



WESTERN SYDNEY  
UNIVERSITY



THE LIBRARY, FORGOTTEN  
KEEPERS OF STUDENT DATA:  
PROVIDING OPPORTUNITIES  
FOR TARGETED STUDENT  
SUPPORT THROUGH DATA  
DRIVEN RELATIONSHIPS.

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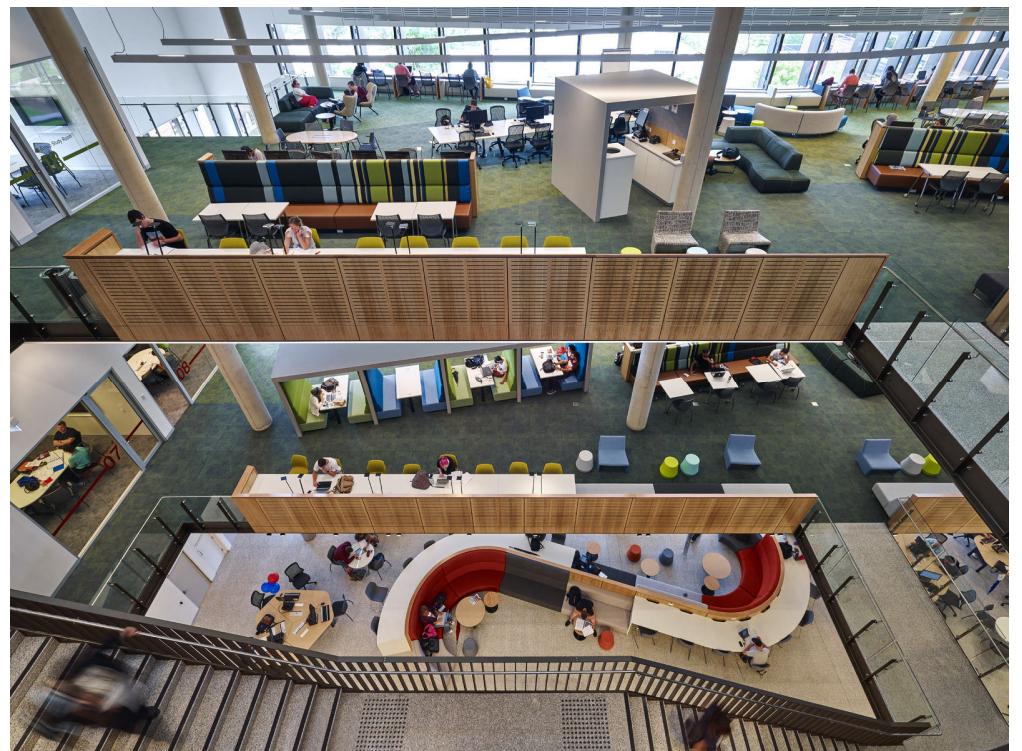


