Re-Framing Student Success

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How is “student success” defined?

What enables it?

What are the unique contributions of the library to it?
Students have complex definitions of success that focus on both their career and educational achievement as well as their personal development.
Extrinsic goals

- Primarily focus on career and/or educational achievement
- Include obtaining a degree, getting good grades, career advancement and financial security, and building a pathway towards additional education
“I turned 40 years old last June and got sick and tired of asking people, ‘Home fries or hash browns?’ I've been a waitress for 20 years, so in order to fulfill my longing to have a college education, I decided it was time to go back.”
Intrinsic goals

• Primarily focus on advancing personal development

• Include gaining knowledge, feeling a sense of accomplishment, and developing social skills and a sense of community
“It’s not just that you get the degree because anybody can get a degree and anybody can get a grade, but just the knowledge... each class helps me to stretch my mind... it helps me learn to think differently.”
The most important objectives for chief academic and student affairs officers are increasing student retention, graduation, and course completion.
How important are each of the following objectives to your college and to you for services under your leadership to students? Percent of respondents that indicated each objective as extremely important.

- Increasing student retention
- Increasing student graduation
- Increasing student course completion
- Increasing student enrollment
- Increasing student learning
- Increasing student transfer to four year institutions
- Improving post-graduation student outcomes (e.g. employment, salary)
- Helping students develop a sense of community
- Addressing social justice imperatives
Student success is a top objective for library directors and they see the contributions of their library toward this success most strongly in relation to increasing student learning and enhancing student well-being.
Please use the 10 to 1 scales to indicate how well each statement below describes your point of view.

**Percentage of respondents that strongly agree with each statement, 2019 by Carnegie Classification.**

- Supporting student success is the most important priority for my library.
- My library collaborates closely with other units on campus to improve student success.
- My institution’s senior academic leadership consider the library to be an important contributor towards student success.
- My library has clearly articulated how it contributes towards student success.
- My library provides targeted support or services for historically underserved student groups.
- My library lacks the resources it needs to contribute to student success.
- My library provides resources, services, and spaces for students but has no direct responsibility for student success.
In your opinion and/or based on evidence gathered, to what extent does your library contribute to each of the following possible student success objectives? *Percentage of respondents that selected “a lot” or “a great deal.”*
How important do you believe it is to you/your immediate supervisor that your college or university library provides each of the functions below or serves in the capacity listed below? *Percentage of respondents that selected “highly important.”*

<table>
<thead>
<tr>
<th>Function</th>
<th>Importance to you</th>
<th>Importance to your immediate supervisor</th>
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<tbody>
<tr>
<td>The library helps undergraduates develop research, critical analysis, and information literacy skills.</td>
<td>80%</td>
<td>80%</td>
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<tr>
<td>The library supports and facilitates faculty teaching activities.</td>
<td>70%</td>
<td>70%</td>
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<tr>
<td>The library pays for resources faculty members need, from academic journals to books to electronic resources.</td>
<td>60%</td>
<td>60%</td>
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<tr>
<td>The library serves as a repository of resources—in other words, it archives, preserves, and keeps track of resources.</td>
<td>60%</td>
<td>60%</td>
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<td>The library provides active support that helps increase the productivity of faculty research and scholarship.</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>The library serves as a starting point or “gateway” for locating information for faculty research.</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>The library supports graduate students in conducting research, managing data, and publishing scholarship.</td>
<td>50%</td>
<td>50%</td>
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Understand your Student Success

Campus Partners

1. Student Affairs
2. Dean of Students
3. Student Advising
4. Admissions
5. Athletics
6. Graduate School
7. Student Government
Library’s Strategic Framework
Student Success (Library Pillar #2)

Libraries are:
1. Incubators for student learning
2. Centers for interdisciplinarity
3. Sources of inspiration, curiosity & contemplation

Libraries provide spaces and opportunities for teaching & learning – both in support of and alongside the curriculum
University Strategic Opportunity #2

Strengthen Student Success

1. Provide a student-centered experience, strengthen success for all students & foster equity in success across student populations
2. Facilitate learning that is experiential & collaborative, develops individual strengths and encourages the understanding, use and application of data
3. Expand digital technologies to increase access & opportunities for all North Carolinians and beyond
Student Success Aspirations

1. Be the central hub for technologies, collections & expertise for the use of the entire university community
2. Empower learners to navigate the complex digital world as information consumers & creators
3. Build students’ research competence and confidence & we contribute to student performance & retention
4. Foster social and academic community among students
5. Focus our resources on students most in need of support
A strategic partnership at the R.B. House Undergraduate Library will transform support for undergraduate learning.

Preparing students to succeed both in class and beyond is at the heart of the mission for both the University Libraries and Carolina’s Center for Student Success and Academic Counseling (CSSAC). That is why leaders from the two organizations recently joined forces to explore a broader partnership—and the relocation of CSSAC to the Robert B. House Undergraduate Library.

Their shared vision is to create a vibrant epicenter for student learning at the very heart of campus. “This is an opportunity to build something new with partners who are committed to things that we are excited to be doing: working collaboratively and inclusively; centering student excellence and student learning; and providing those services in a diverse student body,” says Elaine Westbrooks, vice provost for University Libraries and University Librarian. “The Undergraduate Library is an integrated, interdisciplinary, dynamic space. Joining forces with the writing and learning center quadruples the impact of the space. Having librarians next to learning specialists is truly powerful.”

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Unique Research Experiences
Facilitating original student research
Teaching Digital Mastery
Virtual Reality Tools
Preparing tomorrow’s innovators
Measuring Student Success?

1. Inputs
2. Activities
3. Outputs
4. Outcomes
5. Impact
Questions & Discussion