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Strengthening the Connections Between Library Instruction and Student Success

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Strengthening Connections Between Library Instruction and Student Success:

A Longitudinal Study Analyzing the Relationship Between Student Participation in Library Instruction and Academic Achievement

ACRL 2021 Poster Session

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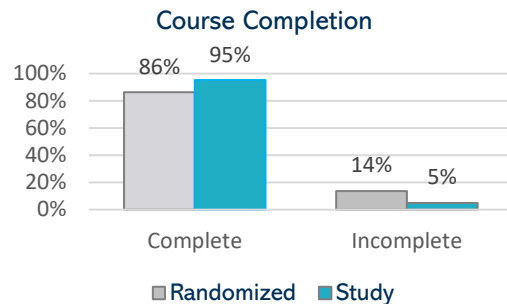
Special thanks to David Pope, Old Dominion University Libraries

Introduction

The purpose of this study was to investigate the relationships between participation in library instruction and student course completion rates and grades in course. The study took place over a period of four academic semesters. In addition to ensuring that our research was rigorous, we developed an approach to teaching students about data collection and the informed consent process.

Methodology & Results

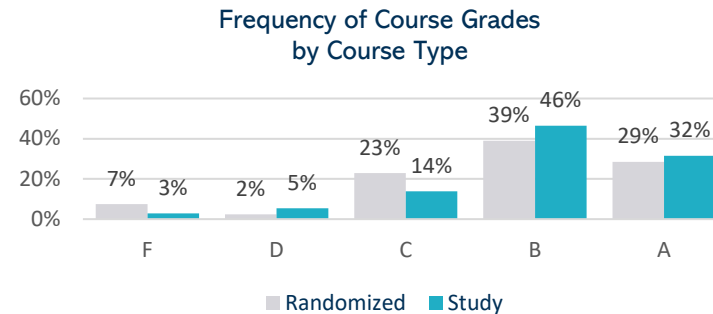
We chose to do the study with English Composition and Upper-Level Writing courses because almost all students are required to take them. Participants (N=321) were recruited from English Composition and upper-level Writing courses that attended library instruction. We compared participant course grades and rates of course completion to a randomized sample of students enrolled in randomly selected English Composition and Writing Intensive courses during the same semesters (N=288).



RQ 1: A chi-squared test of independence was performed. The relationship between variables was significant, Pearson $\chi^2(1, N = 609) = 13.8, p < .001$. **Students that participated in library instruction were more likely to complete the course for which library instruction was attended in comparison to the random sample.**

RQ1: What are the relationships between participation in library instruction and course completion?

RQ2: What relationships exist between participation in library instruction and course grade?



RQ2: An ordinal logistic regression tested if dichotomous predictors (study participation, course level) could determine likelihood of course grade outcomes (A, B, C, below C). Assumptions of proportional odds and multicollinearity were not violated. Study participation (Study, Non-Study) significantly contributed to the model, $\text{logit} = .410, SE = .149$, Wald $\chi^2(1, n = 609) = 7.545, p = .006$. The odds ratio favored a positive relationship, $OR = 1.507, 95\% CI [1.125, 2.020]$. **Study participants were 1.50 times as likely to have a higher grade than non-study participants.**

What is
Informed
Consent?



NO secrets



An Ethical Approach

We saw this as an opportunity to teach students about informed consent. We used an **opt-in** rather than an opt-out consent process. We received faculty permission to invite their students to participate. We created a video that we showed to each class that explained the study and informed consent and allowed time for students to ask questions prior to consenting. Approximately 20% of students consented to participate.

COVID-19 Impacts

Due to the COVID-19 closure and possible impacts on student grades we discontinued the study.



Conclusions & Future Directions

- We encourage thoughtful use of student data and using an opt-in consent process that fully informs students about how their data is being used, and any possible risks.
- Study participants had lower Withdrawal and Incomplete rates than students in the random sample.
- Course grades were slightly higher among study participants than in the random sample.
- Results suggest that integrating library instruction into a course is a teaching tool that can contribute to student achievement in a course.
- Plan to work collaboratively with faculty to identify opportunities to integrate library instruction and other library resources and services into courses.
- Plan to communicate results to administrative stakeholders within and outside of the Libraries.