

First Year Experience (FYE) Team

Overview:

The First Year Experience Team is part of a university-wide commitment to connect and support students as they transition to collegiate studies and research. Through instruction, outreach, and engagement, this program aims to improve student retention, foster student success, and empower students to be information literate in the classroom and beyond.

Library KPIs:

- Relevant
 - Research and Reference Assistance
 - Workshops and Presentations
 - Instruction

[FYE meeting running agendas and notes 2024-25](#)

Objectives (includes timebound goals and projects):

Provide orientation and instruction to Engl101 students

- **Why:**
 - New students will be more successful if they know about and use the resources and services located in the library or through our website
- **How:**
 - Refine and implement Engl101 orientation scavenger hunt activity
 - Develop and implement Engl101 activity for students to learn how to find books and articles and to use reference services, particularly online chat
- **Success looks like:**
 - The majority of groups participating in the ENGL101 activities and responding to the survey indicate that they are aware of library resources and services and will likely return to use them. They are also able to list resources and services that they think will be helpful.
 - **Fall 2024 update:** Below are the survey results from the early fall Engl101 activities.
 - 20 Engl101 tour times were offered, attended by 45 sections, around 852 students.
 - 752 students completed the survey, 86% of all ENGL101 students from Fall 2024.
 - 99.66% of respondents indicated that they would return to the library to utilize a resource. The breakdown is as follows:

Q23 - Select all of the resources that you think you would use here in the library.	Percentage
Study Rooms	71.82%
Tutoring	70.10%
Research Help	63.92%
Print Books	59.45%

<i>MILL</i>	54.30%
<i>Studio</i>	48.11%
<i>Maps</i>	44.33%
<i>Data Hub</i>	42.61%
<i>DVDs</i>	41.24%
<i>Course Reserves</i>	40.55%
<i>Magazines/Newspapers</i>	35.40%
<i>Special Collections</i>	31.62%

○ **Spring 2025 Update**

- *14 sections (277 students) attended tours in January 2025.*
- *In previous spring semesters, we had offered the tours as an option to Engl101 instructors for their sections instead of requiring attendance. This was based on previous experience indicating that many spring Engl101 students had already had a class with a library introduction in the fall. However, we found out this no longer seemed to be true, so we decided to schedule and require all sections to attend. When informally surveying instructors and students, we found that most had not had Engl101 or another library session before and quite a few were new students to the campus. Therefore, we found that requiring these tours during the spring semester was appreciated and effective.*
- *KPIs are collected in the fall semester for this activity so there is no updated survey results. I am confident that the results would be similar to fall survey results.*

○ **Final Outcomes**

- *This activity continues to be effective. Both students and Engl101 instructors seem to enjoy and support it. Some questions and details need revision, but the overall management, implementation and assessment of the activity should proceed next year.*

- The majority of groups participating in the book and article activity indicate that their confidence in finding books and articles in the library improved by the end of the activity.

- ***Fall 2024 update:*** *As this was a new activity, we expected some challenges. Overall, it went well, with students engaging with the chat service and locating books. We received feedback from Tyler Easterbook and Engl101 instructors. We are making some changes based on assessment for the spring semester. One change is to make it more of a stand-alone activity, with the goal of learning more about library organization and assistance. The Engl101 essay following the activity will no longer contain a group bibliography, so we will create our own topics and groups when classes arrive.*

- **Spring 2025 Update**

- *207 students in 14 sections participated in the Engl101 book and article finding activity in spring 2025.*
- *After communication with the FYC director and Engl101 instructors, we revised the book and article activity in a couple significant ways. We decoupled it from the writing assignment as mentioned in the fall update. This allowed more flexibility in scheduling. While it generally is beneficial to connect library instruction with assignments, it didn't seem to be effective in the fall. Part of the issue was that our activity was based on the original plan of having students do group research, which didn't work well in Engl101. Therefore, by having this as a standalone activity, librarians helped students form groups based on the attendance that day (eliminating issues with absent students in a previously formed group). Also, we provided topics that had been checked against books available in our library. Groups picked a topic from a container. This made for more successful book searches. These changes seemed very effective. Students seemed less confused and more engaged than in the fall and it lessened the burden on Engl101 instructors.*
- **Final Outcomes**
 - *FYE added the book and article activity this year and it was largely developed based on the desire of the FYC director to provide more library research skills experience to Engl101 students. We tried to design it so that it did not require a lot of actual instruction or preparation for the librarians. Therefore, we used small groups to reduce total numbers and a Qualtrics survey they could largely use on their own. However, preparation, scheduling, monitoring, meeting, covering chat and follow up still add up. During the class sessions there is heavy use of the online chat service, which the FYE librarians tried to cover. This became more of a burden than expected. Therefore, the activity still felt like a significant addition to the teaching load of the FYE librarians, despite the "self-directed" approach. There needs to be some discussion and consideration of the sustainability of this activity to decide how and whether to continue it.*

