

# Community College Libraries & Librarians and Student Success

## Findings from Surveys of Students, Faculty & Librarians

### About the Surveys

Students, faculty, and librarians at North Carolina Community Colleges were surveyed to learn how they assess the contribution of libraries and librarians to student success. Usable responses were received from 8,739 students, faculty, and librarians during Spring and Fall 2015.



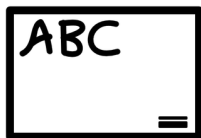
February – March 2015	Librarians & other library staff	168
September – December 2015	Students	7,122
	Faculty	1,449

### Library Contribution to Student Success

Students targeted by the North Carolina Performance Measures for Community Colleges gave their librarians high marks—as high or higher marks than their instructors did—for contributing to their academic success. Generally, librarians were more modest in their self-assessments, whereas both students and faculty were usually more generous.

#### Students Who Needed to Catch Up

Students who needed to catch up to succeed at college-level studies included those who needed to learn basic skills, earn GED diplomas, and learn English. These students were as likely or more likely than their instructors and their librarians to rate the contribution of libraries to their success as excellent or good.



**Basic Skills  
Student Progress**  
*Learning basic skills*

	Excellent	Excellent / Good
Students	3/5	9/10
Faculty	2/5	4/5
Librarians	1/2	4/5



**GED Diploma  
Passing Rate**  
*Preparing for GED test*

	Excellent	Excellent / Good
Students	1/2	4/5
Faculty	2/5	4/5
Librarians	1/5	2/3



**Student Success Rate in  
College-Level English Courses**  
*Learning English skills*

	Excellent	Excellent / Good
Students	1/2	9/10
Faculty	2/5	4/5
Librarians	1/4	3/4



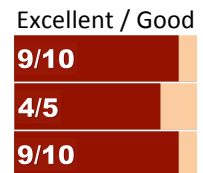
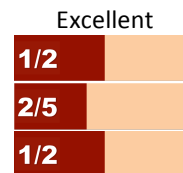
Students Who Needed to Keep Up

Students who needed to keep up to succeed in community college and beyond included first-year students, those pursuing a two-year degree or other credential, those pursuing careers requiring licensure or certification, and those aspiring to four-year degrees. They also rated the contribution of libraries to their success as highly or more highly than their instructors and their librarians.



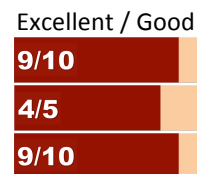
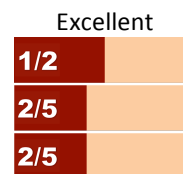
**1st Year Progress**  
*Completing 1st year courses*

Students  
Faculty  
Librarians



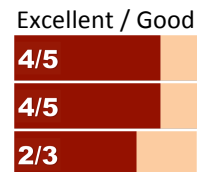
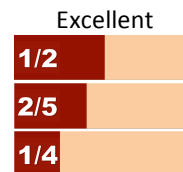
**Curriculum Student Completion**  
*Passing classes in chosen program of study*

Students  
Faculty  
Librarians



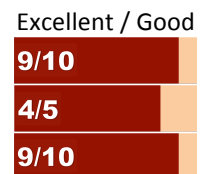
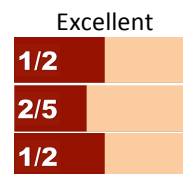
**Licensure / Certification Passing Rate**  
*Preparing for licensure / certification exams*

Students  
Faculty  
Librarians



**College Transfer Performance**  
*Preparing to transfer to 4-year college*

Students  
Faculty  
Librarians



**Student Voices**

*I went to the library one time to look up information for my project and I did not understand how to use the online databases. The librarian actually helped me figure out how to use them as well as how to look up books that are in the library or at the other campuses. She even helped me on what to do my project on specifically and how to go about doing it in a paper and a PowerPoint.*

*English isn't my first language, I had to learn it the hard way because I didn't have much time. And the librarians were there for me. They helped me get on the right path.*

*There is something special about the library—librarians who take the time to help a student succeed in his or her studies.*

**Faculty Voices**

*Our librarian has been working hard to help integrate digital information into all classes on campus. She has done a great job in offering weekly sessions to help students best utilize the resources the library has to offer. She and her staff are an integral part of our first year study success courses to help orient them to the library as part of the campus orientation.*

*We have embedded librarians in our classes. For our online students, it is a direct link to our library they may not feel they have without this connection.*

