



DESTINATION INNOVATION: LIBRARY DATA AND STUDENT SUPPORT

DESTINATION INNOVATION: LIBRARY DATA AND STUDENT SUPPORT - CONTENTS

WESTERN SYDNEY
UNIVERSITY

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DESTINATION INNOVATION: LIBRARY DATA AND STUDENT SUPPORT - THE LIBRARY

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01.

THE LIBRARY

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In the beginning ...

As a forward facing, student focused support structure, The Western Sydney University Library's guiding service principle is 'no wrong door'.

A student can access any of the services that the Library offers through any pathway.



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New opportunities

2016 saw the creation of the new Academic Literacies Team to expand existing support and create new opportunities.

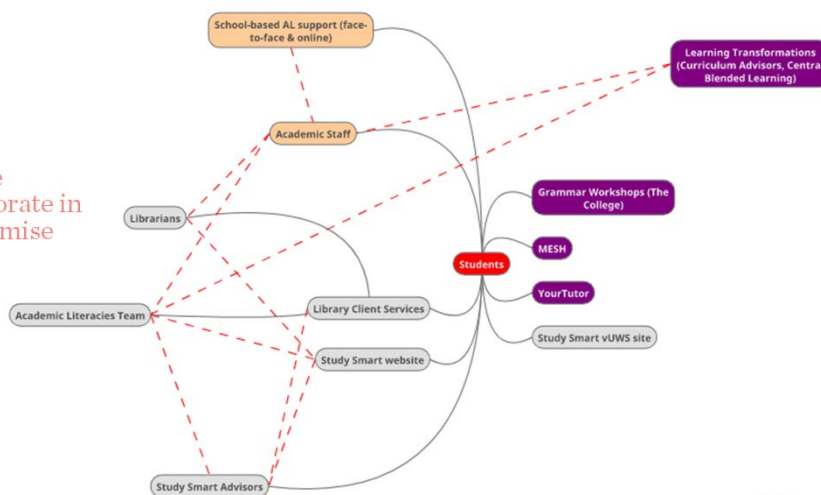


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What's all the hype about data?

Students are at the centre of the Library's service, and we collaborate in a hub-and-spoke model to maximise outcomes.



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02. THE VISION

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Looking forward

At Western

- Impact on student outcomes
- Home grown student support
- Accessibility
- Growth

Beyond Western

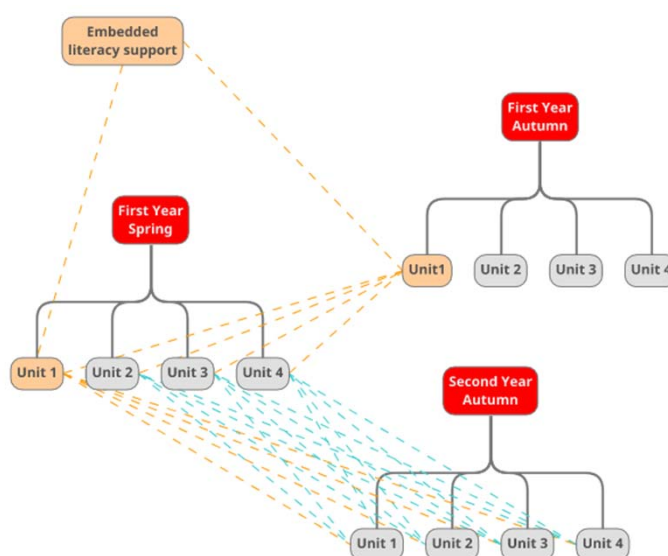
- A community of practice that informs the sector
- Leaders in student support and development



What's all the hype about data?

Meaningful support for:

- Targeted units
- Targeted cohorts
- Scaffolded content
- Improved Student Outcomes

