Strengthening Library Resiliency Through Gamification and Personalization

Library Strategies for First-to-Second-Year Multi-Campus Student Transition

Carrie Bishop and Casey Sirochman
Indiana University of Pennsylvania
Collaborations for a Successful Transition

- Indiana University of Pennsylvania and its Regional Campuses
- Challenges to a successful transition
- Best practices to ease the transition and support retention
- Libraries’ Transition Program
- Assessment
- Future directions
Indiana University of Pennsylvania

Located in Western Pennsylvania, about 1 hour northeast of Pittsburgh

One of Pennsylvania’s 14 State Universities

Second largest enrollment with almost 14,000 students

Carnegie Foundation - Doctoral/Research-Intensive Institution

Regional campuses - Punxsutawney, Northpointe, and Monroeville
IUP Punxsutawney and Northpointe

IUP Punxsutawney
Punxsutawney offers underprepared students a more intimate and supportive atmosphere in which to complete their first year.

Student Demographics - Fall 2015
- 191 students
- HS GPA less than 2.5 and SAT less than 800 combined
- Primarily originating from the Philadelphia area
- 66% were members of a minority group
- 52% were first-generation college students

IUP Northpointe
Northpointe offers an intimate and supportive setting for first-year commuting students.

Student Demographics - Fall 2015
- 110 students
- Originating from the bordering counties
Challenges for Transfer Students

- Students must adjust to changes in class and campus size, academic rigor, and institutional culture (Lanaan, 1996)

- Transfer students do not want to be treated like freshmen, but their lack of knowledge about how their new institution functions often means that this is how they end up feeling anyway. (Townsend & Wilson, 2006)

- Young, low-achieving students are more likely to experience transfer shock - a decline in GPA in the first semester. (Dennis et al, 2008)

- Low-income and non-Asian minority students have lower transfer and program completion rates, when compared to their white counterparts from families with higher incomes (Wynn, 2002).

- Lack of awareness of services is a factor in [transfer students’] lower use of [support] services when compared to native students. (Wang and Wharton, 2012)
Challenges for Sophomores

Sophomore year is increasingly becoming a target of retention efforts, as universities realize that nearly as much attrition occurs between sophomore and junior year as between the freshman and sophomore years (Gahagan & Hunter, 2006).

The sophomore slump is a “period of developmental confusion” and results from “student’s struggles with achieving competence, desiring autonomy, establishing identity, and developing purpose.” (Lemons and Richmond, 1987)

Second-year students experience increased academic and interpersonal challenges at the same time institutional support systems decrease. (Schreiner, 2010).

- Coursework becomes more demanding
- Choosing a major
- Achieving minimum GPA to enter majors
- Finding a career of interest
- Finding the financial resources to complete their degrees

Lavender, Ian. Supplemental image - erosion - geograph.org.uk CC-BY-SA 2.0
Adapting Best Practices

Best practices for transfer students:

- Build familiarity with receiving institutions
- Provide information on services available
- Identify a liaison in each department - personal librarian
- Receiving institution should reach out to students
- Provide opportunities for students to visit the receiving institution

Best practices for sophomores:

- Build supports to meet students where they are and deliver resources and instruction in the moment of need.
- Build connections with faculty, peers, and the university through the campus climate to create a sense of community.
  - Membership, or feelings of belonging
  - Ownership, or the ability to make a contribution and have a voice
  - Relationship, or positive interactions and shared emotional connections
  - Partnership or interdependence and commitment to a common goal
Overall Goal ➔ Ease the Transition

Our goal was to play our part in easing the transition from a regional campus to the Indiana campus in the student's second year.

We hoped to ease the transition by building a sense of familiarity and create a connection with the library buildings, the services, and the staff.

We hoped that this familiarity would increase their use of the library and their resiliency in using resources to complete projects and lead to long-term student persistence and retention.
Our Program

★ First-Year Experience LibGuide
★ Classroom visit, co-teaching exercise, & Casey introduction as Personal Librarian
★ Transition Day Library Orientation
★ Personal Librarian Outreach
Transition Program: FYE LibGuide

- One location for accessing information for both locations
- Students familiar with site and can return to retrieve information
Transition Program: FYE LibGuide

- Include information most relevant for FYE Students
- FAQs offers insider information
- Use/embed videos whenever possible
- Consider offering tips and tricks including the best time of day to visit
- Assign a contact person
- Highlight the most unknown resources and services
Transition Program: FYE LibGuide

- Provides an opportunity for students to find help regarding resources
- Basic information regarding overview of research
Transition Program: Keyword Classroom Activity

**Apples to Apples, Big Picture Game**

- Students were given one game card and asked to write down three keywords related to or describing the image.
- Students were divided into groups and asked to play a group mini-version of apples to apples using their own keyword papers.
- The class lesson continued with more discussion regarding subject headings and controlled vocabulary.
- Search strategy assignment was given as homework.
Transition Program: Transition Day Library Activity

- New opportunity for students to visit library during formal transition day activities from Regional Campuses
- Students divided into teams
- Given ½ hour to answer up to ten physical building related questions
- Take pre-test prior to game and post-test after allotted time period
- Teams given one question at a time = go find answers around the library building and return to central location for next question
- Gave handout with answers after activity was complete

★ Variation of Katherine O’Clair’s Amazing Library Race game unveiled during LOEX West in Summer 2012
Example Activity Questions

Sample Q.1. On the third floor of the library, find the Special Collections department (Stapleton 302). This area houses, protects, and provides reference assistance for a variety of old, rare, and delicate materials. The hours are on the door. What are they?

