CSU Libraries Student Success Team Time Minutes

**January 29, 2021**

Takeaways from our CSU Libraries Student Success Committee Team:

The CSU Libraries have recently completed a study examining information literacy instruction impact on first year students' GPA and retention. Unfortunately, COVID-19 interrupted the study, but we need to examine the results that did come out of it. This group met for the first time during the January 29 team time. Our conversation on January 29 was as follows:

* Could we look at something other than information literacy instruction since we have the student success report? Also, instruction is so impacted by COVID right now
* Textbook affordability and access, reserves, OER (could we look at what East Bay has done?)
* Understanding what knowledge students have about libraries - and what they do not know (academic socialization)
* What about the “hidden curriculum?” can we take a look at DFW courses and see what kind of IL support we provide to these courses (perhaps more customized) - some may be topics not conducive to library instruction, but some are
* Supplemental instruction and tutoring services and how the libraries interact
* Upper level undergrads being hired to provide tutoring
* Want to look for something actionable
* Question: are their particular aspects of the dashboards that can help us? Figure out what questions we want to focus on with precision (that can be answered or supported by data)
	+ How is COVID affecting BIPOC communities disproportionally?
	+ What IL skills do we want to amplify?

**February 12, 2021**

* Participation in this series is in itself a positive outcome
* We do also need a project to pursue
	+ Could be a pilot project
* Suggested areas of focus
	+ 1st generation students
	+ Graduation Initiative 2025
	+ First year experience
	+ Transfer students
	+ Policing on campus and library involvement
		- Exam proctoring and academic honesty procedures as surveillance
		- This committee has standing to make recommendations to COLD
	+ Library reopening plans after COVID closures
		- The intersection of surveillance concerns with pandemic concerns (police enforcement of mask mandates; ID and check in at library front door to limit crowd size)
* Partnerships with different campus units
* COLD Library Instruction Study (newly completed)
	+ Plan for a study on library instruction when we can return to in-person, to compare to Fall 2019 data and learn what changed pre/post pandemic
	+ Meet again to focus only on the existing report

* Next actions
	+ Learn about CSU East Bay’s DFW study
	+ Write up paragraph of project proposal on DFW rates and digital course reserves
	+ Write up paragraph of project proposals on any other topics any group member wishes to pursue

**February 26, 2021**

CSU LIBRARIES STUDENT SUCCESS TEAM

We focused on the following question: **How do we become student-ready libraries?**

Some strategies discussed include:

* build strong collaborative relationships with partners housed in the library, i.e., tutoring, learning resource center, etc.
* log research consultations for CPP students at Cal Poly Pomona in CPP Connect, a campus system, to document our interactions with students;
* change the security and fines policies to be more open. Specifically, remove security gates and replace with occupancy counters.
* Eliminate most fines, except for ILL and reserves. Eliminate library holds. Bill students, but be willing to write off losses.

Our research question focuses on comparing DFU rates in undergraduate courses for those courses with zero-cost or low-cost course materials to the DFU rate for courses with traditional textbook costs. We also want to look at impact on URM students in the course. We plan to do this study with the 8 campuses represented in this group to see what we learn in terms of the data, not with all 23 campus libraries.

Every campus is required to maintain a list of courses that have zero-cost or low-cost materials or neither. This was required by state law as of August 2020. We might need to determine who maintains that list on each campus.

This study is focused and would allow us to gather data on a question/topic of importance to our campus and our provosts. We would need to contact the IR folks on the 8 campuses. Committee chair (Jen Fabbi) will draft an email to update the library deans and ask for their collaboration and support.

We need to connect with 1) library deans for the 8 campuses participating in this program, and 2) our respective IR folks to request the data.

**March 12, 2021**

CSU LIBRARIES STUDENT SUCCESS TEAM

The CSU Libraries Student Success Team discussed Webinar #3 and our takeaways and the relationship to libraries:

- Libraries do not have the same data points as academic programs in that we do not have students taking credit classes so we do not have data like grades, completion, retention, progress toward degree, etc. In addition, the Library's contributions to student learning and success in courses is excluded from data that is captured by programs and campuses.

