

Getting to 100%: Reaching Every First Year Student University of Minnesota – Twin Cities

We knew from 2011 and 2012 data analysis that there was a correlation between library use and student success measures (GPA and retention)

We wanted to find out whether there is anything about a student's pre-college experience or environment that correlates to library use.

We used the usage data we had had already collected plus CIRP Survey responses.

What is CIRP?

CIRP is the Cooperative Institutional Research Program Freshman Survey from the Higher Education Research Institute. In 2012, incoming freshmen took it as part of Orientation thus an exceptionally high completion rate - 98%. This survey uncovers behavior and experiences from high school and preparing for college.

29. What is your best estimate of your parents'/guardians' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$15,000	<input type="radio"/> \$100,000-124,999
<input type="radio"/> \$15,000-24,999	<input type="radio"/> \$125,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-59,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$60,000-74,999	<input type="radio"/> \$250,000-499,999
<input type="radio"/> \$75,000-99,999	<input type="radio"/> \$500,000 or higher

34. In the past year, how often have you: (Mark one for each item)

Attended a religious service.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Been bored in class.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Demonstrated for a cause (e.g., boycott, rally, protest).....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Tutored another student.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Studied with other students.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Consumed beer.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Consumed wine or liquor.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

37. How often in the past year did you: (Mark one for each item)

Ask questions in class.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Support your opinions with a logical argument.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Seek solutions to problems and explain them to others.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Evaluate the quality or reliability of information you received.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Take a risk because you feel you have more to gain.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Seek alternative solutions to a problem.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Look up scientific research articles and resources.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Explore topics on your own, even though it was not required for a class.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Accept mistakes as part of the learning process.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Analyze multiple sources of information before coming to a conclusion.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Take on a challenge that scares you.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

