Attitudes Matter: Student Success Beyond Information Literacy

Inquiry question: What is the impact of CSN Library Services’ instructional services on student success?

Outcome: Academic confidence, institutional connectedness, and attitudes conducive to academic success correlate with improved student success outcomes; information literacy skills generally do not have a significant impact.

Recommendations
1. Increase assignment integration in instruction
2. Measure success in assignment integrated instruction by course-specific criteria or academic confidence levels
3. Encourage more faculty members to explore the embedded librarian model option
4. Make the online information literacy tutorial a required, graded assignment
5. Continue offering drop-in workshops
6. Phase out general library orientations

过程与数据采集
- 365 pre-tests and 221 post-tests measuring information literacy skills, library attitudes, and academic confidence
- 16 participating sections, including 5 types of instruction: general orientation, drop-in workshops, online tutorial, assignment integrated, embedded librarian
- Variables indexed in relation to course grade, semester GPA, and other student success indicators

What Have We Learned?
The Awesome:
- Feeling more connected to CSN & more confident academically correlates with course & semester grades
- Increased integration of instruction with course content leads to greater student success results
- Receiving library instruction correlates with semester grades
- About ¼ of students had their first experience using campus libraries, the library website, or interacting with library staff

The Mixed:
- Information literacy skills results were uneven
- Little to no connection between information literacy results & student success indicators

These results help us improve:
- Instrument questions
- Delivery of instructional content
- Choice of formats for teaching particular concepts

The Nitty Gritty:
- Assignment integrated: confidence & connectedness correlates with course/semester GPA
- Embedded librarian: strongest correlations of grades & connectedness correlates with course/semester grades
- Out-of-person course: drop-in workshop
- Workshop attendance correlates with 7 academic success attitudes
- Information literacy skills correlates with course/semester grades
- No statistically significant impact in general library orientation and online course with in-person workshop cohorts

Information Literacy & Attitudes by Instruction Type

College of Southern Nevada
- Large, diverse, urban community college serving the Las Vegas area (33,977 FTEs in over 170 vice; not-for-

Outcomes: CSN’s 2014-15 U.S. Library Instruction Index, grading, ACT survey, student success
- CSN academic common core online information literacy tutorial

Assessment in Action Team
- Phil DiCarlo, Team Leader
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- Linda Foreman, Human Behavior
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Literature Review
- This study supports the conclusion that delivering instruction improves student success. University of Western Ontario
- The study indicates the relationship between library usage, referrals, and student success, including academic performance and overall grade point average.
- This study examines the impact of "academic library" and "library courses" on the overall academic performance of students.
- This study examines the relationship between academic success and library use, specifically the use of library resources and services.
- The study findings indicate that library use is positively correlated with academic success, with a focus on the role of library resources and services in undergraduate education.

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