

Let's Get Oriented!:

Getting Intimate with the Library, Small Group Sessions for Library Orientation

*Leila June Rod-Welch**

Academic libraries across the United States have been implementing new orientation programs for incoming students and their families in order to meet the needs of the millennial generation and prepare them for their academic careers. Libraries need to develop orientation programs that specifically target certain audiences to provide them with the information they need to succeed in their collegiate careers.

Discover how an Outreach Services Librarian teamed up with staff from the Office of Admissions to coordinate over ninety-six library instruction/tour sessions for incoming students and their parents during freshman orientation. These sessions were intentionally designed to cater to small groups. In addition, learn how this Outreach Services Librarian conducted data gathering which consisted of an IRB approved survey over the course of two years. The first year this survey was only given out to parents; 238 parents voluntarily completed the survey (64.3% return rate). The outcomes of these completed surveys led us to conduct a second survey the following year. The second year both incoming students and their parents were asked to voluntarily fill out this survey at the conclusion of their library instruction/tour session. This survey was completed by 134 students and parents (69.4% return rate). The survey results from both years were analyzed and recommendations were made on how to improve our future library orientation sessions. This study will reveal the surveys' results.

Introduction

Many students entering college do not realize how valuable a resource academic libraries are on their campus. Academic libraries offer many different ways to do research and offer a pleasant environment for students to study and follow their academic pursuits. However, many students overlook the library as a place for research and study. To them, it is an antiquated relic of academia, and they turn to the Internet and the comfort of their dorm rooms for their research and study needs. Academic libraries are looking to combat this by implementing library orientations for incoming freshmen students. These orientations are focused on helping students realize their academic potential and to take control of the academic library's vast resources and helpful staff.

When preparing to welcome new students and their families to the university campus, academic libraries need to determine how to structure each program to suit the interests and expectations of the particular group in question. For instance, parents may be more satisfied with one program than the students, or the opposite; freshmen students may be more satisfied with a program than first generation students. Therefore, academic libraries need to distinguish which services and resources need to be addressed, and then how they should be presented to each group of participants. Ultimately, what are parents and incoming students looking for in library orientation programs?

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Literature Review

Examples of Other Library Orientation Models

One concept that inhibits library use is library anxiety. Library anxiety is the feeling of uncomfortableness within a library setting that has repercussions on a cognitive and behavioral level (Jiao & Onwuegbuzie, 1995, p. 3). Mellon (1986) conducted a study on college students discussing their feelings relating to the library. Many students expressed fear, almost a phobia, of the library. Some students felt that this was due to the size of the library, while others stated that their fear stemmed from the process of doing research. There is also a reported feeling of incompetence, as well as a feeling that other students have the required knowledge to effectively use the library's resources for their research (p. 163). Academic libraries look to address this "library anxiety" and provide a comfortable and productive learning environment for their patrons. The University of Waterloo aimed their orientation at providing a sense of comfort and a positive view on the library to encourage more students to make use of the library's resources throughout their academic career (Collins & Dodsworth, 2011). The California State University of San Bernardino (CSUSB) orientation goal was to increase their student retention rate (Dabbour, 1997, p. 301). With a retention rate of less than 40%, CSUSB was rated nineteenth out of twenty universities in California at the time based on retention rates. CSUSB looked to increase their retention rate by helping students to become comfortable with the academic aspects of college life such as doing research and time management. They found that the retention of students after implementing their library and information literacy course was the highest it had been since their retention rate had been recorded (Dabbour, 1997, p. 305).

Perhaps the largest reason for changing the method of orientating new students to the library is the importance of teaching students how to use the library's resources to help ease the library anxiety that many students feel. Having students participate in hands-on activities can help them to have at least a basic knowledge of the workings of the library's resources, making it easier for students to use those resources later in the semester and feel comfortable using those resources as the semester continues, easing their anxiety about the library. To address the fear of the size of the library, self-guided tours or scavenger-hunt-style orientations can be utilized to give students a better knowledge of the geography of the library (Dabbour, 1997, p. 304; Marcus & Beck, 2003, p. 24–25). Libraries also took ideas from upperclassmen; they looked to implement aspects to their orientation that older students say they wish they would have known about sooner (Collins & Dodsworth, 2011, p. 4).

There are several different ways to implement a new type of orientation into academic libraries. Most of these new methods involve active learning, which involves the students having conversations with each other and writing, and other activities that can be done in small groups or alone (Dabbour, 1997, p. 300). Active learning is largely considered to be more beneficial and effective for the student than passive learning, which includes listening to a lecture and taking notes. Getting students involved with hands-on practice creates a livelier learning environment that better engages the student and allows them to better retain the information that is given to them.