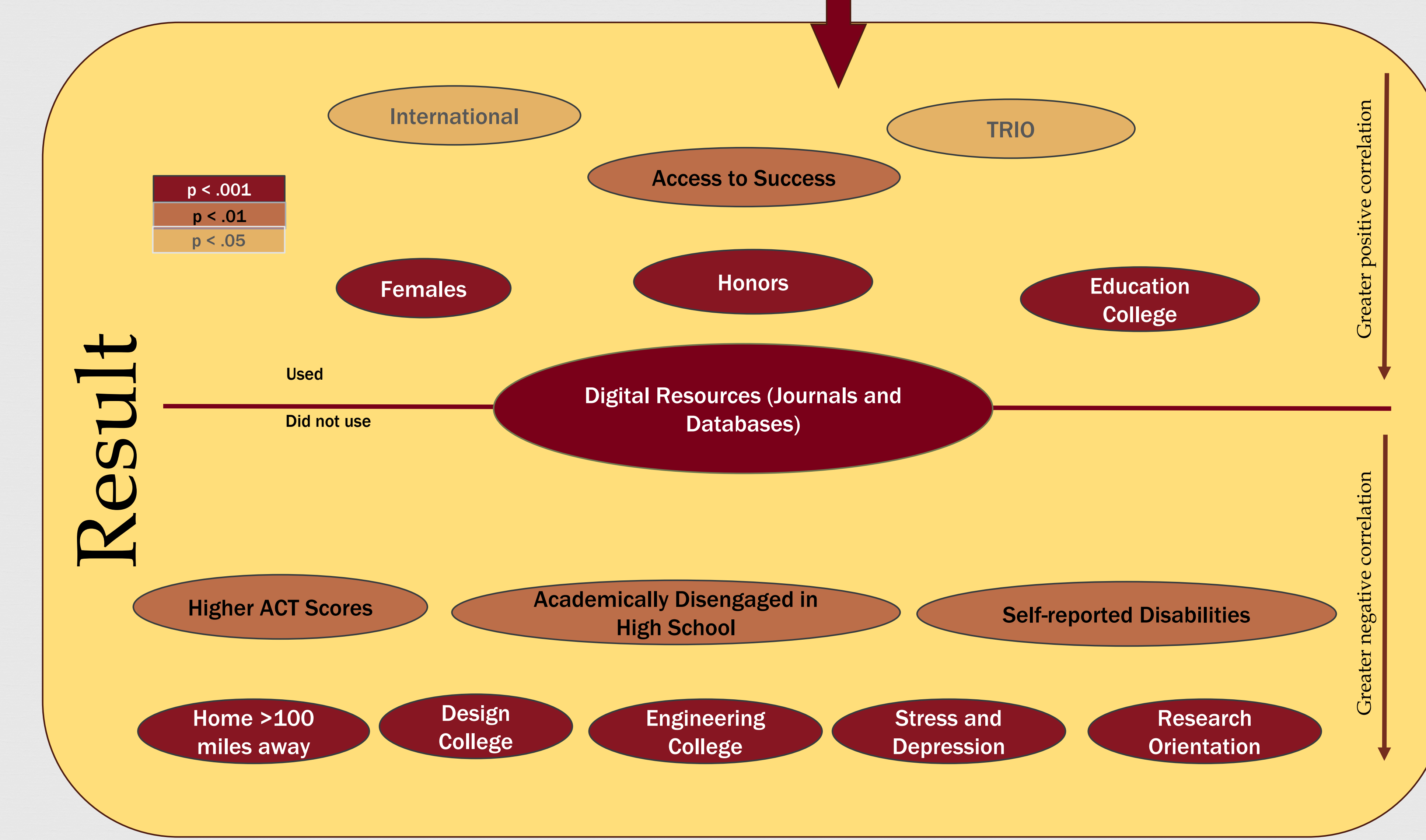
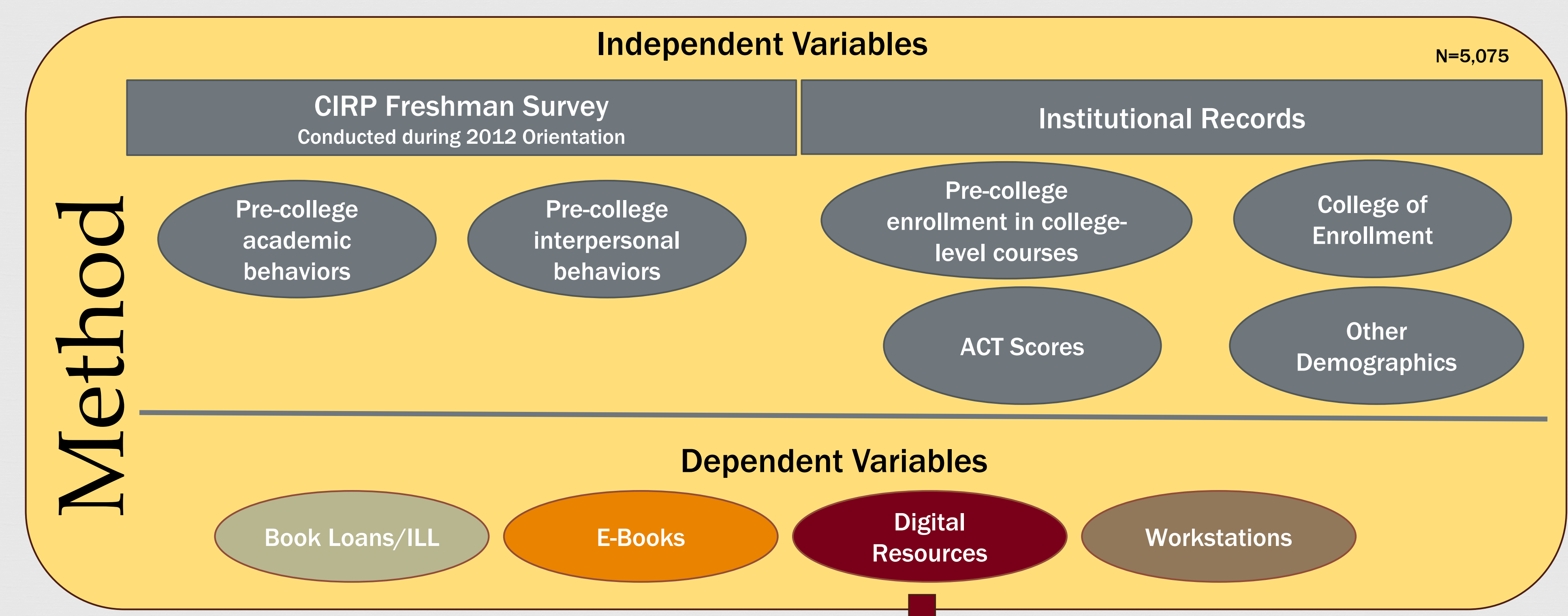
40. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

To be able to get a better job.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To gain a general education and appreciation of ideas.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To make me a more cultured person.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To be able to make more money.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To learn more about things that interest me.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To get training for a specific career.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To prepare myself for graduate or professional school.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
To please my family.....	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

65%
of first year students use library resources or services in a given Fall semester*

How do we increase that percent?

*Using 2011 and 2012 data. On average, 77% of all undergraduate students use the Libraries in a semester



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Learn more: z.umn.edu/lcss

Interpreting Our Results

Doing okay with:

- Females
- International
- Federal TRIO programs
- Access to Success
- First-gen college students
- Honors
- Education College

Continue what is working

- Focus on first year programming
- Support iPad initiative in College of Education and Human Development
- Support programs like Access to Success
- Partnerships with International Student and Scholar Services

Would like to increase use with:

- Higher ACT scores
- Research orientation
- Academically disengaged in high school
- Self-reported disabilities
- Self-reported stress/depression
- Design College
- Engineering College

Try new approaches

- Target efforts in specific colleges – Engineering or Design – extra curricular? Student groups?
- Reach out to high achievers – e.g. goals around sponsored research
- Work with mental health initiatives
- Partner with Disability Services