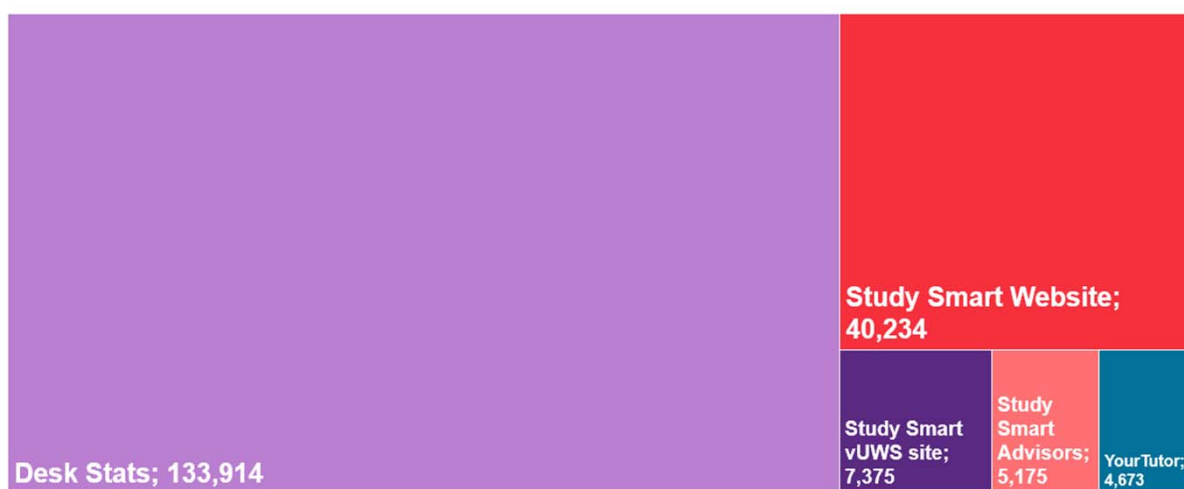


The starting point

1. Listened
2. Formed partnerships
3. Created
4. Implemented
5. Collected feedback



Library MEGA data – 2016



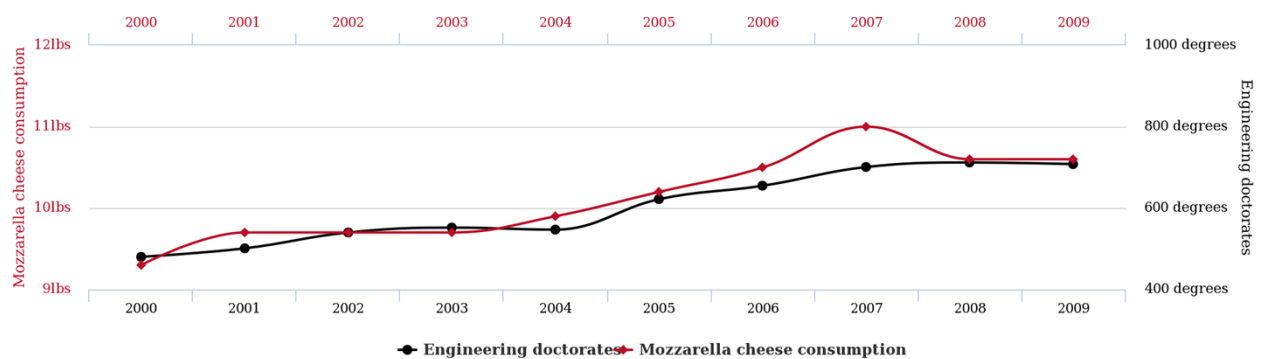
03. THE RESULTS

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A word of caution!

Per capita consumption of mozzarella cheese
correlates with
Civil engineering doctorates awarded

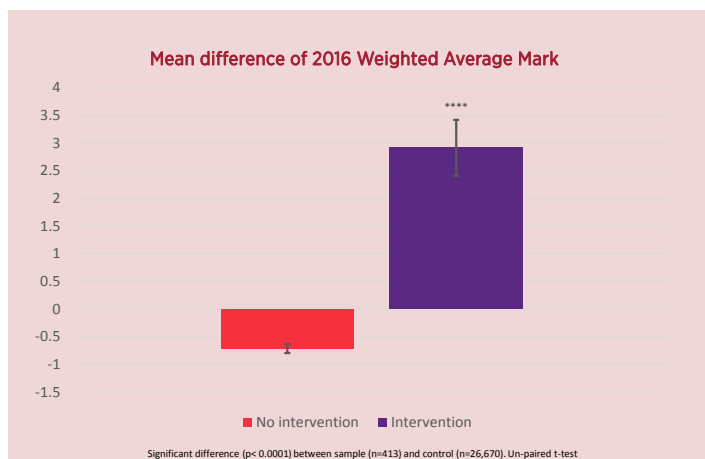


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Improved student outcomes

- Students who used the Study Smart service and resources showed improved results
- Control group (Red) was students who did not use Study Smart Advisor service in 2015 or 2016
- Sample group (Purple) was students who did not use Study Smart Advisor in 2015 but did use it in 2016
- What does that mean?



