

Leveraging library data for student success

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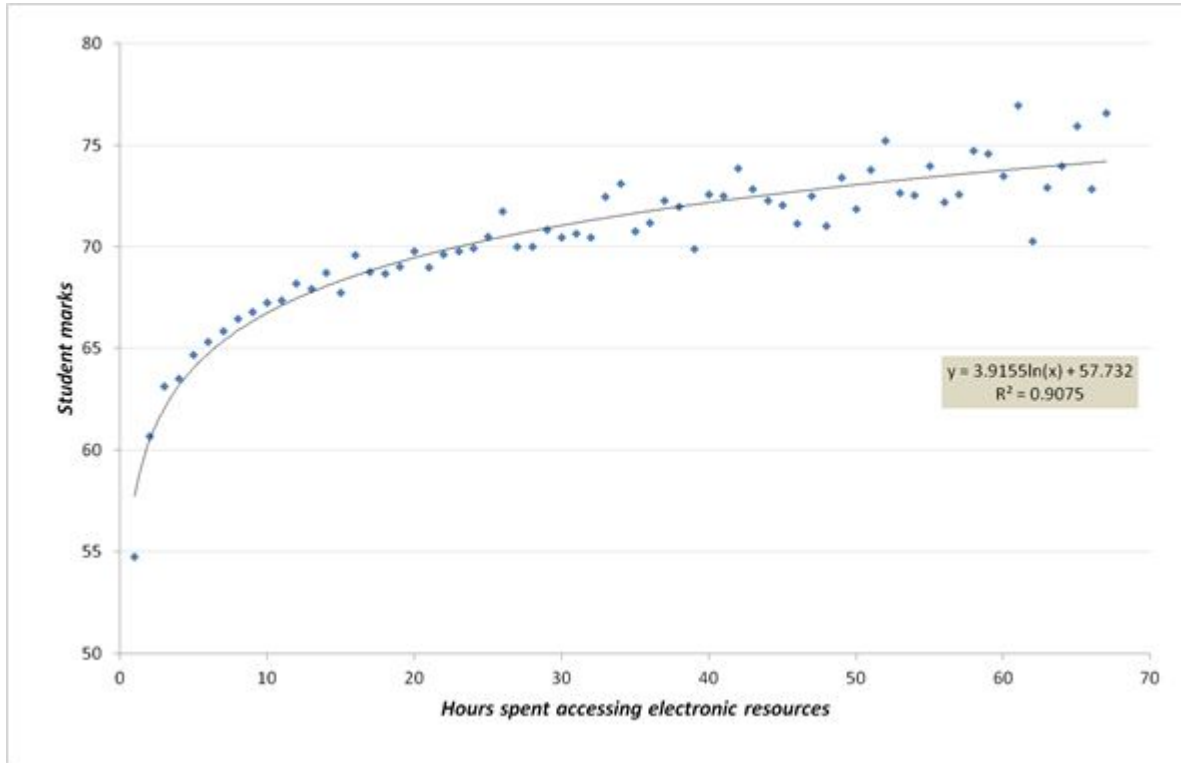
Ongoing Discussion

- A. Campus projects at Engineering, Gies Business, LAS, Housing, Student Affairs, Technology Services...
- B. Recent IMLS grants
 - a. Laura Bush 21st Century Librarian Program (RE-95-18-0084) submitted by CARLI, UIUC and Lewis & Clark
 - b. National Leadership Grants for Libraries (LG-96-18-0044-18) submitted by IUPUI and others
 - c. National Leadership Grants for Libraries (LG-96-18-0040-18) submitted by the University of Michigan
- C. ARL SPEC Kit 360: Learning Analytics
- D. A growing number of research and publications

Learning Analytics:

“Field associated with deciphering trends and patterns from educational big data, or huge sets of student-related data to further the advancement of a personalized, supportive system of higher education.” (EDUCAUSE)

“refers to technologies, usually software tools, that enable the analysis of student data in order to identify learning weaknesses so that faculty, advisers and even librarians could intervene with corrective action...” (Keeping up with ... Learning Analytics, ACRL)



A strong nonlinear relationship between average usage of resources and average student marks (R-squared = 0.91).

Cox & Jantti, 2012

A 2016 Project at Our Library

A. PROJECT TITLE:

Assessing Potential Focal Areas for Learning Analytics in the Library

B. OBJECTIVES:

- a. To investigate opportunities for the University Library use large scale data (learning analytics),
- b. To understand key issues on campus where the Library may have an impact, or seek to have a greater impact, on student success, and
- c. To identify possible points of collaboration with other student support services or academic units.

Not a learning analytics project,
but a project about learning
analytics and the Library.

Good News First

- Everyone wants **Student Success**
- Everyone loves libraries and librarians and thinks the libraries can **Play a Role in Learning Analytics**
- Learning Analytics is **Not a New Concept** among institutional research (IR), student affairs, college athletics, etc. (e.g. predicting student performance with SAT or ACT, first-semester GPA, etc.)
- Some technologies and analytics infrastructure are there?