# 01. **THE LIBRARY**

## In the beginning ...

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

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



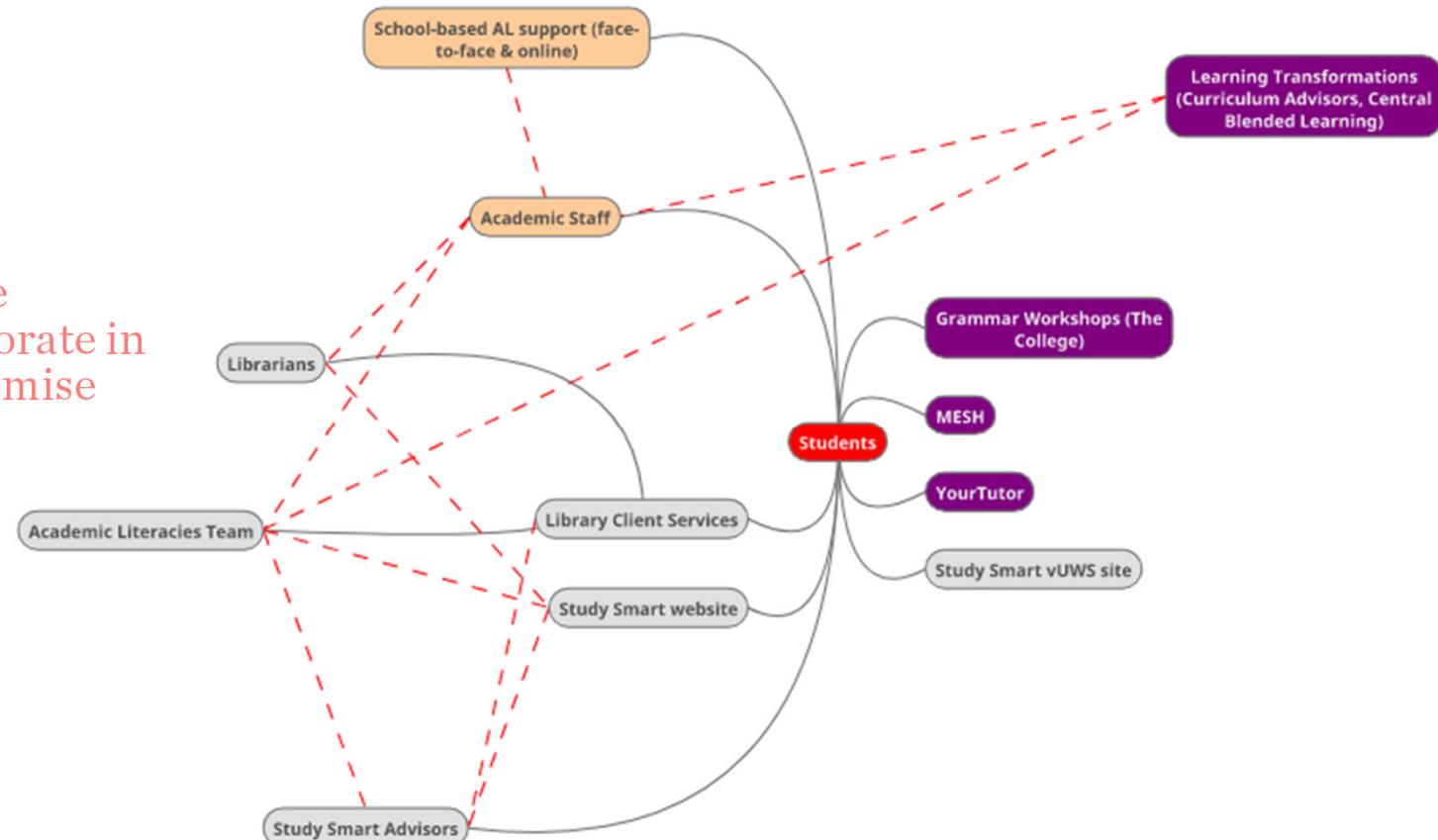
## New opportunities

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



## 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.





## 02. **THE VISION**

## Looking forward

### At Western

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

### Beyond Western

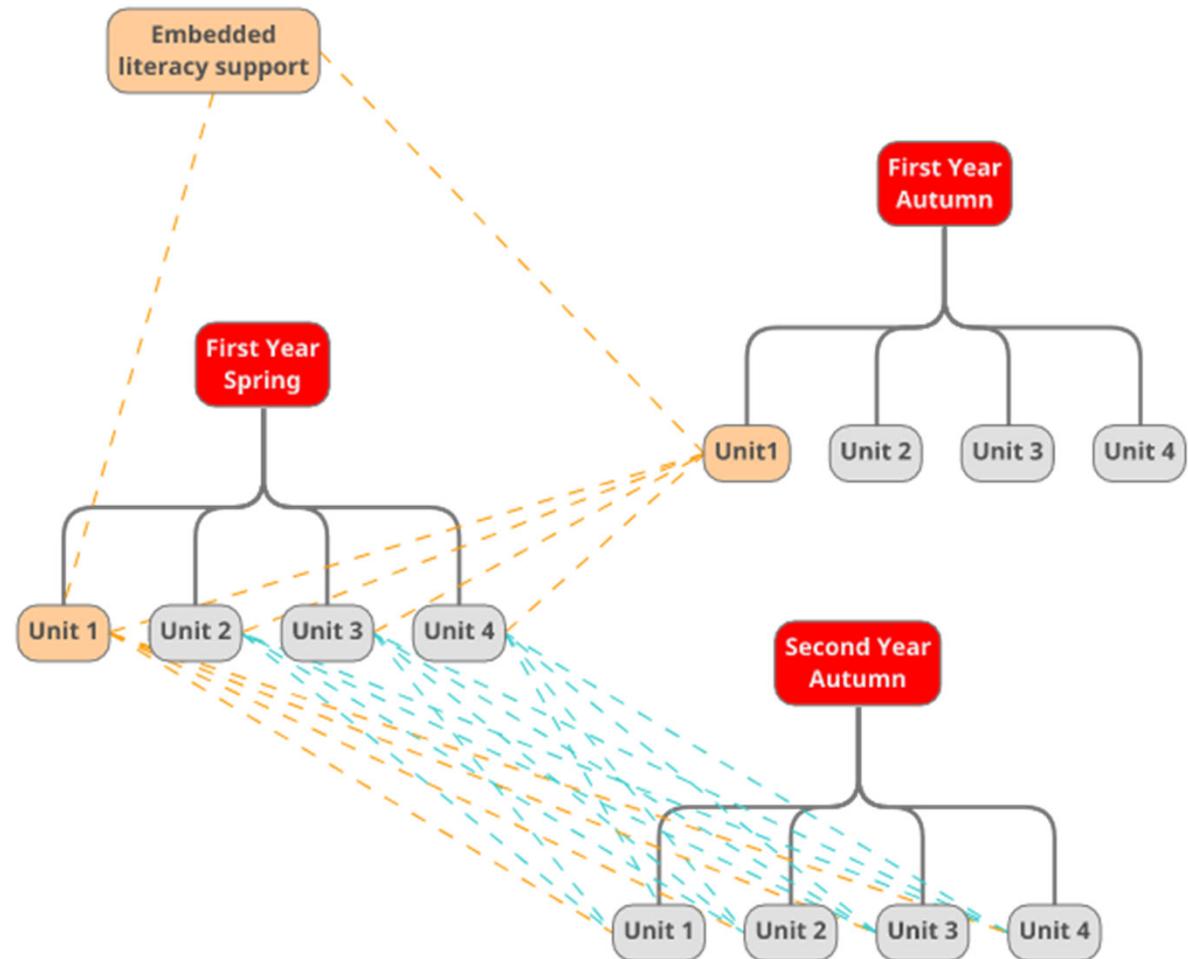
- A community of practice that informs the sector
- Leaders in student support and development