The first one of these orientation models is a scavenger hunt or treasure hunt. These self-guided tours of the library can allow students to not only discover the library's geography in the same way that a traditional library tour would, but allows them to discover it on their own and interact with the library environment more effectively. Marcus and Beck (2003) tested a self-guided tour in the form of a treasure hunt against a group of students who participated in a traditional library tour. They then administered a quiz about the library to view the effectiveness of the self-guided treasure hunt in comparison to the traditional library tour. They found that students who participated in the self-guided tour were better able to answer questions about the geography and resources of the library than the students who took the traditional tour (p. 28, 31). Brown, Weingart, Johnson and Dance (2004) used a control group to better compare the effects of a scavenger hunt-style orientation. Using

the Library Anxiety Scale, they did a pretest and posttest of a group of 1,200 students who went on a self-guided library tour and a group of 200 students who did not participate in any kind of library orientation. They discovered that while the two groups had similar anxiety levels on the pretest, the posttest showed a drop in anxiety in the students who participated in the scavenger hunt (Brown et al., 2004, p. 397). These two experiments show the effectiveness of the scavenger hunt model as an alternative to the traditional library tour for helping ease library anxiety in new students and better acquainting them with library resources. Similar initiatives were adopted at Southern University, Baton Rouge (SUBR), taking on the same approach of trying to offer new types of events that proved to be more engaging, hands-on experiences for students. SUBR revamped their orientation program to an event called “The Amazing Library Race” that involved incoming freshmen working in groups to locate resources throughout the library while completing a series of tasks to account for proficiency checks. Operating similar to a scavenger hunt, the locations and tasks involved were designed to promote specific departments or areas of interest that would be helpful to the students in the upcoming academic year (Banks & Svencionyte, 2008, p. 33).

Another orientation model involved the use of an Alternate Reality Game (ARG). Several academic libraries have implemented these games into their orientation for new students, attempting to find an engaging way to get students acquainted with the library through the blending of the game-world and reality. In the summer of 2007, Ohio State University (OSU) launched their ARG “Head Hunt,” which looked to orient new students to the library and the campus during their search for the missing head of the OSU mascot. In the fall of that year, Western Washington University launched their ARG “Help Me Solve a Mystery,” which was aimed at improving the information literacy of new students as well as critical thinking skills. Perhaps the best documented ARG in an academic library is “Blood on the Stacks,” the ARG implemented by Trinity University. Donald (2008) described the process of designing and implementing the ARG as a method of orienting students to the library at Trinity University. The use of a survey to assess the effectiveness of Blood on the Stacks was also documented. The survey showed that over 80% of the students who took the survey felt Blood on the Stacks was effective in orienting them towards the service points in the library, while only 61% rated the orientation towards the library’s online tools as effective. The most negative response to the orientation was from library staff, to which 37% felt that Blood on the Stacks was not effective or minimally effective. The survey also addressed the opinions of students on the various aspects of the library. After participating in Blood on the Stacks, 86% of the students who responded to the survey agreed with the statement that the library was a useful resource and had friendly staff members. Fifty-seven percent disagreed with the statement that the library was intimidating (Donald, 2008). Overall, the use of an ARG in an academic library proved to be effective in orienting students towards library resources and helping students become comfortable in the library.

The final orientation method that incorporates active learning is the implementation of classes to teach new students about the various resources that the library offers and to help them become comfortable with library resources. There are several different iterations of these seminars, ranging from one-shot sessions to three part sessions covering the different aspects of the library’s presence on campus. Collins and Dodsworth (2011) covered the use of a one-shot session used at the University of Waterloo in Ontario. These sessions had the single goal of easing students’ library anxiety, with an emphasis on getting students comfortable with the library environment and with the library staff. Information was provided in a “fast, flashy, and fun” method, trying to keep the in-depth discussion on research or other library resources to a minimum (Collins & Dodsworth, 2011, p. 6). While this method may be effective for allowing students to become comfortable with the library environment, it may not be as effective in orienting them towards library resources that they may need as their academic career continues. Another iteration of the one-shot seminar was implemented at CSUSB. These seminars used small group work

and implemented the University's online databases to keep students involved and to help them learn about the library's resources with hands-on experience and the help of their peers (Dabbour, 1997, p. 301). The other class-based method of orientation was implemented by Cleveland State Community College (Twork, 2013). The session was broken into three pieces: lessons on research methods, introduction to online resources, and discovery of the library's online presence on social media. Of the twenty-six students who participated in the survey following these activities, twelve students rated the library portion of their orientation as "excellent" (Twork, 2013, p. 73). Thirty-three students commented positively on the library's blog during the social media session, but it must be noted that library staff stood behind the students during this portion of the orientation (Twork, p. 73). These classroom-style methods can be effective as long as the lessons taking place are rooted in active learning; students must be engaged in the lessons or the information will be lost on them and pursuing their research endeavors will be more difficult.