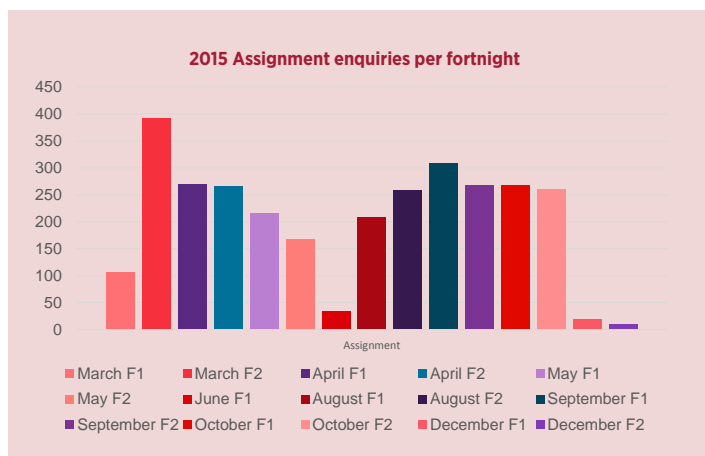
Identifying target units

- The data helps to identify focus units
- MEGA data is not the only element though. A human element is still needed!
- So we have the unit, now what?
- Student tasks and graduate attributes are identified to provide focus

School	Unit	Study Smart enquiries	YourTutor enquiries	Total enquiries	% of Unit	Focus
School A	Unit 1	14	46	60	1.59 %	Assignment
School B	Unit 2	6	20	26	7.2 %	Assignment
School C	Unit 3	61	58	119	10.79 %	Writing
School D	Unit 4	63	58	121	9.62 %	Writing
School E	Unit 5	0	0	0	0 %	Structure

Identifying target units

- The data helps to identify focus units
- MEGA data is not the only element though. A human element is still needed!
- So we have the unit, now what?
- Student tasks and graduate attributes are identified to provide focus
- The enquiry type also helps to target what type of support to provide
- Assignment enquiries received per fortnight gives us an idea on the focus for students over the session



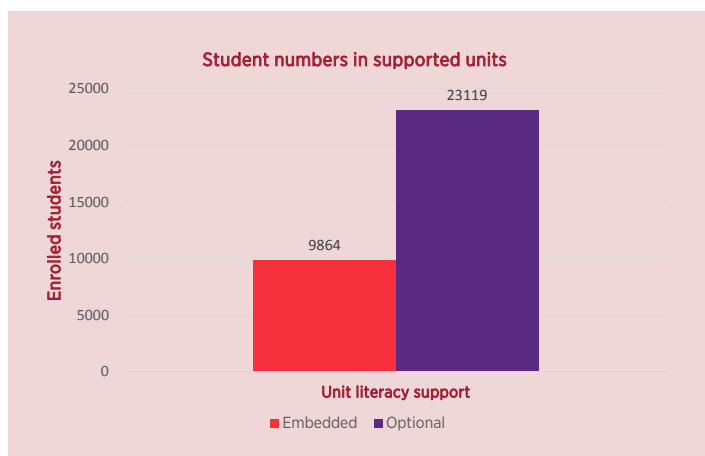
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Embedded and optional student support

Let the great content creation begin!

- Embedded material in targeted units
 1. Listened
 2. Formed partnerships
 3. Created
 4. Implemented
 5. Collected feedback
- What was the feedback?



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Feedback

STUDENT

"Before this session, I had no knowledge of how to research for scholarly articles. Now I feel confident."

UC

Thank you for putting this together. It will be a highly practical tool for student learning in research.

HIPSTARS

On average, a 3 point increase per student!

UC

"This is so amazing I'm crying, thank you, thank you."

UC**DAP**

"Appreciative of assistance in helping strengthen the units' activities for the largest course cohort of the school."

"This is awesome and so helpful. THANK YOU."

STUDENT

"...has helped me locate peer reviewed sources on library website which I was not aware of before."

"Those who watched the video also had significantly higher marks in the formatting/style part of the marking criteria."

STUDENT

"I learnt so many new strategies to enable me to search more effectively using Google Scholar, databases and the Library catalogue."

