



Analysis of the Library Workshops

(Fall 2015)

Shouka Torabi, MA
Research and Planning Analyst

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Analysis of the Library Workshops in Fall 2015

Executive Summary

Purpose

The purpose of this analysis was to assess the academic success of students who completed the Fall 2015 Library workshops to gauge if there are any impacts or trends. To assess the success of students in the semester immediately following the completion of one, two or three library workshops in Fall 2015 we analyzed their success, retention and persistence rates. To assess the potential impact on related course success, we then examined the pre and post course GPA in liberal arts and social sciences. It is possible that these courses which incorporate aspects of information literacy that is also taught in the library workshops could be in part affected by GPA.

Currently, the Library offers seven workshops that are centered on assisting students in utilizing resources within the library to succeed in their academic career. Topics for these workshops include ways of avoiding plagiarism, finding articles online, internet searching, and formatting citations.

Methods

The Research Office was provided a list of self-reported student IDs of students who completed one, two or three library workshops in Fall 2015. The student IDs were then matched to enrollment data from the South Orange County Community College District's (SOCCCD) data warehouse, inFORM, to assess the students' success outcomes and demographics by the number of workshops they completed. The following are the list and definitions of the data metrics used:

Student Success Metrics:

Success Rate - The percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, and P. Non-passing grades, incompletes, and W's are counted against the success rate.

Retention Rate - The percentage of students who maintained enrollment in the course until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only W's are counted against the retention rate. Students who drop or are dropped by the no-penalty dropped date are not used in this calculation.

Persistence Rate - The percentage of students who enrolled in at least one course the next major semester (either Fall to Spring or Spring to Fall).

Average GPA - For purposes of this study, the students' GPA was calculated for only their liberal arts and social science courses in Spring 2015 and again in Spring 2016 (which are the semesters before and after the workshop was completed).

Student Demographics:

- Gender
- Ethnicity
- Age
- Educational Status
- Educational Goal in Fall 2015
- Major in Fall 2015
- Full-Time Status in Fall 2015

Findings

The list of **826** student IDs were matched to the research data tables, and a total of **802** Student ID's were returned as valid. Of the **802** students who took the Fall 2015 workshops, **375** enrolled in the Spring 2016 semester (**47%** Persistence Rate).

	Count of students who completed the workshops in Fall 2015	Count of Fall 2015 workshop students who enrolled in Spring 2016
Completed 1 Workshop	580	261
Completed 2 Workshops	150	69
Completed 3 Workshops	72	45
Total Count	802	375

Below are key findings and synthesis of the data pertaining to these group of students:

Students who completed one workshop (N=580):

- **56%** of these students were **Female**
- **57%** of these students were **White, Non-Hispanic**
- **59%** of these students were **between the ages of 18-21**
- **77%** of these students had previously earned a **high school diploma** prior to attending Saddleback College
- **57%** of these students are interested in obtaining an Associate's degree and then **transferring to a 4-year institution**
- The distribution of their majors was widely spread out, but roughly **12%** of these students were **Nursing** majors in Fall 2015 (excluding undecided majors)
- **65%** of these students were **Full-Time (12+ units)** in Fall 2015
- These students had an **80% Success Rate** in their coursework in Spring 2016
- These students had a **90% Retention Rate** in their coursework in Spring 2016
- Roughly **45% of these students persisted** from Fall 2015 to Spring 2016
- These students had a **.04 increase in their average GPA** in liberal arts and social sciences courses (comparing Spring 2015 to Spring 2016)

Students who completed two workshops (N=150):

- **62%** of these students were **Female**
- **55%** of these students were **White, Non-Hispanic**
- **70%** of these students were **between the ages of 18-21**
- **86%** of these students had previously earned a **high school diploma** prior to attending Saddleback College
- **65%** of these students are interested in obtaining an Associate's degree and then **transferring to a 4-year institution**
- The distribution of their majors was widely spread out, but roughly **11%** of these students were **Nursing** majors in Fall 2015 (excluding undecided majors)
- **69%** of these students were **Full-Time (12+ units)** in Fall 2015
- These students had an **83% Success Rate** in their coursework in Spring 2016
- These students had a **92% Retention Rate** in their coursework in Spring 2016
- Roughly **46% of these students persisted** from Fall 2015 to Spring 2016
- These students had a **.22 increase in their average GPA** in liberal arts and social sciences courses (comparing Spring 2015 to Spring 2016)

