Creating an Engaging Library Orientation: FYE Courses at UC San Diego

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UC San Diego Library

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About UCSD

- Six Colleges, One University
  - 23,805 undergrads
  - 4,689 grads
  - 1,816 medicine/pharmacy

- Retention and Graduation Rates
  - Freshman Retention: 94%
  - Graduation Rates
    - 4 year: 57%
    - 6 year: 86%
About FYE

• Fall 2014 pilot
• Taught by the college provosts
  • One graduate Teaching Assistant (TA) per course
  • One undergraduate Discussion Leader (DL) per discussion section
• 2-unit Credit/No Credit course
• Open to 120 freshmen per college
  • 471 students enrolled
FYE vs. UCSD

• FYE is self-selecting
  • How similar are the FYE and general UCSD freshmen populations?

• First generation students
  • UCSD: 27%
  • FYE: 32%

• Gender
  • UCSD
    • Female: 50%
    • Male: 50%
  • FYE
    • Female: 46%
    • Male: 54%
FYE vs. UCSD

FYE Majors

- Undeclared: 21%
- Engineering: 17%
- Social Sciences: 16%
- Biological Sciences: 18%
- Science/Math: 24%
- Other: 3%
- Arts & Humanities: 1%

UCSD Freshmen Majors

- Engineering: 26%
- Social Sciences: 17%
- Biological Sciences: 27%
- Science/Math: 12%
- Other: 2%
- Arts & Humanities: 2%
- Undeclared: 21%
FYE Background

• UCSD Education Initiative
  • Classroom Engagement Task Force

• Council of Provosts
  • Top-down initiative
  • Created and taught by provosts

• Library Involvement
  • Librarians embedded in Education Initiative subcommittees
  • Approached Council of Provosts with library scavenger hunt
Library FYE Activity

• Concerns from Council of Provosts
  • Mobile technology and accessibility
    • Final product needed to have scavenger hunt available in multiple formats
  • Expectation of more research skills-based library instruction
    • No research assignment in class
    • Provided examples from library literature
  • Uncertain of need for librarians
    • Wanted to teach research skills themselves

• Needed to scale back expectations
  • Make activity and first library experience positive/successful
Library Activity Timeline

Fall 2014 Quarter

Week 2

• Train-the-trainer sessions
  • TAs and DLs

Week 3

• Lecture
  • 15-20 minute intro to library services

• Discussion Section
  • Library scavenger hunt

• Homework
  • Public service announcement (PSA) assignment
Designing the Activity

- Started with learning goals
  - Divided between lecture presentation and scavenger hunt
  - Concentrated on library spaces and concepts
  - Content modeled on other freshman-level courses

- Lecture presentation
  - Library buildings
  - Library card numbers
  - 24/5 Study Commons
  - Off-campus access
  - Study/presentation rooms
  - Library events
  - Student jobs
  - Ask a Librarian

- Scavenger hunt
  - Library art pieces
  - Information desk
  - Reference desk
  - Study rooms
  - Scanners
  - Library buildings
  - Library hours
  - Library cards
  - Library WiFi
  - Get Started LibGuide
  - Course Reserves
  - Ask a Librarian
  - Catalog
Scalability

• Credit/No Credit grading
• Scavenger hunt platform needed to potentially scale to *all* incoming first-year students
• PSA needed to be submitted in a way that can scale
  • Email account dedicated to FYE
• Use technology students are familiar with
  • Scavenger hunt: All devices and platforms
  • PSA: Instagram, Vine, YouTube, Twitter, Facebook
• Impact on library services and staff
  • Question language designed to teach
  • Used numeric codes for library spaces and service desks
    • Misspelling or capitalization
    • Could only use clearly labeled spaces
  • Created ghost record for reserves
Scavenger Hunt Build Process

• Targets
  • 6 week build timeline
  • 20-25 minutes or less

• Software selection
  • SCVNGR
    • No longer supported, needed active tech support
  • Searched for other options
    • Scavenger hunt software – many use GPS
    • Gaming technology
  • Edventure Builder

• Team
  • Instructional Technology Librarian – expertise level, time dedication
  • Varied skill set – all familiarity with libraries and instruction

• Support from others
  • Contract for Edventure Builder
  • Library space signage, willingness to participate
Beta Testing/Troubleshooting

• Asked other librarians to help test

• Changes
  • Questions
    • Art question/Seuss statue
    • Added Special Collections
  • Went from random to linear question order
    • Paper version inputted on library computer

• Paper version
  • Not used for the reasons we thought
    • WiFi connectivity issues
    • Phone not charged/broken
    • Easier to do paper version in a group, though individual assignment
Edventure Builder Dashboard

**BASIC SETTINGS**

**Name:** New Step

**Step Type:** Basic/No Answer

*Description:* A basic step simply displays a screen, without requiring any answer from the user.