Incoming Students

College orientation programs have been an essential component in preparing incoming students for their collegiate careers. The overall purpose of these orientation programs for incoming freshmen and transfer students is to "facilitate student learning in three general dimensions: transition processes, academic integration, and personal and social integration" (Robinson et. al. 1996, 55). Basically, orientation programs assist incoming students by successfully integrating them into the university/campus community for the purpose of promoting the academic excellence of the student body and student retention. Orientation programs additionally promote services, resources, and various organizations for incoming students to potentially utilize for the purpose of providing them with the best possible college experience. One component of college orientation that is looking to have a more essential role is the academic library. Considering the importance of preparing college freshmen and transfer students for their academic careers, campus or academic libraries offer crucial services and resources to aid students with their coursework and research. In the perspective of academic librarians, the library should be a prominent component of the orientation process, and must provide the services and resources necessary to assist the integration of incoming students.

Creating positive perceptions of academic libraries can occur at more than just the reference desk or during library instruction. Librarians can and should take advantage of other occasions to promote their library. New student orientations provide an ideal opportunity to be more innovative and proactive in creating first impressions of library resources and services. When librarians become involved with orientation programs, positive interactions can begin before students even start their first semester. (Rhoades and Hartsell 2008, 1)

Providing knowledge of the library resources and services can aid students in their academic pursuits. Indeed, Wong and Cmor discovered that there is "a higher tendency of [library] workshop attendance having a positive impact on final GPA" and "that library instruction has a direct correlation with student performance, but only if a certain minimum amount of instruction is provided" (Wong and Cmor 2011, 464). Indeed, providing these resources and services to students is important in assisting them in their academic pursuits.

Academic libraries are not only interested in informing students of various programs, resources, and services available to them, but to host various events, classes, tours, and activities to actively engage students in the library process. For instance, "many librarians feel that a comprehensive library tour is vital to the academic success of their students. Tours help students become oriented to the physical layout of the building, associate a friendly face with the library, and enable them to ask questions specific to their own needs" (Oling and Mach

2002, 13). In another article, Brown et. al. concluded that their orientation week scavenger hunt and other activities helped “to reduce the students’ overall library anxiety,” which enabled them to continue to “familiarize students with the library, encouraging them to ask questions, and fostering the perception that the librarians are the people in the know and willing to help” (Brown et. al. 2004, 397–98). Scholars like Monica Twork indicate a requirement of academic libraries to provide more “hands-on activities to reinforce [student] learning outcomes” and develop “interactive, activity-based library orientation session[s],” such as treasure hunts, touring passports, activity prizes, and puzzle games (Twork 2013, 69–72). Some scholars such as Mills and Mitchell go a step further, and propose that academic libraries sponsor campus-wide events during orientation week involving giant tents and outdoor recreation. These giant tents would allow students to meet with library staff, faculty, and other students during the first weeks of the semester (Mills and Mitchell 2009, 4–5). They also propose that library staff wear t-shirts with the academic library’s logo on the front and their services/resources on the back during orientation. They even propose a clever catchphrase for the shirts (“Just Try to Graduate Without Us”) to imply the importance of the library in assisting students in their collegiate careers (Mills and Mitchell 2009, 16). Other scholars support the practice of academic libraries reaching out into dormitories and connecting with various living-learning communities (Rhoades and Hartsell 2008, 4–5).

However, there are some scholars who argue an opposite approach by scaling back the events, sessions, and activities for incoming students, and developing an online tutorial program instead (Grant and Finkle 2014, 506). These scholars argue that while it is important to provide library orientation programs for incoming students, academic libraries should shift their focus to advanced students and faculty who specifically require greater assistance and certain services that the library provides (Grant and Finkle 2014, 506). These scholars seem to imply that incoming students do not have as great a need for library services as advanced students and faculty, meaning that academic libraries need to focus their attention on these students and inform them of more specialized resources/services such as research consultations, interlibrary loans, or library database workshops. The challenge would be finding the balance between providing the adequate amount of service to advanced students/faculty and promoting continuing participation/interaction among incoming freshmen/transfer students. Furthermore, there is the implication that academic libraries have to distinguish between the various types of students and determine which services/resources they will require.