Students who completed three workshops (N=72):

- **72%** of these students were **Female**
- **57%** of these students were **White, Non-Hispanic**
- **58%** of these students were **between the ages of 18-21**
- **76%** of these students had previously earned a **high school diploma** prior to attending Saddleback College
- **51%** of these students are interested in obtaining an Associate's degree and then **transferring to a 4-year institution**
- The distribution of their majors was widely spread out, but roughly **11%** of these students were **Nursing** majors in Fall 2015 (excluding undecided majors)
- **63%** of these students were **Full-Time (12+ units)** in Fall 2015
- These students had an **82% Success Rate** in their coursework in Spring 2016
- These students had a **92% Retention Rate** in their coursework in Spring 2016
- Roughly **63% of these students persisted** from Fall 2015 to Spring 2016
- These students had a **.13 increase in their average GPA** in liberal arts and social sciences courses (comparing Spring 2015 to Spring 2016)

Conclusion

In assessing students who completed one, two or three library workshops in Fall 2015, the students were predominately **White, Non-Hispanic females, between the ages of 18-21** which aligns closely with the demographics of the College's general population. The bulk of the workshop completers were also **full-time students** who had **earned a high school diploma** prior to attending Saddleback College with an intent to **earn an Associate's degree and transfer** to a 4-year institution. Among the majors of the workshop completers in Fall 2015, **Nursing** had one of the highest representation (excluding students who were undecided in their majors).

On average, the workshop completers had similar success and retention rates in Spring 2016 irrespective of the number of workshops they completed. Regarding persistence from Fall 2015 to Spring 2016, the students who completed three workshops had a considerably higher rate than students who completed one or two workshops. This may imply that students who completed three workshops are more compelled to achieve their educational goal. Based on the students' average GPA in liberal arts and social sciences courses, there were slight increases in one, two or three workshop completions when comparing Spring 2015 to Spring 2016. Interestingly, students who completed three workshops in Fall 2015 had higher starting GPAs in Spring 2015 than those who completed one or two workshops. The increase in average GPA's in liberal arts and social science courses shows that there could be some interaction between workshop completion and their academic outcome.

There should be further examination of students taking library workshops across time to gauge any trends or patterns in their academic performances.

Data Tables:

I. Student Success Metrics

	Success Rate in Spring 2016	Retention Rate in Spring 2016	Persistence Rate (Fall '15 to Spring '16)
Completed 1 Workshop in Fall 2015	79%	89%	45%
Completed 2 Workshops in Fall 2015	83%	92%	46%
Completed 3 Workshops in Fall 2015	82%	92%	63%
Total Average	81%	91%	51%

Average GPA in the Liberal Arts and Social and Behavioral Sciences Divisions		
	Spring 2015	Spring 2016
Completed 1 Workshop in Fall 2015	2.97	3.01
Completed 2 Workshops in Fall 2015	3.04	3.26
Completed 3 Workshops in Fall 2015	3.13	3.26
Total Average	2.99	3.09

II. Demographics of students who completed **one workshop** in Fall 2015:

Gender	Student Count	Percent of Total (%)
Decline	6	1.0%
Female	324	55.9%
Male	250	43.1%
Total	580	100%

Ethnicity	Student Count	Percent of Total (%)
Black, African-American	9	1.6%
Asian	57	9.8%
Declined to State	5	0.9%
Hispanic/Latino	58	10.0%
Mixed Ethnicity	113	19.5%
Native American	5	0.9%
Pacific Islander	1	0.2%
White, Non-Hispanic	332	57.2%
Total	580	100%

