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

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)


UI Urbana-Champaign
Graduation rate: 85%
$47,304,323
Future Directions III - Community of Practice (CoP) for Student Success

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

... and More