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Library Resource Usage and Student Success at Eastern Kentucky University

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Observations & Results

Figure 1: Categorical GPA * Non eResource Use vs eResource Use

<table>
<thead>
<tr>
<th>GPA</th>
<th>No Use</th>
<th>at least One Use</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 to 2.99</td>
<td>57.70%</td>
<td>42.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>3.00 to 4.00</td>
<td>58.00%</td>
<td>44.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>4.00</td>
<td>58.00%</td>
<td>42.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>57.70%</td>
<td>42.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Figure 2: Distribution of Undergraduate Grade Point Average by eResource Usage

<table>
<thead>
<tr>
<th>GPA</th>
<th>Use eResources</th>
<th>Never Use eResources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 to 2.99</td>
<td>30.00%</td>
<td>56.00%</td>
</tr>
<tr>
<td>3.00 to 4.00</td>
<td>42.00%</td>
<td>35.00%</td>
</tr>
<tr>
<td>4.00</td>
<td>42.00%</td>
<td>30.00%</td>
</tr>
</tbody>
</table>

Conclusions

- We observed that, on average, undergraduate students who used library resources had GPAs .40 points higher than those who did not; while graduate students using eResources had GPAs .85 points higher than graduate students who did not use eResources.
- Figures 1 and 2 summarize the correlation between Grade Point Average and eResource use vs. non eResource use. There are more than 15 percent more non-library users vs. library users in this failing low GPA category. For those students in the high-GPA category, almost 70 percent of students with 3 to 4 point GPAs use the library vs 30 percent who do not.
- Figure 3 illustrates the correlation coefficient of usage frequency (=1.879) while Figure 4 highlights differences among students in each college.
- The data show that Library online databases, eBooks, and eJournals are important tools for student success.

Next Steps

- Areas to explore further...
  - Retention - Because the scope of the study was limited to one semester, the connection with retention could not be adequately addressed.
  - Other measures of “library use” – the only existing systems that allowed us to gather library use connected with identifiable student information was our EZ proxy server. In the future, a more holistic look at the effect of the full range of library services and resources would be interesting to analyze.
  - Qualitative analysis – It is worth mentioning that this data does not necessarily capture assigned readings that have been distributed by instructors, eg. posted on blackboard/posted and handed out. This data is perhaps a representation of research conducted by the students themselves, which could be significant from a pedagogical standpoint. These eResource uses may represent student attempts to satisfy self-determined (at least in the context of academia) information needs rather than just fulfilling the need to read assigned articles. This is an area of future study – following up with individual student volunteers and gathering qualitative data would result in a more complete picture.