Age Group	Student Count	Percent of Total (%)
1. Below 18	16	2.8%
2. 18-21	341	58.8%
3. 22-29	157	27.1%
4. 30-39	43	7.4%
5. 40-49	17	2.9%
6. 50-59	5	0.9%
7. Over 59	1	0.2%
Total	580	100%

Educational Status	Student Count	Percent of Total (%)
Earned a High School Diploma	448	77.2%
Earned an associate degree	22	3.8%
Earned cert. of Calif HS proficiency	17	2.9%
Earned foreign secondary diploma or cert	36	6.2%
Not a High School graduate	3	0.5%
Passed GED or received certificate	20	3.4%
Received a bachelor's degree or higher	31	5.3%
Special student currently enrolled in HS	3	0.5%
Total	580	100%

Educational Goal in Fall 2015	Student Count	Percent of Total (%)
4 year college student taking courses to meet 4 year	4	7.9%
Advance in current job/career (update job skills)	1	0.2%
Complete credits for high school diploma or GED	1	0.2%
Discover/Formulate career interests, plans, goals	10	1.6%
Earn a career technical certificate without transfer	10	1.4%
Educational development	3	0.5%
Improve basic skills	3	0.7%
Maintain certificate or license	1	0.2%
Obtain a 2-year associate degree without transfer	13	2.4%
Obtain a 2-year technical degree without transfer	14	2.6%
Obtain an associate degree and transfer to a 4-year	330	56.6%
To move from noncredit coursework to credit course	14	2.4%
Prepare for a new career (acquire job skills)	1	0.2%
Transfer to a 4-year institution without an associates	106	17.9%
Undecided on goal	29	5.3%
Total	580	100%

Major in Fall 2015	Student Count	Percent of Total (%)
Accounting	3	0.5%
Administrative Assistant	2	0.3%
Advanced Fashion Design & Apparel Mfg	1	0.2%
Alcohol & Drug Studies	1	0.2%
Anthropology	9	1.6%
Art	4	0.7%
Astronomy	1	0.2%
Automotive Technology	1	0.2%
Biology	26	4.5%
Business (Entrepreneurship)	5	0.9%
Business (Global Business)	1	0.2%
Business (Leadership)	1	0.2%
Business (Management)	12	2.1%
Business (Marketing)	10	1.7%
Business Administration	36	6.2%

Business, Computer Info and Applied Technology	1	0.2%
Chemistry	3	0.5%
Child Development	19	3.3%
CIM (Applications Developer)	1	0.2%
Cinema/TV/Radio	10	1.7%
Communication Studies for Transfer	14	2.4%
Community-Based Corrections	1	0.2%
Computer Languages	3	0.5%
Computer Science	14	2.4%
Construction Inspection	1	0.2%
Digital Media Art	1	0.2%
Ecological Restoration	1	0.2%
Economics	8	1.4%
Education	11	1.9%
Electronics Technology	2	0.3%
Engineering	17	2.9%
English - Literature	2	0.3%
English Literature	18	3.1%
Environmental Studies	14	2.4%
Fashion Design	1	0.2%
Fashion Merchandising	2	0.3%
Fine and Applied Arts	1	0.2%
Fine Arts	1	0.2%
Foods	2	0.3%
General Education (IGETC & CSU Gen Ed)	25	4.3%
General Studies: Natural Sciences	1	0.2%
General Studies: Social and Behavioral Sciences	2	0.3%
Geography	4	0.7%
Geology	1	0.2%
Graphic Design	3	0.5%
Health Sciences	15	2.6%
History	5	0.9%
History - American History	1	0.2%
Human Development	1	0.2%
Human Services Generalist	5	0.9%
Interior Design	3	0.5%
Japanese	1	0.2%
Journalism	3	0.5%
Kinesiology	12	2.1%
Landscape Design	2	0.3%
Liberal Studies	2	0.3%
Mathematics	6	1.0%
Music	5	0.9%
Natural Sciences and Mathematics	1	0.2%
Not Listed	8	1.4%
Nursing	67	11.6%
Nutrition	8	1.4%