## What's all the hype about data?

### Meaningful support for:

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

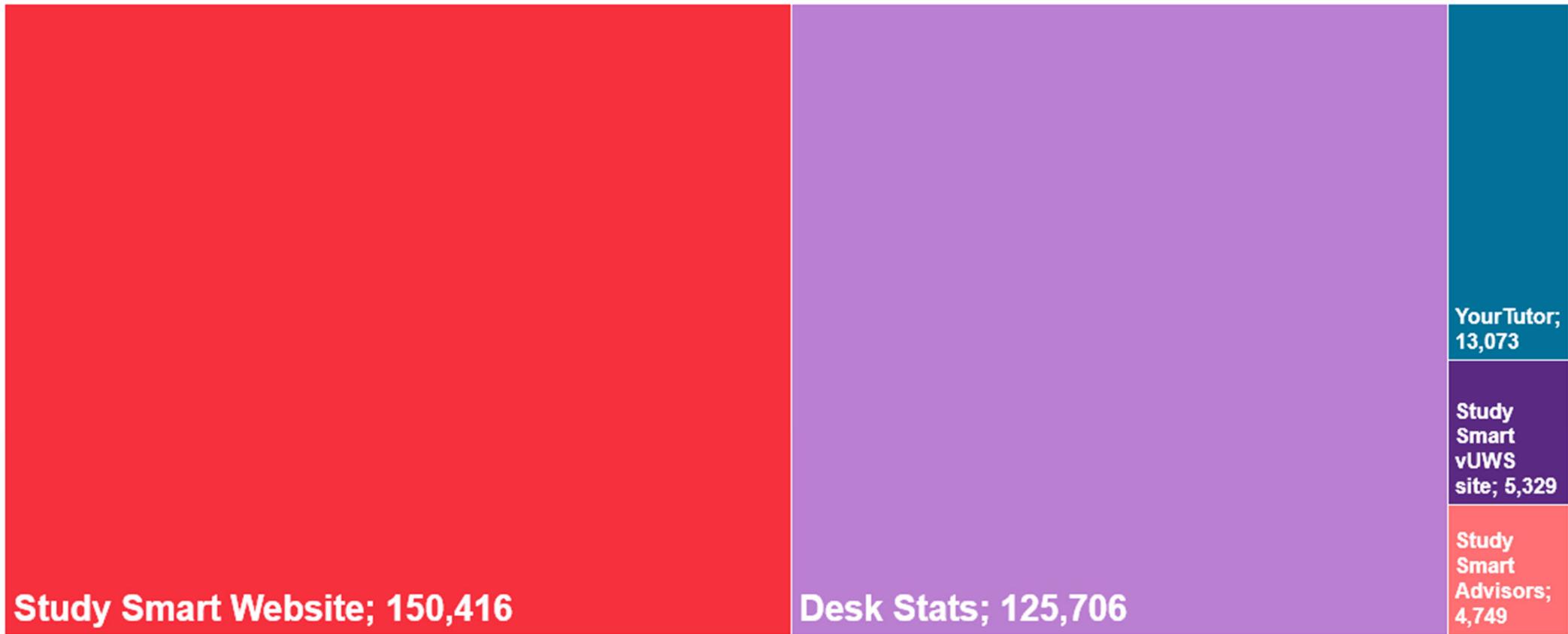


## The starting point

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



## Library MEGA data – 2016

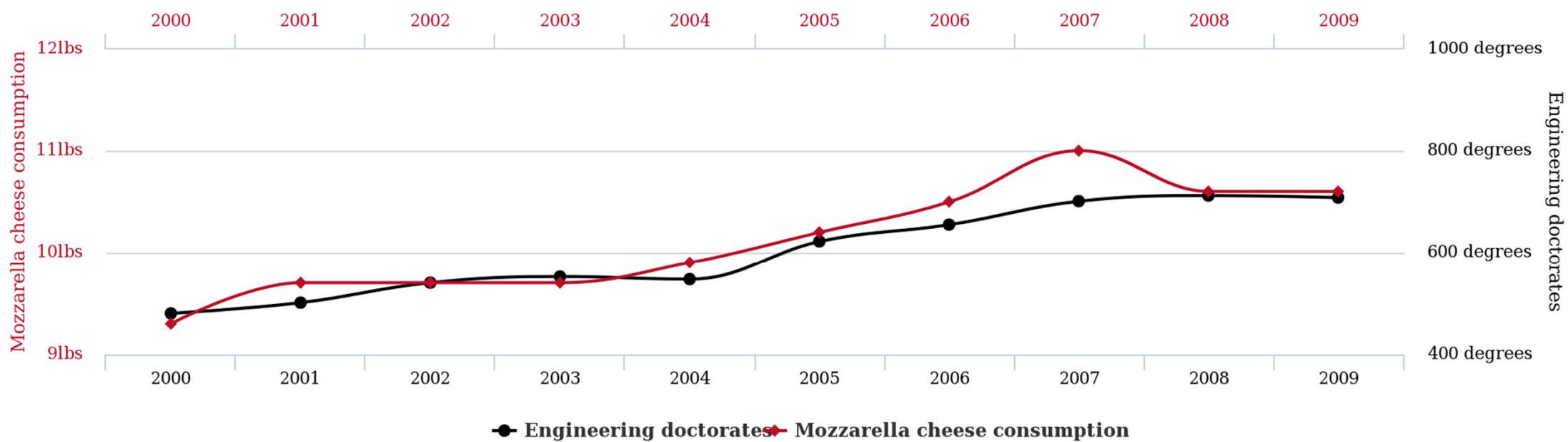




# 03. THE RESULTS

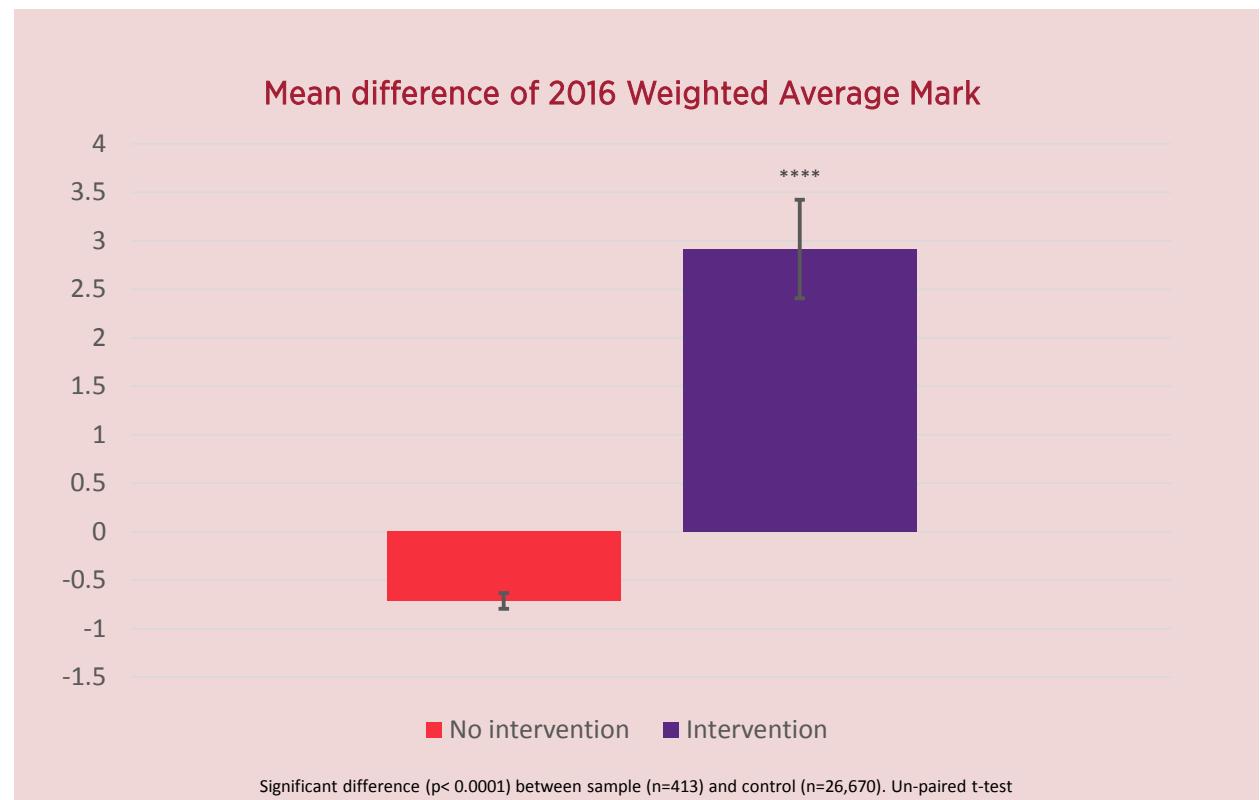
A word of caution!

