

MEASURING THE EFFECTS OF LIBRARY WORKSHOPS ON SUCCESS OUTCOMES FOR FIRST-GENERATION COLLEGE STUDENTS

Abstract



This study plans to assess the impact of a library workshop series on first-generation college students attending a mid-size community college.

The goal of the assessment is to understand the relationships between first-generation college students, library instruction workshops, and the success metrics of retention and grade point average.



Workshop Background

- Workshops were not mandatory but connected to freshman orientation course
- Workshops focused on concepts such as Fake News and Creating a Research Question rather than demonstrations of resources
- 100% virtual, varied offerings throughout semesters and days/times

Contact

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Methods



First-generation student attendance will be compared against their continuing generation peers in an attempt to find statistically significant results in retention and grade point average.

Attendance, including student ID number, was taken at each session. Student ID numbers will be compared against the larger student population.



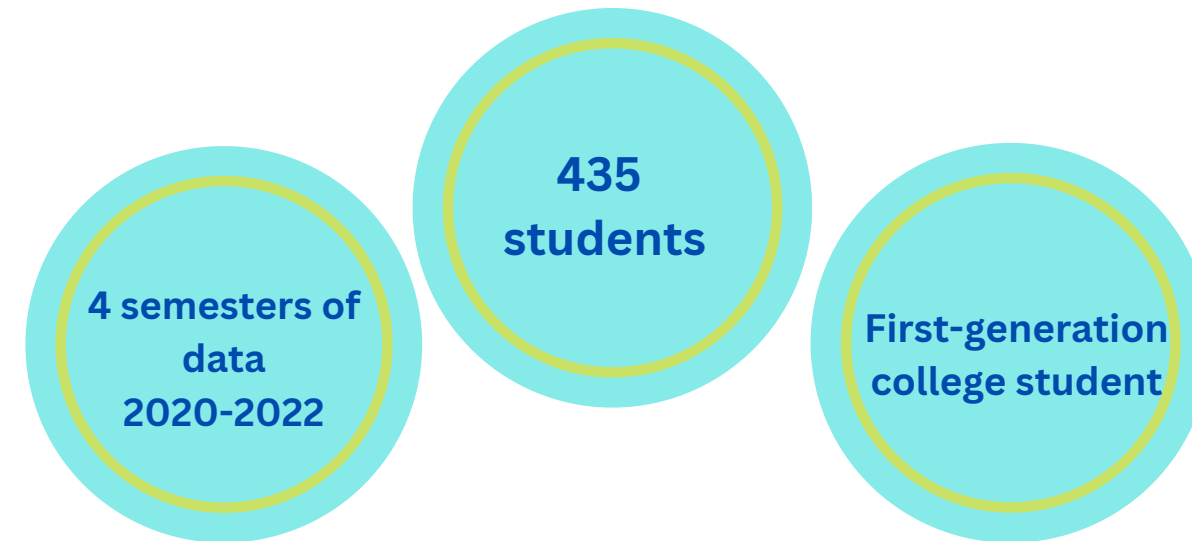
Lessons Learned



- Ask for data in advance
- Time workshops to research paper deadlines
- Offer more workshops at end of semester
- Vary times/days of workshops, especially evening times

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Metrics of Student Success