Philosophy	1	0.2%
Photography	1	0.2%
Physical Sciences	3	0.5%
Political Science	4	0.7%
Psychology	4	0.7%
Psychology for Transfer	21	3.6%
Real Estate	2	0.3%
Sociology	1	0.2%
Sociology for Transfer	8	1.4%
Spanish	2	0.3%
Speech/Forensics	1	0.2%
Theatre Arts (Performance and Acting)	5	0.9%
Transfer major not listed	8	1.4%
Travel and Tourism	1	0.2%
Undecided	75	12.9%
Women's and Gender Studies	1	0.2%
Total	580	100%

Full Time Student Status in Fall 2015	Student Count	Percent of Total (%)
Full-Time Student (12+ units)	376	64.8%
Part-Time Student (.1-11.99 units)	204	35.2%
Total	580	100%

III. Demographics of students who completed **two workshops** in Fall 2015:

Gender	Student Count	Percent of Total (%)
Decline	1	0.7%
Female	93	62.0%
Male	56	37.3%
Total	150	100%

Ethnicity	Student Count	Percent of Total (%)
Black, African-American	2	1.3%
Asian	18	12.0%
Declined to State	1	0.7%
Hispanic/Latino	17	11.3%
Mixed Ethnicity	30	20.0%
White, Non-Hispanic	82	54.7%
Total	150	100%

Age Group	Student Count	Percent of Total (%)
1. Below 18	9	6.0%
2.18-21	105	70.0%
3.22-29	28	18.7%
4.30-39	7	4.7%
5.40-49	1	0.7%
Total	150	100%

Educational Status	Student Count	Percent of Total (%)
Earned a High School Diploma	129	86.0%
Earned an associate degree	1	0.7%
Earned cert. of Calif HS proficiency	4	2.7%
Earned foreign secondary diploma or cert	10	6.7%
Passed GED or received certificate	4	2.7%
Received a bachelor's degree or higher	1	0.7%
Special student currently enrolled in HS	1	0.7%
Total	150	100%

Educational Goal in Fall 2015	Student Count	Percent of Total (%)
4 year college student taking courses to meet 4 year	6	4.0%
Discover/Formulate career interests, plans, goals	2	1.3%
Earn a career technical certificate without transfer	1	0.7%
Educational development	1	0.7%
Maintain certificate or license	1	0.7%
Obtain a 2-year associate degree without transfer	2	1.3%
Obtain a 2-year technical degree without transfer	4	2.7%
Obtain an associate degree and transfer to a 4-year	98	65.3%
Transfer to a 4-year institution without an associates	30	20.0%
Undecided on goal	5	3.3%
Total	150	100%

Major in Fall 2015	Student Count	Percent of Total (%)
Accounting	3	2.0%
Art	2	1.3%
Biology	9	6.0%
Business (Entrepreneurship)	3	2.0%
Business (Global Business)	2	1.3%
Business (Leadership)	1	0.7%
Business (Management)	2	1.3%
Business (Marketing)	1	0.7%
Business Administration	6	4.0%
Business, Computer Info and Applied Technology	1	0.7%
Chemistry	1	0.7%
Child Development	2	1.3%
Cinema/TV/Radio	1	0.7%
Communication Studies for Transfer	7	4.7%
Computer Languages	1	0.7%
Computer Science	2	1.3%
Economics	2	1.3%
Education	1	0.7%
Engineering	3	2.0%
English Literature	5	3.3%
Environmental Studies	3	2.0%
Fashion Design	1	0.7%
Fashion Merchandising	2	1.3%
Fine Arts	1	0.7%
General Education (IGETC & CSU Gen Ed)	9	6.0%
Geography	1	0.7%
Graphic Design	1	0.7%
Health Sciences	2	1.3%
History	2	1.3%
Horticulture	1	0.7%