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



## 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?



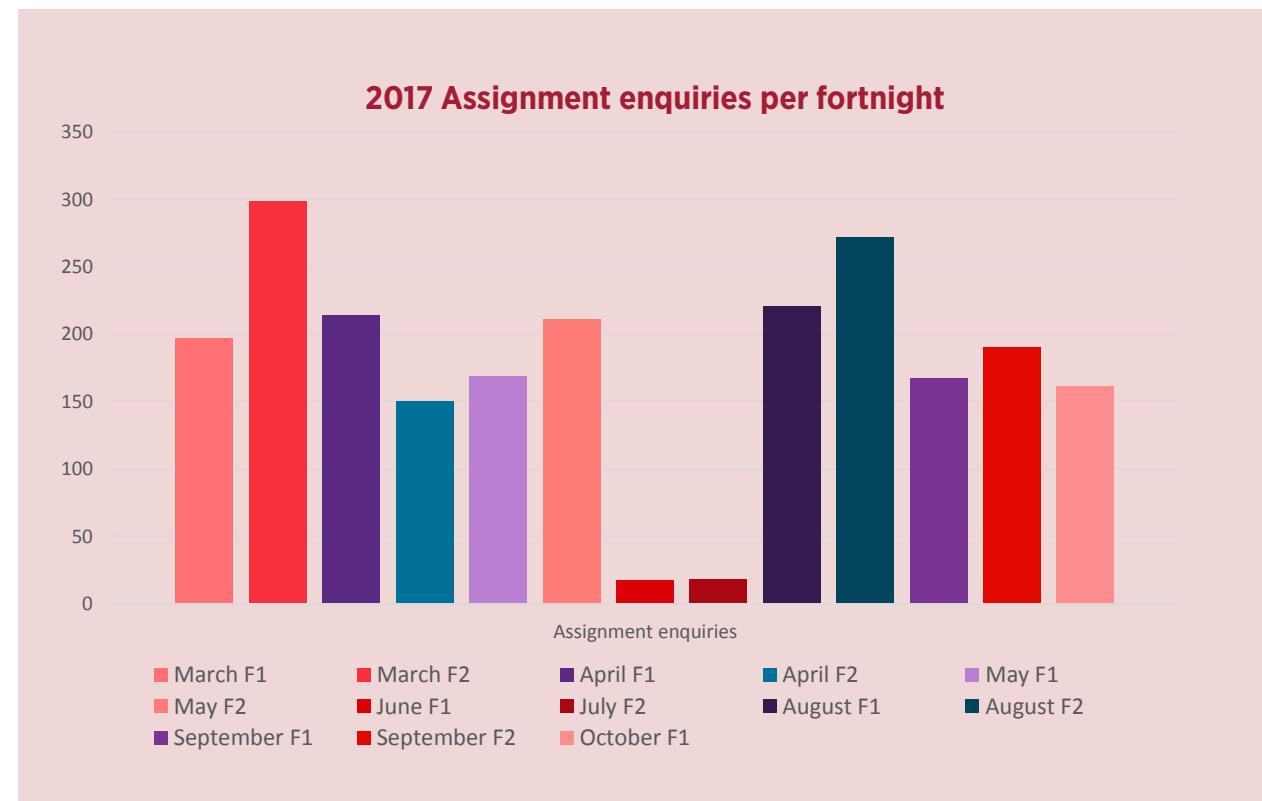
## Identifying target units

- 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 enquires	% 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

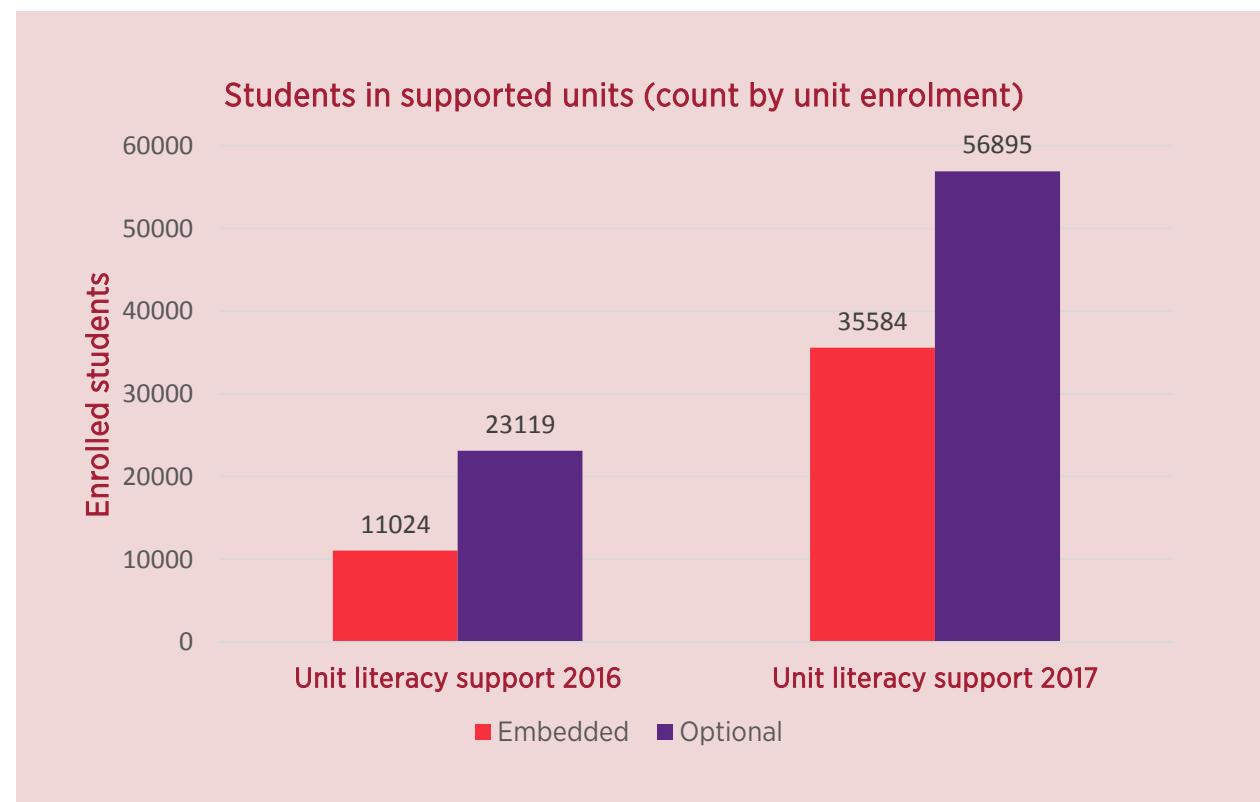
- The data helps to identify focus units
- So we have the unit, now what?
- Student enquiries to provide focus
- The enquiry type also helps to target what type of support to provide
- Assignment enquiries received per fortnight gives us an idea on the focus for students over the session



## 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?



## Feedback

# STUDENT

## HIPSTARS

On average, a 3 point increase per student!

## DAP

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

## STUDENT

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

"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.

UC

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

"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."

