
</tr>
<tr>
<td></td>
<td>• Research Guide Used</td>
<td>• ESL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Admissions Data</td>
</tr>
</tbody>
</table>
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.

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


Resources, continued