Interior Design	1	0.7%
Journalism	1	0.7%
Kinesiology	2	1.3%
Landscape Design	1	0.7%
Liberal Studies	5	3.3%
Mathematics	1	0.7%
Music	4	2.7%
Nursing	16	10.7%
Nutrition	1	0.7%
Political Science	3	2.0%
Psychology	1	0.7%
Psychology for Transfer	4	2.7%
Social Sciences	1	0.7%
Sociology for Transfer	2	1.3%
Spanish	1	0.7%
Transfer major not listed	4	2.7%
Undecided	23	15.3%
Women's and Gender Studies	1	0.7%
Total	150	100.0%

Full Time Student Status in Fall 2015	Student Count	Percent of Total (%)
Full-Time Student (12+ units)	103	68.7%
Part-Time Student (.1-11.99 units)	47	31.3%
Total	150	100%

IV. Demographics of students who completed **three workshops** in Fall 2015:

Gender	Student Count	Percent of Total (%)
Decline	1	1.4%
Female	52	72.2%
Male	19	26.4%
Total	72	100%

Ethnicity	Student Count	Percent of Total (%)
Black, African-American	1	1.4%
Asian	9	12.5%
Hispanic/Latino	6	8.3%
Mixed Ethnicity	13	18.1%
Native American	1	1.4%
Pacific Islander	1	1.4%
White, Non-Hispanic	41	56.9%
Total	72	100%

Age Group	Student Count	Percent of Total (%)
1.Below 18	2	2.8%
2.18-21	42	58.3%
3.22-29	13	18.1%
4.30-39	7	9.7%
5.40-49	7	9.7%
6.50-59	1	1.4%
Total	72	100%

Educational Status	Student Count	Percent of Total (%)
Earned a High School Diploma	55	76.4%
Earned an associate degree	2	2.8%
Earned cert. of Calif HS proficiency	1	1.4%
Earned foreign secondary diploma or cert	5	6.9%
Passed GED or received certificate	7	9.7%
Received a bachelor's degree or higher	2	2.8%
Total	72	100%

Educational Goal in Fall 2015	Student Count	Percent of Total (%)
4 year college student taking courses to meet 4 year	4	5.6%
Earn a career technical certificate without transfer	2	2.8%
Educational development	1	1.4%
Obtain a 2-year associate degree without transfer	2	2.8%
Obtain a 2-year technical degree without transfer	2	2.8%
Obtain an associate degree and transfer to a 4-year	37	51.4%
Transfer to a 4-year institution without an associates	20	27.8%
Undecided on goal	4	5.6%
Total	72	100%

Major in Fall 2015	Student Count	Percent of Total (%)
Accounting	1	1.4%
Administrative Assistant	1	1.4%
Alcohol & Drug Studies	1	1.4%
Anthropology	1	1.4%
Art	1	1.4%
Biology	2	2.8%
Business (Management)	1	1.4%
Business (Marketing)	1	1.4%
Business Administration	8	11.1%
Chemistry	1	1.4%
Communication Studies for Transfer	3	4.2%
Computer Science	2	2.8%
Education	2	2.8%
General Education (IGETC & CSU Gen Ed)	2	2.8%
General Studies: Fine Arts & Humanities	1	1.4%
General Studies: Social and Behavioral Sciences	1	1.4%
Health Sciences	2	2.8%
Horticulture	1	1.4%
Human Services Generalist	1	1.4%
Interior Design	1	1.4%
Journalism	2	2.8%
Kinesiology	1	1.4%
Management - Business Management	1	1.4%
Music	1	1.4%
Nursing	8	11.1%
Political Science	2	2.8%

Psychology for Transfer	4	5.6%
Social Sciences	1	1.4%
Sociology	2	2.8%
Sociology for Transfer	3	4.2%
Transfer major not listed	3	4.2%
Undecided	10	13.9%
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Total	72	100%

Full Time Student Status in Fall 2015	Student Count	Percent of Total (%)
Full-Time Student (12+ units)	45	62.5%
Part-Time Student (.1-11.99 units)	27	37.5%
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Total	72	100%