UC

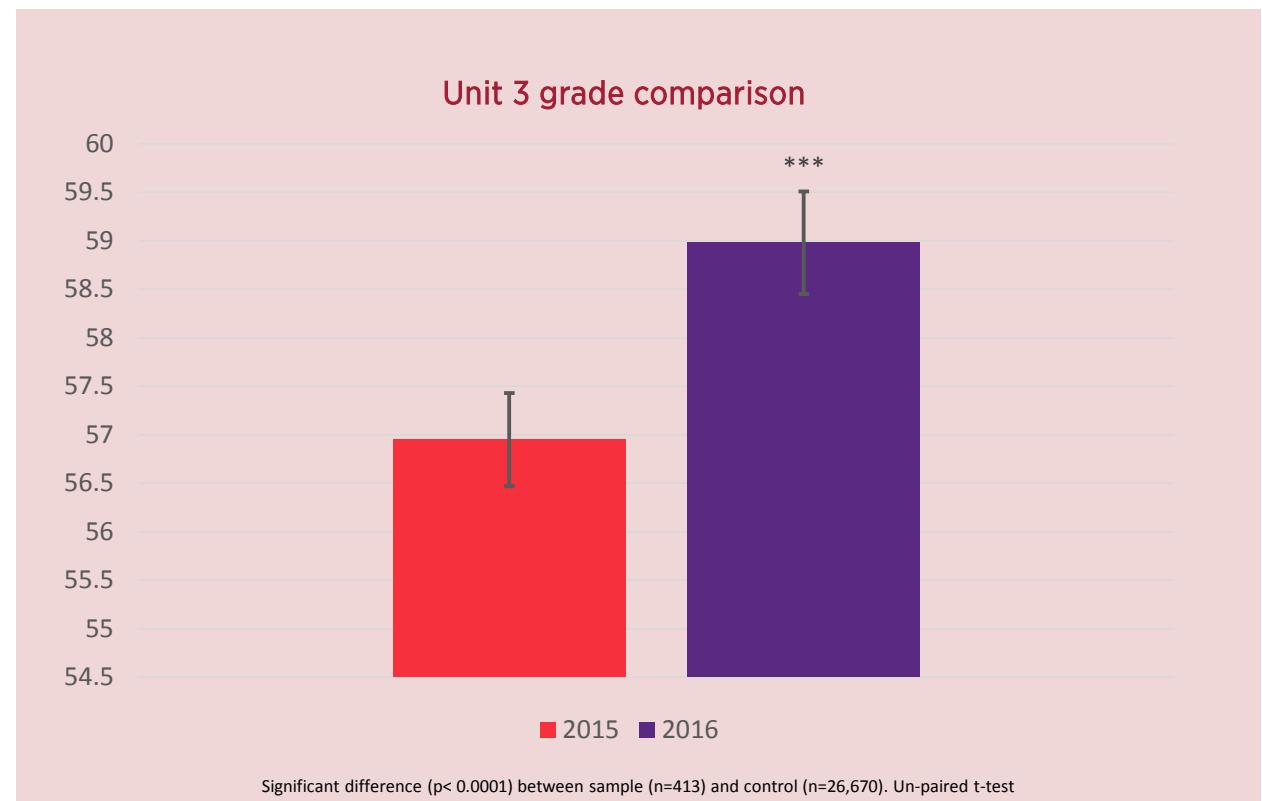
"I think it will be an engaging and useful activity for our students."

UC

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

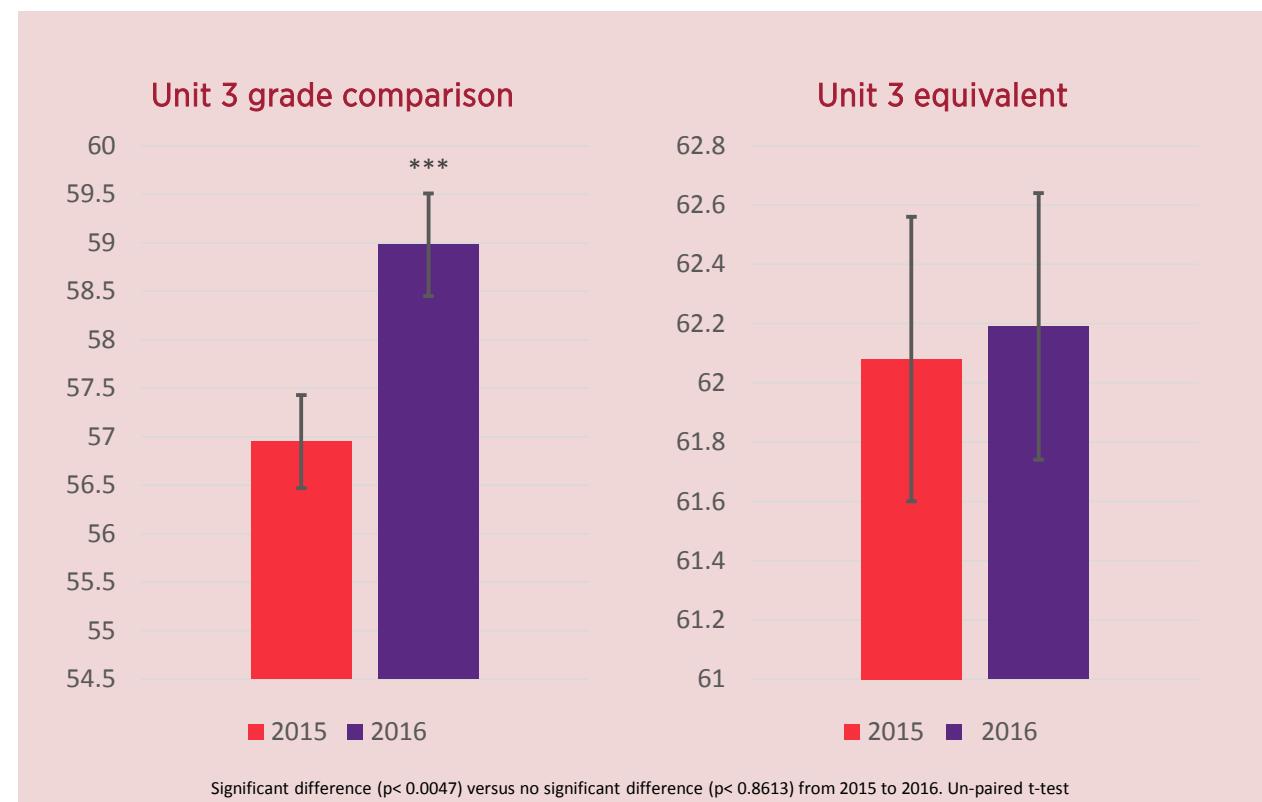
## Case study – unit review

- 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?