Sample Q.2. The circulation desk is where you go to check out books and other material from the library. You also have the option to check out books by yourself. Ask the friendly worker at the circulation desk to show you where. What is this service called?

Sample Q.3. At the back of the first floor near the windows that face the new Humanities and Social Science building (at the green booths in the back) you will find the Satellite Writing Center. Walk back, read the signs, and find out when you can find tutors there. Write the times and days below:
Transition Program: Prizes = Library Swag
Dear IUP Punxsy Students,

It was so great meeting some of you during the library orientation portion of Regional Campus Transition Day. The results of our survey showed that you would like to continue to connect with us through social media so I’m providing the links to both our Facebook and Twitter accounts below. Watch for specific posting related to you over the summer via the hashtag #IUPLibraryTransition that provide information about the library and will help you make a smooth transition to Indiana.

I’m also providing a link below to the First-Year Experience Library Guide (LibGuide) which provides helpful tips and tricks about visiting Stapleton Library including the best times of day, most unknown resources and service and will continue to be a great resource for you in your second year.

Remember, I’ll be your personal librarian during your sophomore year so I hope to connect with you and assist in any of your information needs. Feel free to contact me at csiroch@iup.edu or via IUP Libraries Facebook or Twitter.

Libguide: http://libraryguides.lib.iup.edu/FYE
Like us on Facebook! https://www.facebook.com/IUPLibraries
Follow us on Twitter! https://twitter.com/IUPLibraries
Transition Program: Digital Outreach Campaign

Twitter & Facebook Postings:
@IUPLibraries
www.facebook.com/IUPLibraries/
@IUPPunxsy

Good Luck on 'your' finals @IUPPunxsy!
Assessment Results

**Research Question:** Do regional campus students feel comfortable and knowledgeable in using the Indiana Campus Library when they transition to Indiana as sophomores and to what extent did the strategies used by the librarians contribute to these feelings?

**Three Factors of Assessment:**
1. Are students knowledgeable about library resources and services?
2. Do students feel comfortable using the library resources and services?
3. Did our activities have an impact on the knowledge and familiarity?

**Assessment Methods:**
- LibGuide visits
- Transition Day Library Orientation - Pre and Post Test
- Fall Survey
- Interactions with second-year personal librarian - in-person/email/social media
Library Orientation Game: Pre/Post Test Results

1. Do you feel comfortable using the Stapleton Library?
   - Pre-test: 24, Post-test: 36
   - No: 6, Pre-test: 7, Post-test: 1

2. Do you feel confident locating a book on the shelf?
   - Pre-test: 17, Post-test: 26
   - No: 16, Pre-test: 11, Post-test: 7

3. Do you feel comfortable asking a librarian for help?
   - Pre-test: 37, Post-test: 41
   - No: 0, Pre-test: 3, Post-test: 7

Library Orientation Game: Pre/Post Test Results

Where can you get a cup of coffee or a snack in the library?

On what floor can you locate periodicals (magazines, journals, newspapers)?

What desk is staffed by faculty librarians that can help you with research and locating materials in the library?
Fall Survey

**Research Question:** Do the regional campus students feel comfortable using the library and were our efforts effective?

**Who are you?**
What campus did you attend?
What LIBR class(es) did you take?

**What did you do?**
Which library transition activities did you participate in or use during last Spring and this Fall?
Have you used the library (physically or virtually) during the Fall semester?
If yes, how often have you used the library this semester?
If yes, check all of the ways you used and interacted with the library this semester.
Fall Survey

Why did it matter?

Choose the activities below that you feel were most influential in your ability and willingness to use the library?

If no, please choose the statement(s) below that best represents the reason(s) you did not use the library this semester?

- I found all of the resources I needed using Google.
- None of my class assignments required the use of library resources.
- There are other places on campus that are better for studying.
- I am unsure of how to use the library and am uncomfortable asking or did not know who to ask for help.

Other: Please explain.
Lessons Learned and Future Changes

Classroom Activity

- Consider co-teaching more than one class session
- Ask students to create a research question based on images
- Review the tips and tricks from the LibGuide in more detail
- Show Library Video Tour during one of the class visits
- View map of building during class visit
Lessons Learned and Future Changes

Transition Day Activity

- Revise activity questions to ensure resource is stable (i.e. charging station and book on shelf)
- Reduce the number of questions or ask for more time for activity execution
- Promote prizes more at the beginning of activity
- Find a better and more centralized room for base location for students to return
Lessons Learned and Future Changes

Assessment & Outreach

- Streamline the number of questions
- Consider offering questions via online instead of paper
- Review answers to the questions
- Ask students for feedback about the activity
- Show students IUP Libraries Twitter & Facebook pages
- Highlight hashtag and mention future postings