**Text:**

*Hint Text: (Optional)*

*Allow Skip:* No, a response is required

*Success Text: (Optional)*

*Failure Text: (Optional)*
Live Activity View

After completing this activity, on a scale from 1 to 5, how comfortable do you feel using the UCSD Library and its resources?

- 1 = not comfortable
- 2
- 3 = comfortable
- 4
- 5 = comfortable

Submit
Welcome to the Library

As part of the First Year Experience course you will be introduced to the library through an activity modeled after an online scavenger hunt. Once that activity is completed you will be able to complete the Public Service Announcement assignment.

Orientation Activity

This activity should take approximately 30 minutes to complete and can be completed in one of three ways:

1. Use a mobile device that can take pictures (smartphone, iPad, etc.)
2. Use a mobile device that does not take pictures (a tablet without a camera)
3. Paper version. The paper version provides you with instructions for the activity so that it may be completed without a mobile device. However you will need to use one of the library’s computers to enter your answers when you are finished.

♦ Start Activity Online ♦ I Need Paper (PDF) ♦ Enter Answers
Public Service Announcement Assignment

For this assignment, you will be creating a PSA about your favorite feature or service of the UCSD Geisel Library. Assignment Details (PDF)

1. Create a video about your favorite library feature or service (no more than 3 minutes in length).
2. Create a poster or photo collage about your favorite library feature or service. You may create this in either electronic or paper format.
3. Write a poem (haiku, limerick, sonnet, etc.) about your favorite library feature or service.

See the Assignment Details (PDF) for submission guidelines.

Due Dates: This assignment must be submitted before your Week 4 discussion section.

Assignment Examples

Library Haikus
Filtration stations
At all library fountains
Clean water to drink
~
It's study time now
The library has tables
So nice and quiet
~
Library AC
So good when it's hot outside
Go in and cool off

Library Limerick
The library owns many a good book
If only you have time to look
But sometimes I'm just not able
So I'll settle for a nice study table
Always good when you need a quiet nook
FYE Activity Information

- 411 students completed activity
  - Not including those under 18
  - 87% completion rate

- Average time to completion: 26.75 minutes

- No way to fail
  - 3 attempts, then given correct answer
Devices Used

- Laptop: 13
- Smartphone: 297
- Tablet: 17
- Paper version: 84
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**Assignment Examples**

**Library Haikus**

Filtration stations  
At all library fountains  
Clean water to drink

~

It's study time now  
The library has tables  
So nice and quiet

~

Library A/C  
So good when it's hot outside  
Go in and cool off

**Library Limerick**

The library owns many a good book  
If only you have time to look  
But sometimes I'm just not able  
So I'll settle for a nice study table  
Always good when you need a quiet nook
<table>
<thead>
<tr>
<th>What is going on?</th>
<th>Magic moving shelves</th>
</tr>
</thead>
<tbody>
<tr>
<td>These people are walking – and reading. Can I too?</td>
<td>No need to be Hercules</td>
</tr>
<tr>
<td>Artsy structure</td>
<td>Just turn and TA DA!</td>
</tr>
<tr>
<td>Lovely, Lively</td>
<td>Studying downstairs</td>
</tr>
<tr>
<td>Nest of Triton geeks</td>
<td>Surrounded by the jungle</td>
</tr>
<tr>
<td>Procrastination</td>
<td>Best place at Geisel</td>
</tr>
<tr>
<td>Geisel open 24/5</td>
<td>The calm study rooms,</td>
</tr>
<tr>
<td>Challenge accepted</td>
<td>A place where I can’t be nagged—</td>
</tr>
<tr>
<td></td>
<td>Just me, myself, I</td>
</tr>
<tr>
<td>Stuck in the muddy?</td>
<td>Librarians at the library</td>
</tr>
<tr>
<td>In Geisel, you can study</td>
<td>Merry, fairy</td>
</tr>
<tr>
<td>Come with a buddy</td>
<td>Superpower and Respect</td>
</tr>
</tbody>
</table>
Charging Stations: A Limerick

During the middle of the day I notice my phone has lost its charge

Therefore my depth of my sadness is large

Then I notice Geisel’s charging station

I relax on the chair, as if on vacation

Geisel saved the day and my happiness is enlarged

Oh Librarian! My Librarian!

Oh librarian! My librarian! You help me so much.

Always here to chat when I’m in a jam.

24/7 via text, chat, or email.

Oh Librarian! My librarian! You are always my crutch

Aiding in my attempt to cram for my exam.