Challenges and Opportunities

- Legal and ethical issues
- How to navigate through **Data Governance** and **IT Infrastructure Issues**?
 - ◆ Who owns the data? Who can grant access to the data?
 - ◆ Collecting new data vs. Modeling existing data
- How to **Define Student Success**?
 - ◆ Graduate rate? Term to graduation? Retention?
 - ◆ Students in creative writing, capstones, field work, undergraduate research?
 - ◆ Graduate students? Sub-populations?
- What is the library's **Research Agenda**?

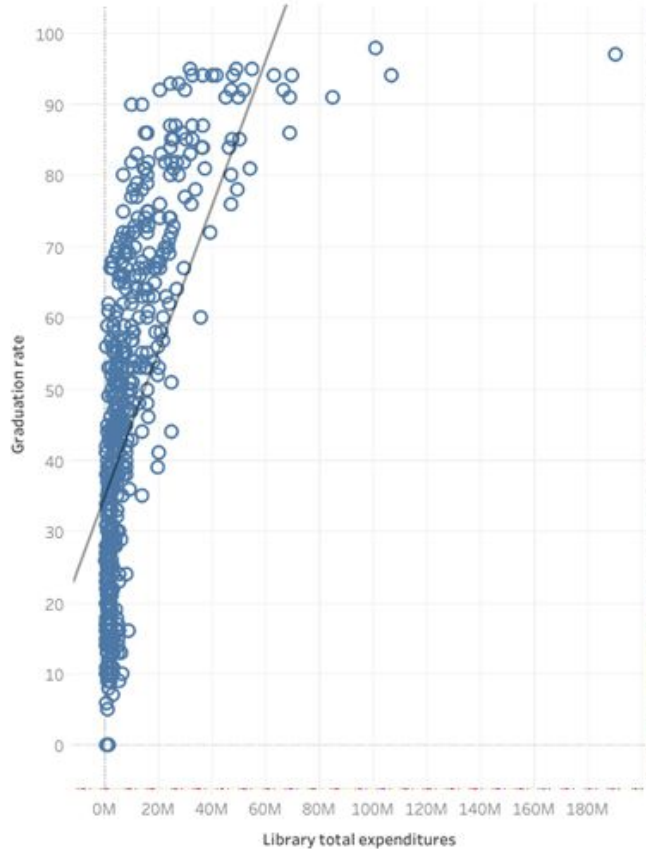
Future Directions I - Mindful Data Practices

- Legal and ethical issues
- Student data that we “must have” vs. data that are “good to have”
- Protection of small groups (see JISC Library Impact Data Project Toolkit)
- What *is* student success?

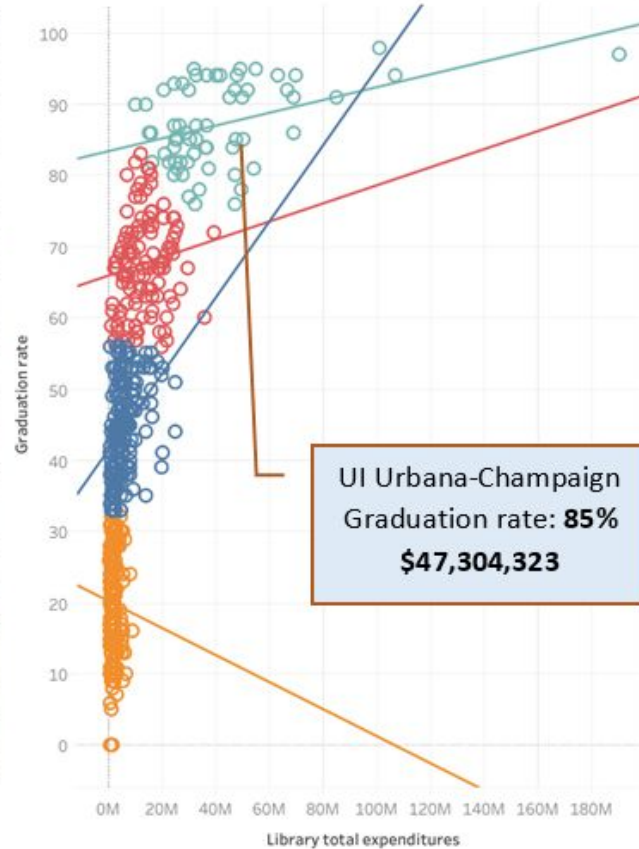
Future Directions II - **Purposeful Analytics**

- Student success? Or library impact?
- Correlation not causation
- Explore analytics with library data or statistics

IPEDS Institutions with 5000+ Students



With Cluster Analysis (4 Clusters)



Data Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. The Integrated Postsecondary Education Data System (IPEDS). Retrieved March 5, 2018 from <https://nces.ed.gov/ipeds/>

Future Directions III - **Community of Practice (CoP) for Student Success**

- Campus stakeholders
 - IT
 - Institutional Research (IR)
 - Student Affairs
 - Consortiums
- and ***More***