*Our librarian created a course specific website/research guide for my classes. It was a wonderful resource.*

**Librarian Voices**

*Recently an online student visited the library to do some research for a class paper. I assisted the student in finding book sources, journal articles and arranged for multiple ILL books. About three hours later, the same student stopped me to say: "You helped me find more resources in 15 minutes, than I or my online professors have found in a week of research."*

*I have been involved with other faculty developing online information literacy modules. Three modules are now available and are required in English classes.*

*Our full time librarians are constantly involved in providing lessons relevant to the curriculum as well as teaching research skills.*



### Embedded Librarianship & Student Success

Librarians tended to rate as excellent their practice of embedded librarianship (EL) with faculty when they reported, at least weekly, practicing 4 EL principles and pursuing 6 EL activities. And when they rated as excellent their practice of EL, they also tended to rate as excellent their contribution to student success.

#### 4 Embedded Librarianship Principles

- Identifying faculty needs proactively
- Working on collaborative teams
- Offering customized services
- Working on ongoing projects

#### 6 Embedded Librarianship Activities

- Participating in online course discussions
- Conducting in-depth research for faculty
- Collaborating on instructional design
- Collaborating on instruction in classrooms
- Collaborating on instruction in the library
- Work on teams with faculty and staff

Faculty who reported these EL activities occurring at least monthly were more likely to rate as excellent the library contribution to student success.



### Teaching Information Literacy & Student Success

Librarians tended to rate as excellent their teaching of information literacy (IL) when they rated as excellent their teaching of 5 IL principles. And when they rated as excellent their IL teaching, they tended to rate as excellent their contribution to student success. Likewise, students who rated as excellent their librarians' teaching of IL principles tended also to rate as excellent the library contribution to their success.

#### 5 Information Literacy Principles



- Pursuing research as a process
- Assessing the authority of info
- Understanding format differences
- Conducting effective searches
- Understanding how info is valued



#### Librarian Perspective

Librarian ratings of IL teaching to most student groups aligned closely with how often they taught:

- databases / other e-resources
- research skills

Librarian ratings suggest first-year students also benefit from:

- library orientations and instruction
- library and IL-related LibGuides
- 1-1 instruction from librarians

#### Student Perspective







Student ratings of library contribution to their success aligned closely with receiving at least weekly these types of help from librarians:

- Using library computers / other equipment
- Completing class assignments
- Citing sources appropriately
- Learning research skills
- Evaluating quality of info source
- Choosing, defining, or focusing research topic
- Finding info online in NC LIVE & other databases
- Finding info in books / other items in library



**Library Resources & Student Success**

Students and faculty were asked to report how often they utilize various library resources. Members of both groups who reported using these resources more frequently (at least weekly for students, at least monthly for faculty) were more likely to rate as excellent the library contribution to student success.

Types of Library Resources		
  	<ul style="list-style-type: none"> <li>• Print resources</li> <li>• Audio / video / multimedia</li> <li>• Computers / other equipment for use in the library</li> <li>• NC LIVE and other databases</li> <li>• Interlibrary loan services</li> <li>• Computers, laptops, and tablets available to check out</li> <li>• Wifi access</li> <li>• LibGuides (class / subject websites)</li> <li>• Course reserves</li> <li>• Individual study space in the library</li> <li>• Group space in the library</li> </ul>	  

**Performance Measures & Student Success:  
Institutional Data & Individual Perceptions**

To what extent did the perceptions of survey respondents about the contribution of libraries and librarians reflect institutional level results on the state’s performance measures for community colleges? For each of 5 performance measures examined, institutional data were consistent with prevailing perceptions of only one group of survey respondents.

Status on Performance Measure Median or Above	Rating of Library Contribution to Student Educational Goal as Excellent	Data & Perceptions Consistent		
		Librarians	Students	Faculty
Basic Skills Student Progress	Learning basic skills		■	
Success Rate in College Level English Curriculum Student Completion	Learning English / reading skills	■		
Licensure & Certification Passing Rate	Passing classes in chosen program of study		■	
College Transfer Performance	Preparing for licensure or certification exams			■
	Preparing to transfer to a four-year institution			■

For detailed survey results and analytical findings of this study, see the full report at: <http://www.edgecombe.edu/libraries-linked-student-success>.

Edgecombe Community College Library managed this project on behalf of all participating North Carolina community college libraries. It was funded by the State Library of North Carolina via a sub-grant of Library Services and Technology Act (LSTA) funds from the federal Institute of Museum and Library Services.