## Case study – unit review

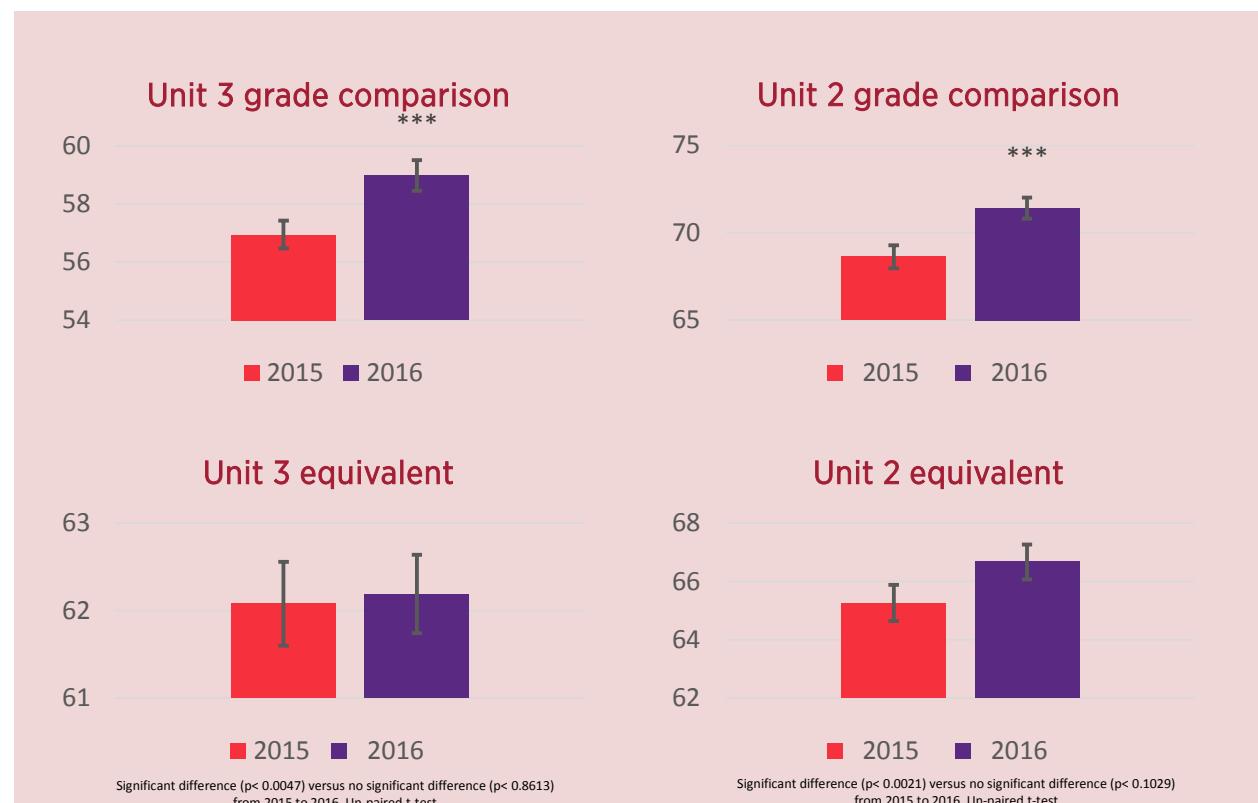
- We analysed another unit with the same cohort in the same year
- We found no statistical significance in an equivalent unit with no embedded activities or support