We need to keep in mind what sorts of services and resources should be mentioned during incoming students’ initial visit to the library. Furthermore, how should this information be shared with incoming freshmen, as there is the potential of also having many first-generation students interacting in an academic library for the first time? Certain scholars would advocate for an enjoyable and welcoming experience for incoming students, looking to establish healthy communications between freshmen and the library to overcome issues of library anxiety, and potentially increase the likelihood of library attendance. These orientation programs could include interactive tours, scavenger hunts, games, activities, or even library-hosted events/entertainment. The overall purpose of library orientation for incoming freshmen is to provide a general understanding of the various services and resources available to them, as well as establishing positive relationships with library staff to encourage student-staff communication and interaction. While more specific services like information literacy sessions or research consultations are important for advanced students, attempting to inform incoming students of these services during orientation may overwhelm them. Academic libraries should also consider online tutorial programs, or even create a webpage specifically catered to incoming freshmen and/or first-generation students. These webpages could include such tutorial programs as well as lists of popular journal databases and basic services available in the library. Ultimately, while incoming freshmen students may require varying forms of orientation, they are still looking for their academic libraries to provide them with the information and assistance

necessary to help them be successful in their academic career. Academic libraries should focus on informing students about the services and resources that would specifically attract each group of students and also assist them to actually utilize such services and resources.

Parents and Families of Students

In recent decades, colleges and universities across the United States have been incorporating parents and families into the freshman/transfer student orientation process. While orientation programs conventionally geared toward incoming and first-generation students, parents undergo many of the same sessions as the students do while also attending certain seminars that focus more on budgeting a college education such as financial aid, and also understanding the college lifestyle and university procedures (Savage 2008, 67–69). The general purpose of these orientations is to ensure parents that their college-pursuing students will have a successful and enjoyable experience at their respective university by providing parents with as much relevant information as possible (Cutright, 43). “Successful orientation programming promotes confidence among matriculating students and their families—confidence that they have selected an appropriate institution that may lead to a successful college experience.” (Robinson et. al. 1996, 55). In effect, this allows parents to be more comfortable with sending their students to college, and it helps to prevent further misunderstandings that could cause problems for students, parents, and the university in the future. Additionally, especially in regards to first-generation students (a student whose parents did not attend college), many parents are unsure of how to assist their student during college and therefore provide the least amount of help to them (Smith and Zhang 2010, 54). Therefore, parent orientation programs can provide vital information on what the role of parents should be while their children are attending college, and how they can assist in their student’s success at a college or university.

However, while colleges and universities want to inform parents about college life, they do not want parents having too large of an influence over a student’s collegiate career. In result, these orientation programs strive to promote student independence, pressuring parents to forgo certain responsibilities that should be delegated to the students, such as studying or speaking with professors (Savage 2008, 69).

Orientation programs can help parents understand student intellectual and social development, expectations of the campus community, and campus support services. Providing information to significant others can facilitate the transition process for students and parents and can ultimately enhance student success in college. Orientation programming can be seen as an invitation to parents to begin their own developmental step of letting go of their children as students and allowing the campus to enter the parenting-mentoring process as a team member. (Robinson et. al. 1996, 56)

Financially speaking, it decreases the possibility of parents withdrawing their funding of their students’ education, as they are now more confident in their students’ academic success and more aware of how the university operates as a whole, including what is to be expected in campus/residential life. In essence, parent orientations act as preventative efforts to limit parental involvement in the determinant success of college students (Cutright, 43). Considering that college attendance is becoming more of a norm in American society, colleges and universities have made it their mission to prepare students for real world challenges and their professional careers; therefore, these academic communities and student affairs professionals believe that significant parental involvement only impedes students from learning important life-skills, such as responsibility, time management, budgeting, planning, and critical thinking (Cutright 39 & 44). Indeed, college students who have regular contact

and interaction with their parents tend to perform better academically in college, maintain higher GPAs, and better adjust to campus life, improving student retention rates (Wartman and Savage 2008, 29). Therefore, it is the purpose of the orientation programs to promote emotional connectivity between parents and students, while also promoting functional independency by students from their parents (Kenyon and Koerner 2009).

However, considering the purpose of these orientation programs is to help students succeed both academically and professionally, how have academic libraries been incorporating parents into their own orientations and library tours? In recent years, academic library information literacy programs/sessions and library tours have become more common in freshman orientations. Studies have shown that incoming and “lower-level students are confused about the scope and diversity of library resources” and “lack the critical judgment to both select appropriate resources and develop strategies for finding information when their first efforts fail” (Kunkel et. al. 1996, 432).

In regards to parents, academic library orientations are meant to persuade students' parents that the services and information available will help their students excel. Additionally, parents want assurance that these services are easily available and navigable, as well as easy to use. Indeed, parents and students both increasingly perceive higher education as a consumer good, in which a student receives goods and services “in return for payment of tuition and fees” (Morril, Mount, and Fass 1986, 35). Regardless of whether this consumerist perception should be promoted by colleges and universities, the rising costs of college tuition have caused parents of students to expect “more concrete, tangible return[s] on their investment[s]” such as better housing, updated technology, more services, and greater chances at acquiring a job after graduation (Wartman and Savage 2008, 10).