UC

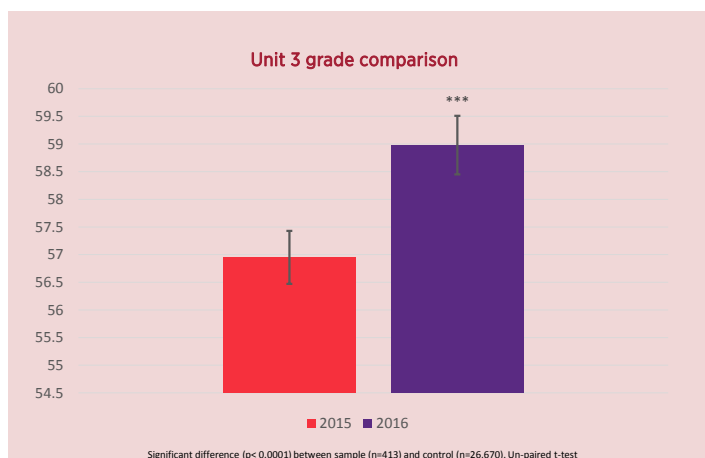
"I think it will be an engaging and useful activity for our students."

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Case study – unit review

- We compared support provided in 2015 to that provided in 2016
- There was statistical significance!
- Student marks showed improvement but was it due to the support they received?

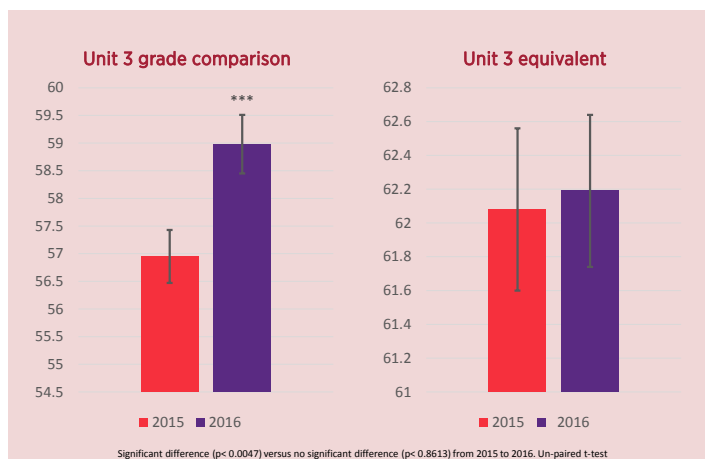


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Case study – unit review

- We analysed another unit with the same cohort in the same year
- We found no statistical significance in an equivalent unit with no embedded activities or support



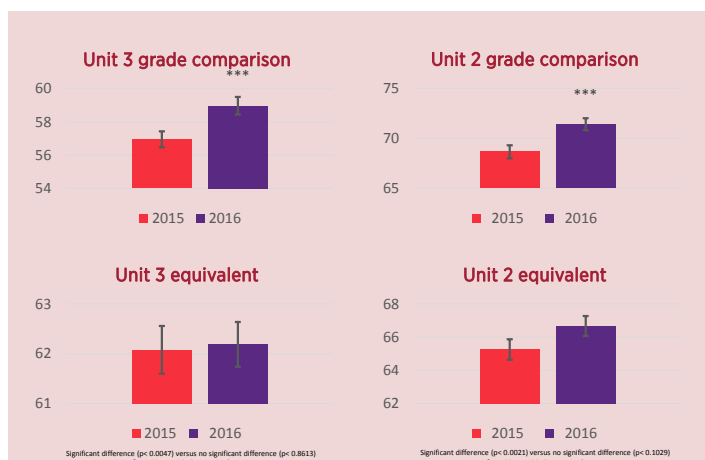
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Case study – unit review

We checked again

- Moved to another school
- Chose another unit we supported
- Chose another unit we did not support but same cohort and year
- Statistical significance again.



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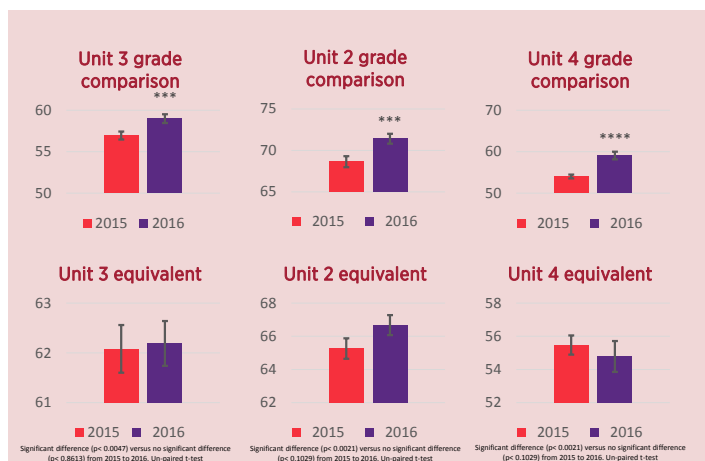
Case study – unit review

And again

- Moved to yet another school
- Chose yet another unit we supported
- Chose yet another unit we did not support but same cohort and year
- Statistical significance again!