## 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.



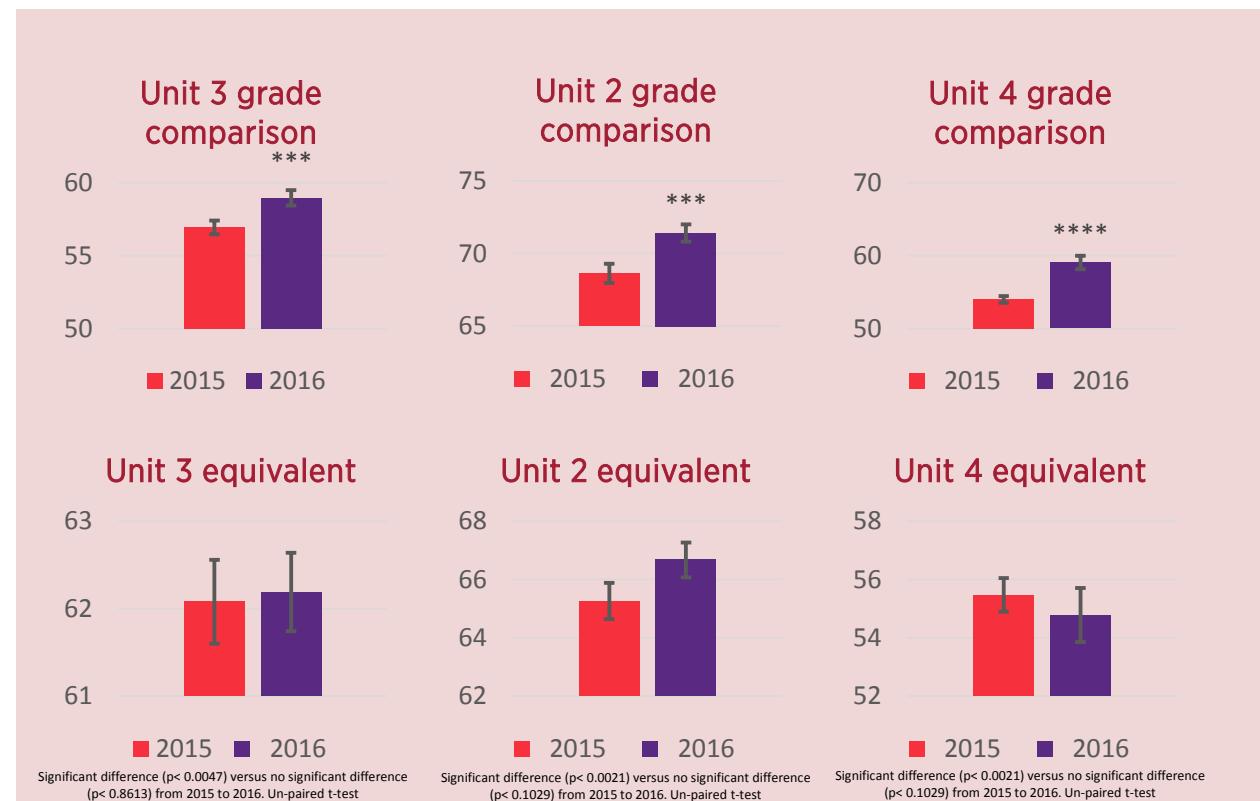
## Case study – unit review

### 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



## Spring 2016 – Autumn 2017

### Looking at a full year

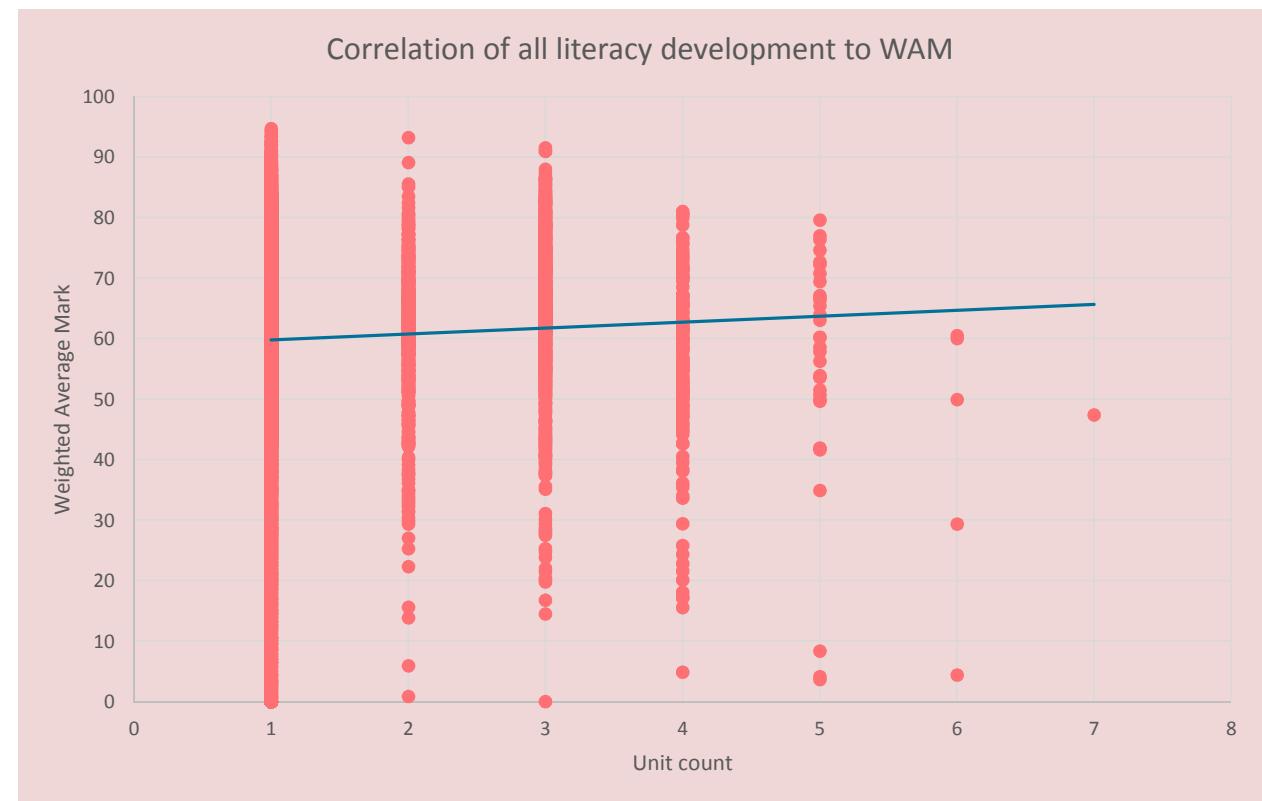
- Hoping for a good result
- Students Weighted Average Mark showed no difference.
- In fact there was only 0.02 mark variance between students who received unit literacy support versus those that did not.



## Spring 2016 – Autumn 2017

### Next steps – correlation analysis

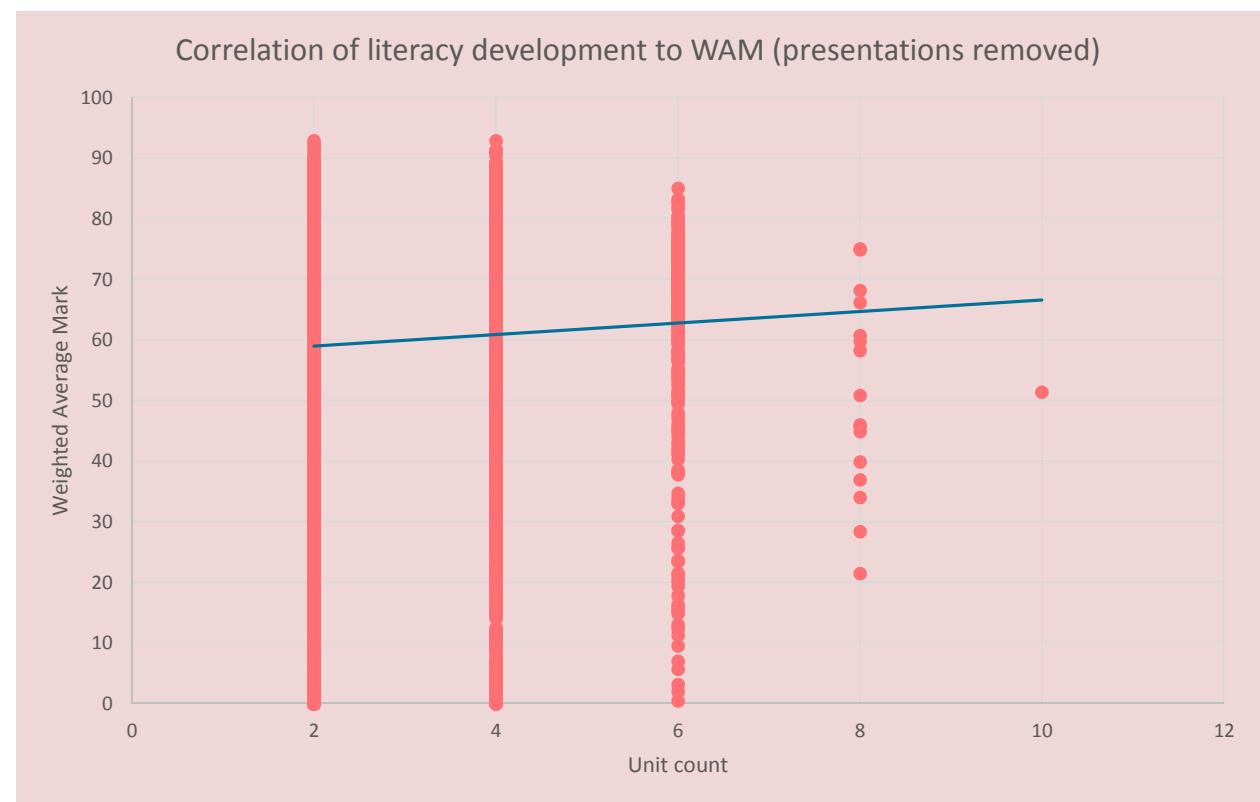
- Revealed something interesting in the Weighted Average Mark and the number of literacy units the student undertook
- A very weak but significant correlation in a coarse data set.
- There was a positive correlation between the two variables,  $r = 0.033$ ,  $n = 16,364$ ,  $p = 0.0001$ .
- There was a significant effect of amount of units enrolled with literacy engagement on the students WAM at the  $p < .05$  [ $F(6, 16357) = 14.49$ ,  $p = 0.0001$ ].



## Spring 2016 – Autumn 2017

### Next steps – correlation analysis

- Taking out the presentations and general workshops.
- We see another very weak but significant correlation in coarse data. But, it is getting better.
- There was a positive correlation between the two variables,  $r = 0.058$ ,  $n = 16,364$ ,  $p = 0.0001$
- There was a significant effect of amount of units enrolled with direct literacy activities on the students WAM at the  $p < .05$  [ $F(4, 8429) = 15.49$ ,  $p = 0.0001$ ].



