Does library instruction affect first-year students' usage of library resources?

A number of academic libraries have begun to analyze usage data from library users and examined the connection between library usage and student success.

For a complete literature review, please see: https://go.op.pl/A9UJa

This study seeks to build upon the work of others by examining initiatives, specifically library instruction for first-year students, which can increase students' usage of library resources.

First-year students at Brandeis take a required University Writing Seminar (UWS) during the fall or spring semester. As part of UWS, each seminar receives library instruction.

To assess the impact of the library instruction on usage of library resources, we analyzed library usage by first-year students during the 2015-2016 academic year, comparing the library usage of students who took UWS in the fall to those who took UWS in the spring.

The usage data included:
- usage of physical library materials (check-outs from the library)
- interlibrary loan requests
- usage of online resources, including databases, ejournals, and e-books
- usage of reference services

Library usage data was combined with student enrollment data indicating whether each student had taken UWS during the fall or spring semester. All of the data was anonymized, with survey IDs created for each student.

The study examined the library usage of the 716 first-year students who began their studies at Brandeis during the fall of 2015.

- 432 of these students took UWS during the fall of 2015. These students received library instruction between October 13, November 18.
- 294 students took UWS during the spring of 2016. They received library instruction between March 12 - April 12.

Many thanks to the members of Library Systems for their support: Tamis Fersenheim, Greg McClellan, & Josh Emery.

Team Leader: Laura Hibbler

The majority of first-year students used library resources, although few used Interlibrary Loan.

A relatively small percentage of first-year students used Interlibrary Loan. Library instruction does correlate with increased use of IL, with students more likely to make IL requests during the time period when they receive library instruction and for the time period after they have received instruction.

While the data does not reveal how effectively students apply these resources, our survey of UWS instructors has indicated that they feel library instruction had a positive impact on the majority of their students' research papers. In the future, we plan to assess student research papers to evaluate how effectively students are applying sources in their work.

### Library Usage and First-Year Students: Investigating the Influence of Instruction

#### Research Question

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#### Methods

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#### Conclusions

The data suggests that instruction is correlated with increased usage of library resources. However, usage of library resources does not continue at the same rate during the semester after a student has received instruction. While this decrease may be partly attributed to the nature of students’ assignments, these findings also point to a need for further investigation into why students do or do not use library resources and the role of library instruction.

### Analysis of Library Usage Over the Academic Year

Does library instruction affect first-year students' usage of library resources?

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#### Usage of...
- digital resources
- reference services
- library instruction
- print resources

#### Student success...
- grade point average
- retention

#### Correlated with...

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