Use of the Library Research to Alleviate Student Stress
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2020 ACRL Library Assessment Conference

Background
The APA 2018 Stress in American report found that Generation Z experiences stress at higher levels than previous generations. As higher education focuses more resources on student mental health, it is important to investigate student services that contribute to student success through the alleviation of academic anxiety. The library as an academic service on campus has a mission to contribute to student success by providing the resources and services for their academic research. One such service is the research consultation that students can schedule to get individual assistance for their research project. It has been the observation of the investigators that students leave the consultation with a lower level of stress then they had at the beginning of the appointment. In our study, we seek to test these observations to better understand the impact of the research consultation service.

Methodology
A pre and post-consultation survey, approved by IRB, was offered to undergraduate and graduate students meeting with WMU librarians between October 2019 and mid-March 2020. Students who consented to the study answered four questions before the consultation. Two were demographic questions asking about age and class standing and two asked about students perceived project stress and overall semester stress on a 5-point scale. Students then resumed the consultation and at the end finished the survey with two questions asking about the change in project and overall stress levels. The researchers analyzed data from 50 respondents in Qualtrics using the chi square test of independence.

Effect of the Research Consultation on Student Stress
Our analysis found that the research consultation service had a statistically significant effect on overall (α=.01) and project (α=.02) stress levels. 66% of participants reported their project stress was “much better” and 28% reported their project stress was “somewhat better” after the consultation. Additionally, 49% reported their overall stress was “much better” and 41% reported their overall stress was “somewhat better” after the consultation.

Generational Analysis and Class Standing
We found no statistically significant difference in stress levels based generation or class standing. However, our findings were limited by the participants in the study. We were only able to gather data from 11 Millennials. Additionally the age difference between the generations in the sample was too close to capture the full range of the generations. Millennials in the study had a median age of 24 and Gen Z participants had a median age of 21.

Next Steps
- Collect study data from Fall 2020 and Spring 2021 to analyze potential differences in stress due to Covid-19
- Embed research consultation into campus wellness programs
- Professional development workshop for library colleagues on results of the study, Generation Z APA stress study, Covid-19 APA stress study, and the campus wellness programs
- Publish results of study in peer reviewed journal