Crafting Freshman Engagement:
A Study of Library Orientations in the Fledgling First Year Experience Program at UC San Diego
Background: UCSD & the First Year Experience

- Taught by college provosts
- Elective course (for pilot)
- 120 freshmen from each college
- 2 unit credit/No credit course
## Background: FYE Syllabus

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1: Opportunities, Challenges, and Expectations of University Life</td>
</tr>
<tr>
<td>W2: Making the Most of the Classroom</td>
</tr>
<tr>
<td><strong>W3: Academic Integrity and Information Literacy</strong></td>
</tr>
<tr>
<td>W4: Personal Well-being and Academic Success</td>
</tr>
<tr>
<td>W5: Enhancing Your Communication Skills in the Classroom</td>
</tr>
<tr>
<td>W6: Diversity, Equity, and Inclusion: Understanding Yourself and Others</td>
</tr>
<tr>
<td>W7: Campus and Community Involvement</td>
</tr>
<tr>
<td>W8: Choosing and Committing to a Major</td>
</tr>
<tr>
<td>W9: Research Opportunities, Experiential Learning, and Faculty Engagement</td>
</tr>
<tr>
<td>W10: Lessons Learned and Planning Forward</td>
</tr>
</tbody>
</table>
Learning Goal

Introduce students to Library spaces and services

Components:
• Lecture
• Scavenger Hunt
• Public Service Announcements
Lecture

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

- 87% completion rate
- 26.75 min to complete, on average
- No way to fail
Scavenger Hunt: Technology Considerations

• Mobile gaming platform
• Flexible content options
• Scoring
• Branching logic
• Back-end analytics
• Scalable
Scavenger Hunt: Design Considerations

- Branching needs
- Photos
- Locating service or resource
- Validation codes instead of words
- Input options
- Not randomized
Public Service Announcements

- Video
- Poster/ Photo Collage
- Poem

So much work to do. Geisel has no distractions. Floors increase, not noise. #UCSDFYE14
To the Motherboard!
I read write think dream
Geisel is the place to go
Much art, much awesome
The calm study rooms,
A place where I can’t be nagged—
Just me, myself, I

Librarians at the library
Merry, fairy
Superpower and Respect

Magic moving shelves
No need to be Hercules
Just turn and TA DA!

Studying downstairs
Surrounded by the jungle
Best place at Geisel

Procrastination
Geisel open 24/5
Challenge accepted
FYE Evaluation

- Evaluations conducted by FYE coordinator
- Pre- and Post-evaluation given to students
- Library did not have input in creating evaluation

Pre-evaluation:
In my FYE course, I hope to learn how to use the library

- Agree or Strongly Agree: 80%
- Slightly Agree or Slightly Disagree: 17%
- Disagree or Strongly Disagree: 3%
Pre- and Post- FYE Evaluation

Students asked to rate current knowledge/skill level (low to high)
Pre- to Post-Comfort Level Using Library

![Comfort Level Chart]

- Comfort Level:
  - 1 = not comfortable
  - 2
  - 3 = comfortable
  - 4
  - 5 = very comfortable

- Pre-comfort and Post-comfort levels are shown for each comfort level.
Best Practices

• Create a team with a variety of skills
• Foster internal and external communication
• Select a flexible & scalable technology solution
• Manage internal and external expectations
• Consider accessibility
• Make a realistic timeline
Future Plans

Continue:
• Testing technology
• Data analysis
• Fine-tuning question attempts
• Scalability

Wish List:
• Input in FYE evaluation
• Reflective assignment
• Accessibility
Crystal Goldman, Instruction Coordinator clgoldman@ucsd.edu

Dominique Turnbow, Instructional Design Coordinator dturnbow@ucsd.edu

Amanda Roth, Instructional Technologies Librarian aheath@ucsd.edu

Lia Friedman, Learning Services Program Director lgfriedman@ucsd.edu

Slides at http://www.slideshare.net/liafriedman/loex-presentation-fye