Other external support

- We need to acknowledge that there are other supports available to students



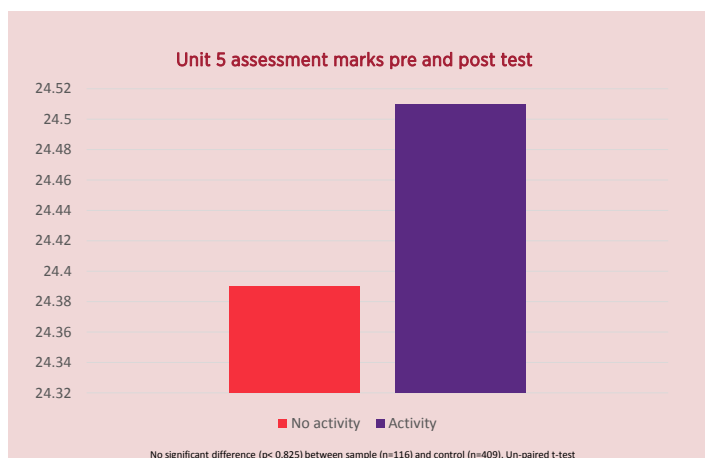
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Case study – student perceptions

Measuring a unit based activity

- One proactive unit coordinator wanted to see our effect on their unit based on an embedded activity
- Grade changes are only one aspect to the improved student outcomes
- Students' confidence in their ability is also key in student retention
- No statistical significance in marks
- But!



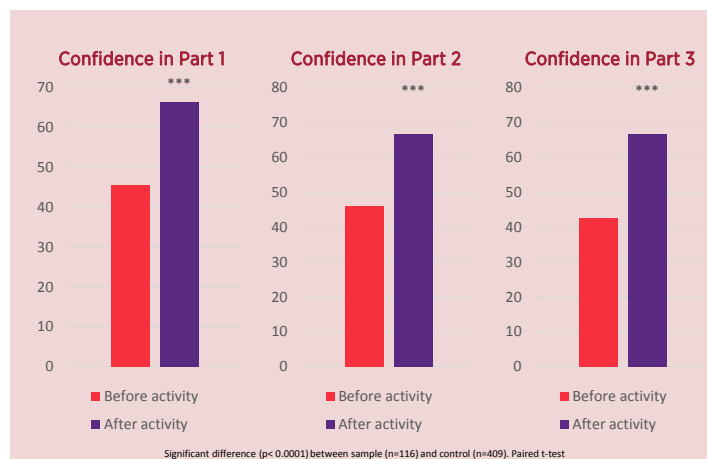
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Case study – student perceptions

Measuring a unit based activity

- The unit coordinator compared students' confidence across the activity's three parts
- For each part, the students' confidence increased



04. THE NEXT STEP

More data!

2016 Key Data

- 53,308 student interactions
- 11,024 embedded unit interactions
- 5,175 literacy advisor consultations
- 4,300 YourTutor consultations
- 15,563 attendees at library sessions

2017 Q1 Key Data

- 86,597 student interactions
- 18,703 embedded unit interactions
- 853 literacy advisor consultations*
- 3,147 YourTutor consultations
- 9,030 attendees at library sessions

*Low numbers due to reduced service in holiday periods. Comparative to 2016 for the same period.



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Where to from here?

- Expand our current offerings to further support students
- Form partnerships with individuals, divisions and units by sharing data and expertise
- Participate in collaborative projects to develop targeted student support



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Working together

We can design and deliver embedded literacy outcomes for specific units which:

- Support the overall improvement of student success, retention and progression
- Provide “point of pain” feedback to schools from the data collected
- Support the curriculum renewal and learning transformation initiatives



What can you do?

- Start recording your numbers and themes
- Acknowledge your interventions
- Record your achievements
- Collaborate!