In regards to parent preferences for academic libraries, parents want to see an abundance of services that are easily available to students and easy to use. In effect, parents will more likely support their student attending a certain university because of its resources and services available to them through the library. Adequately informing parents of the various services offered at academic libraries helps them better determine whether a specific university has the necessary knowledge to help their child succeed in the particular field of study. Moreover, being “aware of library resources and services, they [parents] will be more likely to recommend these to their students” (Erickson and Walker, 11). Therefore, parent orientation programs for academic libraries should refrain from involving parents in specialized sessions such as information literacy seminars, but promote parental participation in library events that provide basic information on the various types of programs, services, information, and technology available for students.

However, while including parent orientation programs for academic libraries benefits the parents, how would these programs benefit the library specifically? Moreover, how would parent orientation programs benefit the students who attend the university and its respective library? While attracting potential students to the university and promoting student retention are important justifications for orientation programs, are there more specific benefits to these programs that would benefit academic libraries beyond simply being an attraction to increase student enrollment? Primarily, the inclusion of parent orientation programs provides opportunities for parents to assist their students in their academic pursuits and potentially advise them on the various programs/services available at the library. According to scholars, many millennial students have stronger relationships with their parents than previous generations, and these relationships are maintained throughout a student's collegiate career (Junco and Mastrodicasa 2007). Indeed, a similar study indicates that students who maintain a strong connection with their parents do better academically, as they receive support from their parents that is largely beneficial for a student's academic success (Bell 2008). Therefore, parent orientation programs for academic libraries could provide parents with pertinent information regarding the services available at the library. In effect, students who maintain close connections with their parents will have a secure and resourceful support group that can advise them of the various services available at the library which can help them succeed academi-

cally. Ultimately, as many scholars have indicated, academic institutions should recognize parents as partners in ensuring the academic success of the student body (Cutright 2008, 43). Academic libraries should focus on explaining and instructing services to students, while informing parents on how they can best contribute to their student's learning through the provided services.

Some libraries are even implementing online tutorials of library services and resources for incoming students through social media websites (Grant and Finkle 2014, 506). These resources are extremely attractive to parents and students because they establish the library as a contemporary and up-to-date institution prepared to assist current students. If possible, academic libraries should also present other valuable services like research consultations, information literacy sessions, digital media hubs, study rooms, collaborative classrooms, and group-study terminals. Ultimately, by instituting parents as partners of the university, academic libraries can showcase these resources and services so that parents can “support success and foster independence by encouraging the use of campus resources” (Coburn and Woodward 2011, 32).

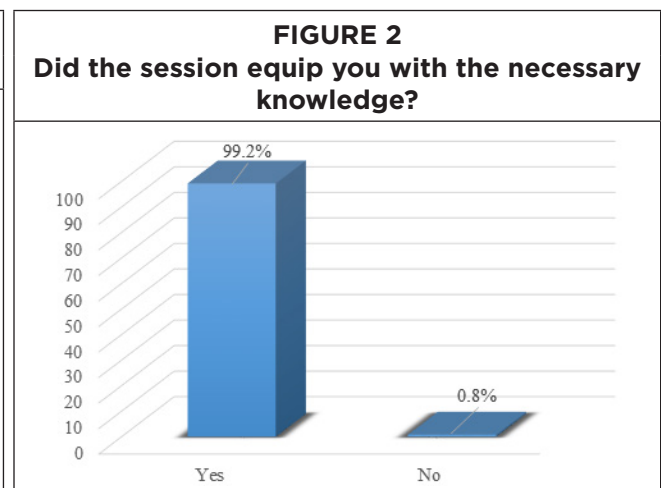
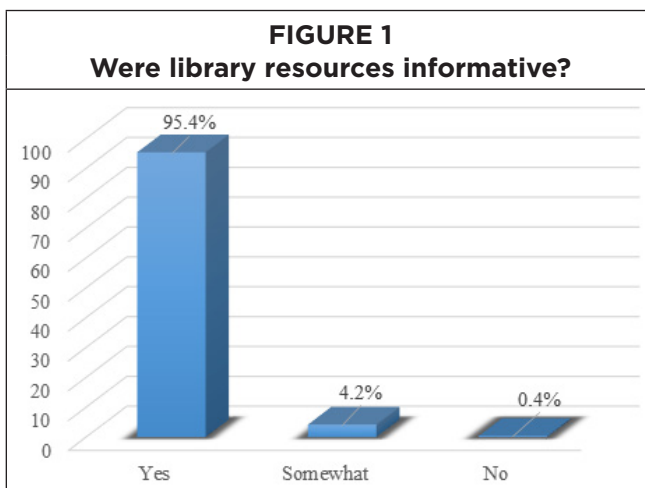
Methodology