Oh Librarian! My Librarian I appreciate your travail.
I read write think dream
Geisel is the place to go
Much art, much awesome.
The best Library
In the world
Call, Text, or Chat with us 24/7!!
UCSD: Explore the library
PSA Theme: Spaceship

It's a stack of books!
It's an alien spaceship!
No, it is Geisel!

Inside this Spaceship
Inside this spaceship
ideas thrive and prosper
knowledge never dies

Ode to Spaceship

Walking by at first glance, wondering what lies within
Thoughts run through my mind, spaceship for an alien?
Once foot steps inside, answers are presented in galore
Through books and resources and computers and guides
To wonder or to struggle will be no more
When stress creeps in through behind closed doors
And panic and distress control your way
Don't panic, for the 24 hours of the great spaceship
Will ensure the grant of your beautiful A
TAKING OFF IN T MINUS 30 SEC
\( \text{\( \text{=^=} \cdot \text{ω} \cdot \text{=^=} \) } \)
To the Motherboard!
## Pre- and Post- FYE Evaluation

### Develop effective research skills.

<table>
<thead>
<tr>
<th>Pre-Survey</th>
<th>Post-Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.95% either agree or strongly agree</td>
<td>30.99% either agree or strongly agree</td>
</tr>
<tr>
<td>9.54% slightly agree or slightly disagree</td>
<td>56.73% slightly agree or slightly disagree</td>
</tr>
<tr>
<td>2.50% either disagree or strongly disagree</td>
<td>12.28% either disagree or strongly disagree</td>
</tr>
</tbody>
</table>

**My current knowledge/skill level is:**

<table>
<thead>
<tr>
<th>Pre-Survey</th>
<th>Post-Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.41% answered high or very high</td>
<td>26.31% answered high or very high</td>
</tr>
<tr>
<td>62.73% slightly agree or slightly disagree</td>
<td>65.21% slightly agree or slightly disagree</td>
</tr>
<tr>
<td>28.86% answered low or very low</td>
<td>8.48% answered low or very low</td>
</tr>
</tbody>
</table>
## Pre- and Post-FYE Evaluation

### Develop skills needed to find, retrieve, analyze, and use information (online and print-based).

#### Pre-Survey
- 83.64% either agree or strongly agree
- 12.96% slightly agree or slightly disagree
- 3.41% either disagree or strongly disagree

#### Post-Survey
- 58.48% either agree or strongly agree
- 34.79% slightly agree or slightly disagree
- 6.72% either disagree or strongly disagree

### My current knowledge/skill level is:

#### Pre-Survey
- 24.32% answered high or very high
- 69.32% slightly agree or slightly disagree
- 6.36% answered low or very low

#### Post-Survey
- 49.41% answered high or very high
- 48.25% slightly agree or slightly disagree
- 2.33% answered low or very low
<table>
<thead>
<tr>
<th>Pre- and Post- FYE Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learn how to use the library.</strong></td>
</tr>
<tr>
<td><strong>Pre-Survey</strong></td>
</tr>
<tr>
<td>80.00% either agree or strongly agree</td>
</tr>
<tr>
<td>16.59% slightly agree or slightly disagree</td>
</tr>
<tr>
<td>3.41% either disagree or strongly disagree</td>
</tr>
</tbody>
</table>

| **Learned how to use the library.** |
| **Post-Survey** |
| 76.60% either agree or strongly agree |
| 20.76% slightly agree or slightly disagree |
| 2.63% either disagree or strongly disagree |

| **My current knowledge/skill level is:** |
| **Pre-Survey** |
| 12.50% answered high or very high |
| 62.72% slightly agree or slightly disagree |
| 24.77% answered low or very low |

| **My current knowledge/skill level is:** |
| **Post-Survey** |
| 61.12% answered high or very high |
| 36.26% slightly agree or slightly disagree |
| 2.63% answered low or very low |
Library Future Plans

• WiFi testing throughout the building

• Examine number of attempts for each question
  • Reword questions as necessary

• Be part of the pre- and post-evaluation development
  • Library and research questions
FYE Future Plans

• 2015-16 expansion by 50%
  • 100-120 this year, 150 next year
  • Want to increase retention, some colleges had as high as a 50% drop rate

• Adding transfer students
  • 100 transfers/college, 250 total/college
  • May have combined lecture, separate discussion sections (undecided)

• Winter/Spring, add electronic badging and incentives to revisit guest programs
Tips, Tricks, and Best Practices

• Consider impact on library stakeholders
  • Get buy-in!

• Expertise of team is key
  • Variety of skill sets

• Look ahead for potential problems
  • Scalability for larger/expanding program
  • Make instructors and TAs aware of possible tech issues

• Communication between campus departments
  • FYE Program, Academic Integrity, Library
  • Make sure everyone knows who’s doing what and when