## Spring 2016 – Autumn 2017

### Next steps – correlation analysis

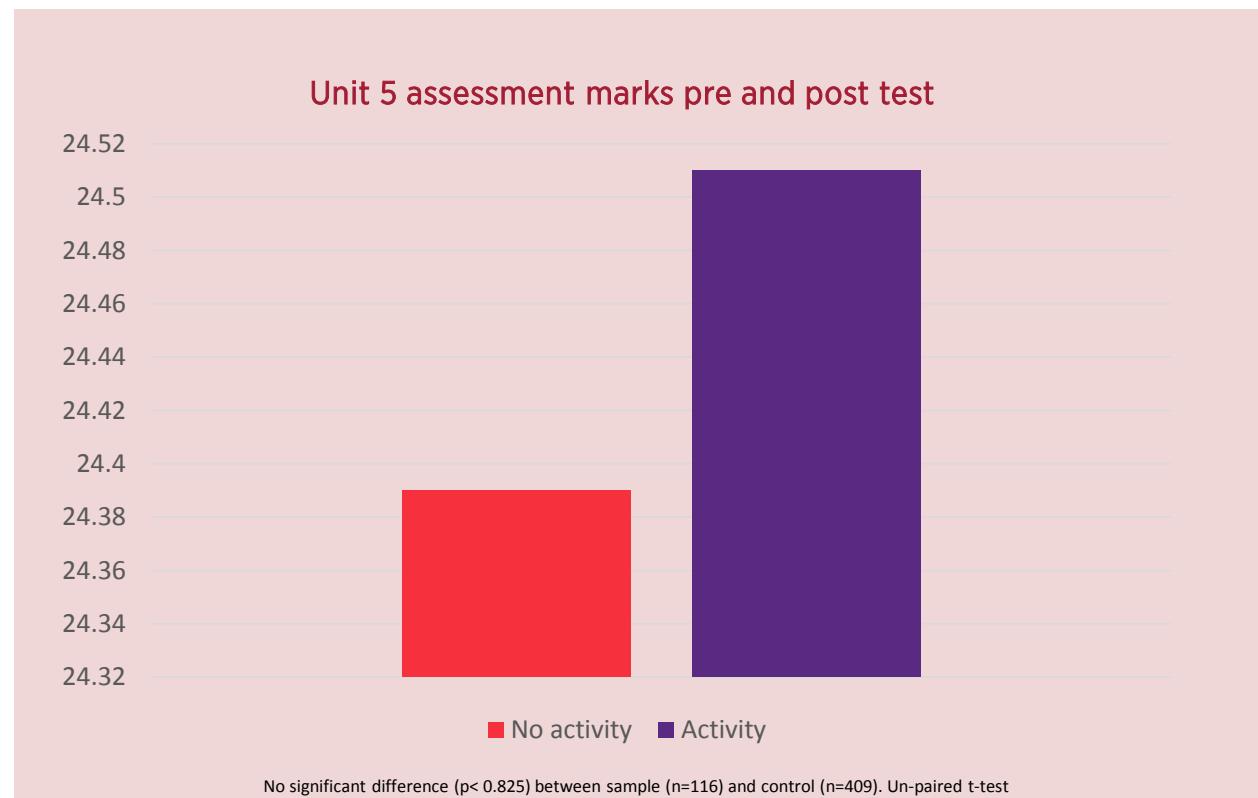
- Looking at only the embedded content.
- Now we are getting somewhere. Starting to see a glimmer of a weak correlation!
- There was a positive correlation between the two variables,  $r = 1.81$ ,  $n = 1,958$ ,  $p = 0.0001$
- There was a significant effect of amount of units enrolled with literacy engagement on the students WAM at the  $p < .05$  [ $F(2, 1955) = 33.17$ ,  $p = 0.0001$ ].



## Case study – student perceptions

### Measuring a unit based activity

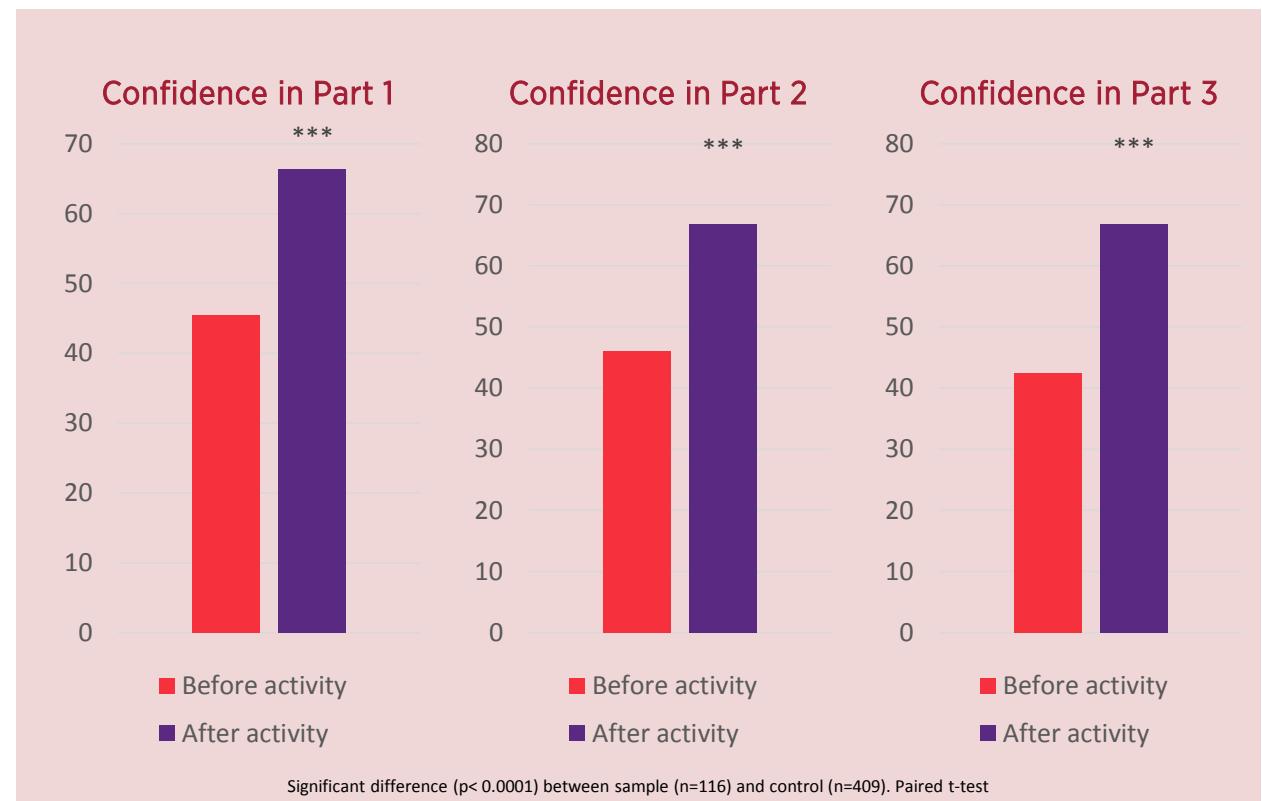
- One proactive unit coordinator wanted to see our effect on their unit based on an embedded activity
- Grade changes are only one aspect to the improved student outcomes
- Students' confidence in their ability is also key in student retention
- No statistical significance in marks
- But!



## 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

- 194,036 student interactions
- 35,584 embedded unit interactions
- 4,622 literacy advisor consultations
- 13,073 YourTutor consultations
- 13,029 attendees at library sessions



## Moving into 2018

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





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