Driving Student Success: Leveraging Technology to Connect Libraries, Faculty and Students

Matthew Sherlock | November 9th, 2023
Agenda

Brief Introduction

Meet our Panelists

Panel Discussion

Q&A Session
Meet our Panelists

Zara Lawson
Director of Research and Research Development
Alterline

Jessie Ransom
Senior Product Manager, Leganto
Ex Libris, Part of Clarivate

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Director of Product Strategy, campusM
Ex Libris, Part of Clarivate
Alterline Survey Demographics

Our survey of 1509 students includes:

- US: 33%
- UK: 34%
- AUS: 33%

Year of study:
- First year: 43%
- Second year: 25%
- Third year: 20%
- Fourth year: 8%
- Fifth year or over: 4%

Mode of study:
- Full-time: 88%
- Part-time: 12%
Students want easier access to online, digital and interactive content.

The most commonly used resources in students' courses are links to online resources and resources at the institution's library, and PDFs of books, book chapters or articles. Linked resources are more common than unlinked references, with 30% of students saying that references without links are used by faculty most or all the time. Digital and physical course packs which students can purchase are more common in the US (36% and 32% respectively).

The key resources that students want to see more of are links to online sources and resources at the institution's library; PDFs of books, book chapters or articles; and videos. The resource students are more likely to want to see less of is references, without links, to articles/papers. Students prefer more online course materials, with 82% saying they would like more of at least one of the online material types, compared to 61% that said they would like more of at least one of the offline material types.

JK, Social Sciences student
Alterline: Student affordability challenges can impact outcomes

US students’ expectation to pay for their course materials can impact their experience as a student.

US students are more likely to expect to pay for all or some of their course materials (66%), than students in the UK and Australia (20% and 24% respectively). 76% of Australian students and 80% of UK students expect their institution to pay for all their course materials.

**Expectations for how course materials should be funded...**

- **Australia:**
  - 76% expect their institution to provide all materials
  - 22% expect to pay for all materials
  - 2% expect to pay for some materials

- **UK:**
  - 80% expect their institution to provide all materials
  - 10% expect to pay for all materials
  - 1% expect to pay for some materials

- **USA:**
  - 40% expect their institution to provide all materials
  - 54% expect to pay for all materials
  - 6% expect to pay for some materials

...of US students have decided not to enroll in a course because the cost of course materials is too high
Library Journal: How does the library contribute to undergrad success?

### Figure 10. In what ways does your library contribute to undergraduate success? (multiple responses permitted) —All Libraries

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Providing library resources to support coursework</td>
<td>94%</td>
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<tr>
<td>Providing space for students to study and collaborate</td>
<td>94%</td>
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<tr>
<td>Ad hoc one-on-one instruction/reference help (in-person or via online chat)</td>
<td>89%</td>
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<td>Information literacy instruction in the library</td>
<td>85%</td>
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<td>Scheduled library instruction/workshops (e.g., database instruction, digital studio workshops, etc.)</td>
<td>83%</td>
</tr>
<tr>
<td>Collaboration with faculty about course requirements to inform collection building</td>
<td>79%</td>
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<td>Library orientation for new students</td>
<td>79%</td>
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<tr>
<td>Curating available course reading/resource lists (E.g., LibGuides)</td>
<td>74%</td>
</tr>
<tr>
<td>Addressing textbook affordability issues (e.g. course reserves, digital alternatives, etc.)</td>
<td>73%</td>
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<tr>
<td>Embedded librarians in the classroom/Virtual classroom</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
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</tbody>
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n=553
Figure 16. What obstacles impede your library’s ability to have a larger impact on undergraduate student success? (Multiple responses permitted) —All Libraries

- Not enough time to do everything we’d like to do: 60%
- Increased resource/subscription costs: 58%
- Understaffed: 58%
- Lack of communication/input from faculty about course needs: 52%
- Insufficient materials budget: 47%
- Inability to measure library impact: 43%
- Lack of interest by students: 37%
- Lack of support from administrators: 33%
- Building/facility doesn’t meet our needs (too small, outdated, etc.): 32%
- Inadequate resources available: 27%
- Other: 10%
- None: 0%

n=510
Ease of accessing materials online can impact students’ success.

The majority of students agree that it is easy to access materials online via their institution (86%). This is higher for students whose institution has Leganto (77%) than those that do not (61%).

If students are unable to access this information it can have an impact on their experience. 41% of students agree that if they are unable to access course materials via their institution, they will not read it. 58% of students agree that being unable to access materials through their institution negatively impacts their success on their course.

### Students’ perceptions of accessing course materials through their institution

- 86% of students agree it is easy to access course materials through their institution.
- 41% of students agree if they can’t access course materials through their institution, they won’t read it.
- 58% of students agree if they are unable to access course materials online through their institution, it negatively impacts their success on their course.
Alterline: Mobile matters to students

It is important that course materials are accessible from a variety of devices to allow equal opportunities to engage in materials.

A laptop is the most commonly used device for reading course materials (91%), followed by smartphones (64%). A laptop/desktop computer is the preferred device for all activities students were asked about. Other popular devices included mobile phones for time management and task management (51%), and non-digital method (28%) and tablets (20%) for note-taking. Nearly three quarters of students agree that a mobile phone is an essential part of the university experience.

Part-time students are less likely to use a laptop to read course materials, and are more likely to use a smartphone, tablet or e-book reader than full time students. This trend is consistent among all activities listed, with part-time students being less likely to say a laptop/desktop computer is their preferred device than full-time students.
Figure 3. How often do you integrate library resources into your undergraduate course work? —All Faculty

- Always: 34%
- Usually: 31%
- Sometimes: 25%
- Rarely: 8%
- Never: 2%

n=569
Library Journal: Faculty barriers to integrating more library resources into course work

Figure 5. What barriers, if any, stand in the way of integrating more library resources into course work? — All Faculty
Questions?
Read the Reports
Click the images below to access the full reports

What students want and need:
How to deliver course materials to drive student success.

Findings from a June 2023 study of students in the US, UK and Australia

Impact of Libraries on Student Success
2023 Survey Report
Perspectives from Academic Faculty and Libraries
Thank you

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