- Libraries can conduct satisfaction surveys - while this provides some input, the results are generally positive in that students like and value the library. The response rate and comments are not always meaningful.

- Libraries are working on ways to get more data on student use of libraries - for example, one CSU library has gotten a grant to assess research consultations, one-on-one interactions between librarians and students. Another library offered a program that required students to swipe their ID to enter the library during a specific period of time, and the library could follow up with those students to conduct a meaningful survey.

- In some cases, librarians are reluctant to survey students and value student privacy over all. Others have found ways to capture student data while still honoring privacy.

- In some cases, campus leaders do not think of the library as an academic partner while on other campuses the library is valued and seen as an important contributor to student learning and success. Challenges vary by campus.

- Librarians need to be able to share both data and stories to describe the impact of the library.

**March 26, 2021**

CSU Council of Library Deans (COLD) Libraries Student Success Team Takeaways - March 26th Discussion

During our team time, we discussed how we might make CSU Libraries transfer student ready. We explored strategies that are in use at our libraries to support transfer students. Here is a summary of our discussion:

* Transfer students bring tools and knowledge. We need to build on their previous library experiences and skills.
* CSU San Marcos had hired an Academic Transitions Librarian focused on helping students transfer into the university from K-12 and community colleges and focused on the first year experience. CSUSM is also involved and integrated in the Virtual Transfer Center services, participates in Transfer Student Week, and is also embedded in a couple of transfer student classes.
* One campus lets transfer students enroll in the UNIV100 course, a library course. In addition, they sponsor an open house for transfer students. This library has initiated conversations with community college librarians that are feeder colleges into their campus.
* Another campus is exploring co-teaching workshops for community college students and newly transferred students.
* Another librarian shared a learning activity used with transfer students. Using an in-class survey, she then displays the anonymous responses and uses a "learning community" model to discuss the results allowing the students to drive the conversation, illustrating how individuals can learn from each other. The activity increases engagement.
* CSUN has been doing regular town hall meetings during the pandemic. At one meeting, they invited the community college librarians to present and learned about the work of their colleagues.
* Another campus is working on developing information literacy outcomes for different courses at different levels.
* We also discussed curriculum mapping, an exercise where librarians examine program curriculum to identify courses that are potentially best suited to integrate information literacy learning outcomes into the course. Our discussion on this topic led us to consider planning a professional development event for CSU Librarians on curriculum mapping -- we will identify some readings and plan for an in-person workshop in the future. While this might look different on each campus, it is a skill that could help subject and instruction librarians to identify course and establish strategic relationships with teaching faculty.

We are continuing to work on our data project, acquiring data from our campuses. We have identified some issues we may need to work through in order to complete our project. Jen will do a draft of the template for us to discuss.

**April 9, 2021**

CSU LIBRARIES STUDENT SUCCESS COMMITTEE

We discussed our team data action project. At this juncture, we have data from 5 campuses, and are working on finalizing data from 3 campuses. One of our team members, Laura Wimberly, will do the data analysis on April 22. We will then look at findings and figure out next steps.

We discussed the webinar. This was an interesting topic. Internships, service learning, and volunteer opportunities are stressed at some campuses like Cal Poly Pomona. The Library will be building a career collection to support students - titles will be about careers in different fields, job searches, internships, and soft skills need in various jobs. CSU Fullerton is fostering a relationship with the Career Center. SJSU Library works with the graduate programs to offer programs for graduate students including library orientation and tutorials.

In our discussion, we also also explored questions around where CSU graduates go to graduate school and what attracts them to a specific university and/or program, some of which are private. This might include: recommendations and advice from faculty mentors; quality of the program; whether it is in-person, hybrid, or online; length of time to complete; and type of program (go at your own pace or be part of a paced cohort).

Finally, we did a quick check-in about the program and our participation in this program. Generally, we all liked it. At times, we all felt a little overwhelmed with the pace and amount of work. Yet we found it refreshing and stimulating. We liked the introduction to the dashboards. We all struggled a bit with Canvas. We thought the webinars and dashboards go well toether, and that having the teams develop the plan for the data action project AFTER during May would potentially be better, then let the teams execute the project in the summer and complete by end of year might make this a bit less stressful.