Provide integrated information literacy instruction in Engl102

- **Why:**
 - Empower students to develop foundational and transferable information literacy skills
- **How:**
 - Collaboration with First-Year Writing Director and course instructors
 - Teach ENGL102 instruction sessions in-person and provide online equivalent content for online sections
 - Develop and revise ENGL102 instructional content and grade library assignments
 - Support students as they complete their ENGL 102 research assignment.
- **Success looks like:**

- Continued partnership with the First-Year Writing Program and Director
 - **Fall 2024 update:** *After collaborating with Tyler Easterbrook on changes in our library instruction to match the new curriculum, we feel the move to link our assignment to the now-required annotated bibliography was quite helpful. Informal assessment indicates that it improved the relevance of our instruction and assignment. Some instructors indicated that they needed to adjust the timing of the library sessions in spring semester, as they had based their fall scheduling requests on the previous curriculum.*
 - **Spring 2025 Update**
 - *The updated library unit continued to work well with the new curriculum. Spring semester scheduling, instruction and results were largely similar to the fall. Therefore, if the First Year Composition program does not change its curriculum, we should continue with a similar approach in the next academic year. Connecting the library assignment to the annotated bibliography remains a key component of success. In-person instruction by librarians (for in-person sections) is also considered essential.*
 - **Final Outcomes**
 - *Our collaboration and implementation of library instruction with the new curriculum was successful, based on instructor and librarian feedback as well as student assignment assessment (below). For next academic year, it will be important to meet with the FYC director to determine if there will be any changes to the curriculum. If not, we can retain most of the library unit (with minor revisions), but may want to consider ways of streamlining the grading of assignments by librarians. Grading continues to be a time consuming task and there is some question about whether students benefit from or take advantage of the effort librarians make in grading.*
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- Data collected indicates that the majority of students who attended ENGL 102 library sessions and submitted the assignment retained the foundational information literacy skills taught during Library week
 - **Fall 2024 update:** *In fall 2024, 76% of Engl102 students (n=688) submitted a library assignment, and 95% of those completed 75% of the answers correctly. These numbers indicate library faculty are having a positive impact on Engl102 students information literacy.*
 - **Spring 2025 Update**
 - *In spring 2025, 72% of Engl102 students (n=696) submitted a library assignment, and 92% of those completed 75% of the answers correctly. These numbers continue indicate library faculty are having a positive impact on Engl102 students information literacy. While the percentages are somewhat lower than in fall, there are some differences in the population of students who take Engl102 in the spring semester compared to fall.*
 - **Final Outcomes**

- *While there may be some revisions needed in the assignment and in the instruction, overall the results indicate that students are finding the assignment worth completing and learning foundational information literacy skills that they can apply to research for their annotated bibliography. It also indicates that the collaboration with the FY Composition program is effective since instructors support the library sessions, unit and assignment and encourage their students to participate and complete it.*

Challenges and Opportunities for Next Year

- *Our current FY instruction program continues to be high-touch, engaging and instructionally effective.*
- *The instruction load (including prep, communications, Canvas management, in-person instruction, grading and Information Landscape (IL) workshops) for FYE librarians is very high and may not be sustainable without some changes.*
- *While many other library faculty teach IL workshops, the bulk of the burden for managing them falls to FYE. This hidden work includes recruiting for and scheduling the workshops, creating links and handouts to it, creating the attendance spreadsheets, promoting the workshops in class announcements, recording attendance, reminding students, responding to student questions, assigning asynchronous options, communicating with instructors, etc. We may need to find efficiencies, perhaps in grading, IL workshop management or Engl101 activity implementation, including alternate ways of covering chat service during the book and article activity.*
- *With a new team leader and new instruction librarian incoming, there may be opportunities for new ideas and approaches.*

Unit/Team Metrics:

Fall 2024

English 101 and 102 Sessions	109
English 101 and 102 Attendees	2,789
Lower Division Sessions	20
Lower Division Attendees	742
K-12 Sessions	2
K-12 Attendees	53
ETIL Sessions	19
-ETIL Attendees	338

Spring 2025

-English 101 and 102 Sessions	151
-English 101 and 102 Attendees	3,685
- ETIL Sessions	32
- ETIL Attendees	589

- # of FY class sessions taught: *above*
- # of FY students taught: *above*
- # of ETIL workshops taught: *above*
- # of ETIL students taught: *above*
- Survey results from Engl101 class activities: *above in report*
- # of Engl102 students who completed the Library assignment: *521 in fall 2024, 688 in spring 2025*
- % of Engl102 students who completed the assignment and answered at least 75% of the assignment questions: *95% in fall 2024, 92% in spring 2025*

Link to FYE Team running agenda

[FYE meeting agendas and notes Fall 2024](#)

Membership:

Diane Prorak, team leader

Pam Martin

Kelly Omodt

Tyler Rodrigues

Reporting to:

Rami Attebury (Associate Dean, Operations & Access)