The library worked with the Office of Admissions in order to offer library tours to the parents and incoming freshmen. However, orientation staff indicated that there is not enough time to provide thirty minutes for the library to be involved. The Outreach Services Librarians requested that these tours be offered to the parents while they are waiting for their students who are attending specific sections. The orientation staff agreed to try the thirty-minute instruction/tour sessions for parents of incoming students. These instruction/tour sessions were not mandatory to attend. In order to stay within our timeline for the instruction/tours, we showcased the most important services that we thought parents would appreciate including the library website. In addition to tours, a six item IRB approved survey was distributed which would take less than 5 minutes to complete.

The survey results were shared with the Dean of Students and orientation staff. The following year the library was able to offer the tours to both parents and incoming freshmen. At the end of these tours the library gave a ten item IRB approved survey to the attendees to gather feedback and comments in order to improve these tours.

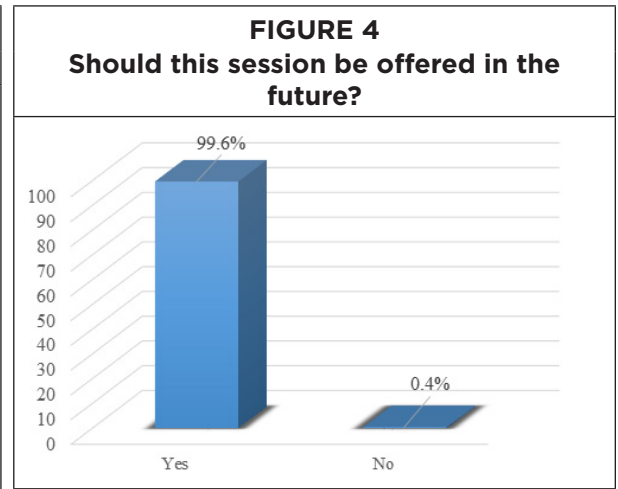
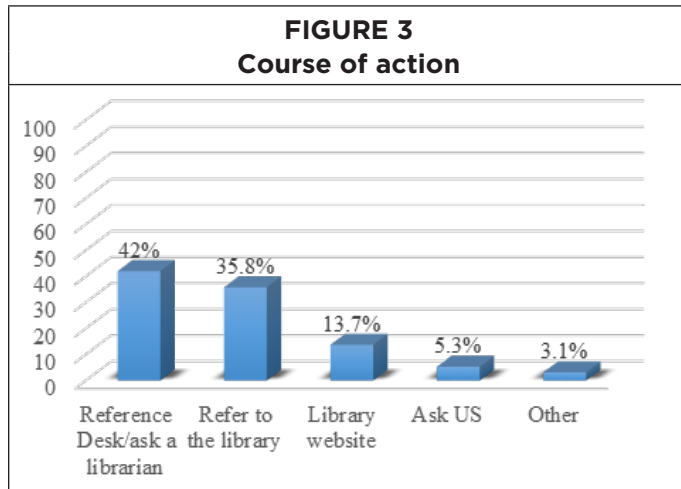
Results from the First Survey

The Rod Library conducted an IRB approved survey that was initially meant to be distributed throughout forty-five sessions. However, due to popular demand we added eleven additional sessions. In attendance were 370 parents; 238 of them voluntarily completed the survey. The survey return rate was 64%.



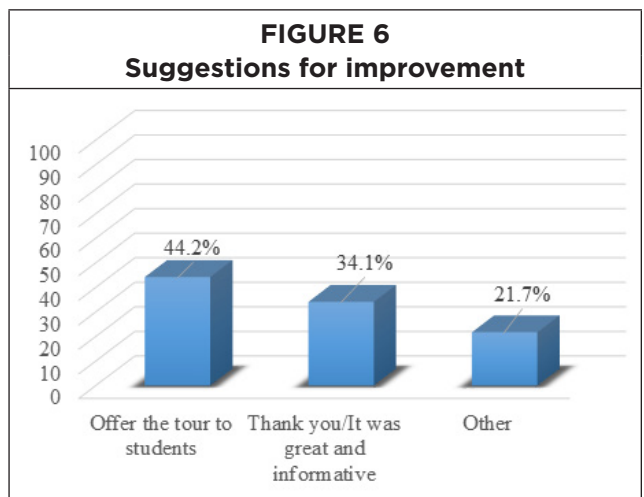
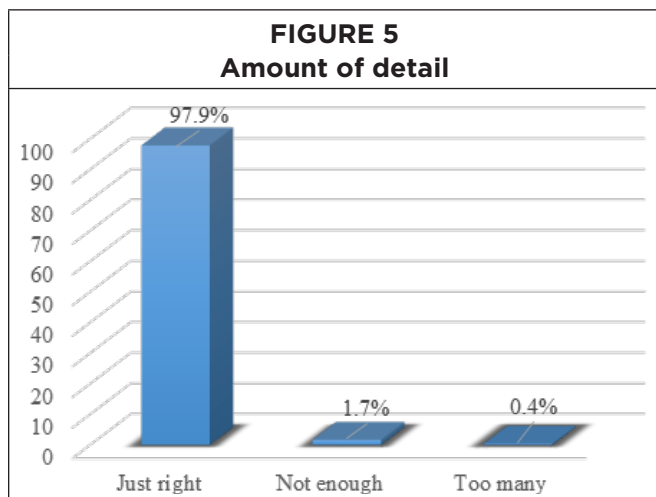
The first survey question asked respondents whether they found the resources available in the Rod Library to be informative. 95.4% of the respondents stated that they found the resources informative, 4.2% of the respondents indicated that they found the resources somewhat informative, while the remaining 0.4% of respondents stated that they did not find the resources informative.

