INTRODUCTION

This project explored the impact of library participation and information literacy instruction in the Second-year Transformational Experience Program (STEP) at The Ohio State University. Previous data indicates that OSU students who live on-campus have higher graduation and 3-year retention rates than students who did not live on campus in their first two years. Further studies indicate the following predictors of OSU second-year student success:

- Participation in campus events
- Living on campus
- Peer interaction
- Interaction with faculty
- Institutional commitment

The Libraries goals for this project were to:

1. Explore the Libraries’ contribution to creating transformational student experiences and advancing student success.
2. Assess learning outcomes for students who participate in STEP.
3. Explore the Libraries’ contribution to creating transformational student experiences and advancing student success.

The Libraries’ intended outcomes for the program were stated in the Libraries’ collaborative strategic plan. To fit our assessment into the university’s pre-existing assessment plan for STEP, we developed a logic model which listed the university’s intended outcomes for the Access component of STEP and the Libraries’ intended outcomes for the program. Our Assessment Plan: Logic Model

METHODS

Logic Model and Corresponding Assessment & Data-Gathering Plans

To fit our assessment into the university’s pre-existing assessment plan for STEP, we developed a logic model which listed the university’s intended outcomes for the Access component of STEP and the Libraries’ intended outcomes for the program. Assessment questions with defined success criteria were then written and mapped to various available data sources on campus. Where data sources did not exist, opportunities to partner with the Center for the Study of Student Life were identified. Library outcome related questions were added to the STEP pre-, mid-, and post-term surveys.

Our Assessment Plan: Logic Model

INPUTS

1. STEP Program Components:
   - Library faculty
   - Library staff
   - Library volunteers
   - Library students

2. Library resource use:
   - Library resource use
   - Library resource use
   - Library resource use

3. Library resource use:
   - Library resource use
   - Library resource use
   - Library resource use

ACTIVITY PARTICIPATION   SHORT/MEDIUM TERM   LONG TERM

- Library Outcomes:
  - Have opportunities to exhibit disciplinary mastery
  - Have opportunities to apply knowledge
  - Have access to resources that increase their educational goals

- Library Access Outcomes:
  - Use information
  - Recognize library services
  - Use library services

RESULTS

PRELIMINARY FINDINGS: STEP SURVEYS

Paired t-tests revealed several significant differences between student responses in September 2013 and April 2014. By spring, students were more aware of the availability of librarians to help with research, library resource pages in Carmen, the university’s course management system, and the Libraries’ document delivery services. Note: Lower means indicate higher awareness and utilization of library resources.

Sophomores: Please indicate your awareness/utilization of the following library resources.

<table>
<thead>
<tr>
<th>Library Resource</th>
<th>Awareness</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resource 1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Library resource 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Library resource 3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Library resource 4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Sophomores: How confident are you that you know how to find library resources/services that support your educational goals.

CONCLUSIONS

PRELIMINARY FINDINGS suggest the Libraries’ contribution to the Second-year Transformational Experience Program: Program Overview, http://library.osu.edu/OSUL_STEP

NOTES

1. The Ohio State University, STEP: Second-year Transformational Experience Program: Program Overview, http://library.osu.edu/OSUL_STEP

2. The full logic model and corresponding assessment and data-gathering plans are available at http://library.osu.edu/OSUL STEP

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