The second survey question asked whether the Rod Library session had equipped parents with the necessary information to assist their son/daughter in the event that their student calls the parent with a question about research. 99.2% of the respondents answered yes. The remaining 0.8% of respondents answered no.



The third survey question asked what would their first course of action be in the event that their student is struggling with a research project or assignment. This was an open-ended question. The choices below were not offered. Forty-two percent of the respondents answered that they would refer their son/daughter to the Reference Desk or to speak with a librarian. Almost 36% of the respondents answered that they would refer their son/daughter to the library. 13.7% of the respondents answered that they would refer their son/daughter to the library website. 5.3% of the respondents answered that they would inform their son/daughter to use the Ask US feature on the library website. The remaining 3.1% of respondents answers were categorized as other.

The fourth survey question asked respondents for their opinion on whether the library should offer this session to the parents of freshmen students in the future. 99.6% of the respondents stated that the library should offer this service in the future. The remaining 0.4% of the respondents answered no.



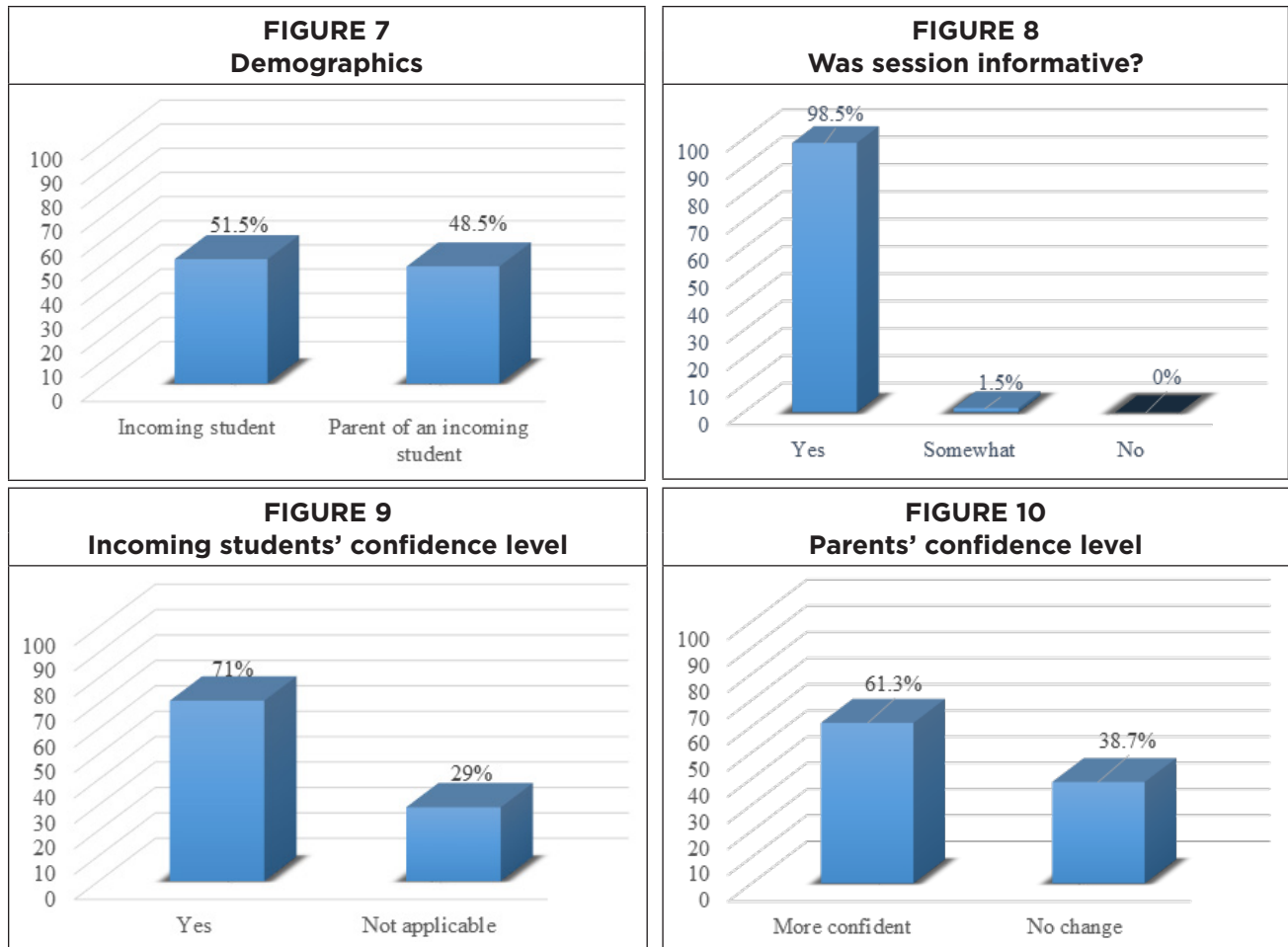
The fifth survey question asked respondents for their opinion on whether the informational session provided them with the right amount of details. 97.9% of the respondents answered that they received just the right amount of details. 1.7% of the respondents answered that they did not receive enough details. The remaining 0.4% of respondents answered that there were too many details.

The sixth and final survey question asked respondents for their suggestions on improvement and what could the library do differently when offering these sessions in the future. This item was an open-ended question; therefore, similar answers were grouped together. 44.2% of the respondents answered that the library should offer these instruction/tour sessions to students. 34.1% of the respondents expressed their appreciation for the event. The remaining 21.7% of respondents answered other.

The sixth and final survey question asked respondents for their suggestions on improvement and what could the library do differently when offering these sessions in the future. This item was an open-ended question; therefore, similar answers were grouped together. 44.2% of the respondents answered that the library should offer these instruction/tour sessions to students. 34.1% of the respondents expressed their appreciation for the event. The remaining 21.7% of respondents answered other.

Results from the Second Survey

The Rod Library conducted an IRB approved survey to be distributed throughout thirty-five sessions, but due to popular demand twelve addition session were added for a total of forty-seven sessions. There were 193 incoming students and parents in attendance; 134 of them voluntarily completed the survey. The survey return rate was



69.4%. The survey consisted of 10 questions utilizing a mixture of dichotomous scale and Likert Scale questions to assess the information obtained from these orientation sessions.

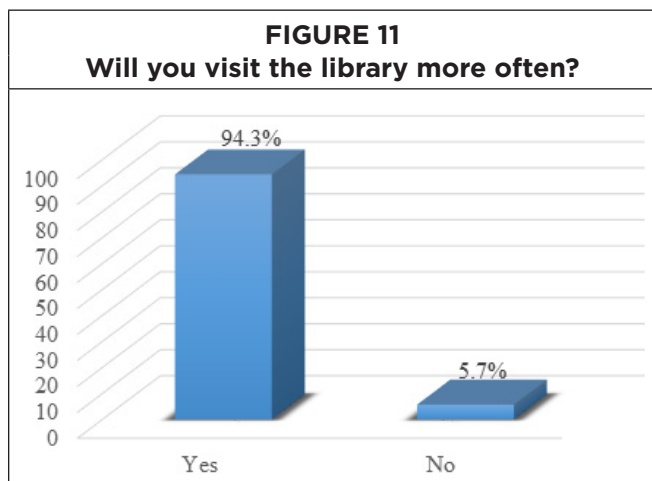
The first survey question asked for basic demographic information regarding whether the respondents were either an incoming student or a parent of an incoming student. 51.5% of the respondents identified themselves as an incoming student and 48.5% as parents of an incoming student.

The second survey question asked respondents whether they found the library session informative. 98.5% of the respondents indicated that the session was informative while 1.5% of the respondents stated that it was somewhat informative. No one answered that it was not informative.

The third survey question asked respondents who marked incoming student or transfer student whether they felt more confident in their abilities to complete research projects and papers for class after attending the session. 71% of the respondents answered yes. This question was not applicable for the remaining 29% of respondents.

The fourth survey question asked the respondents who marked parent of an incoming student how confident they felt about their child's success after having attended the informational session. 61.3% of the respondents answered that they were more confident and 38.7% answered that there was no change.

The fifth survey question asked respondents whether they would visit the library more often after attending this session. 94.3% of the respondents answered yes while 5.7% answered no.



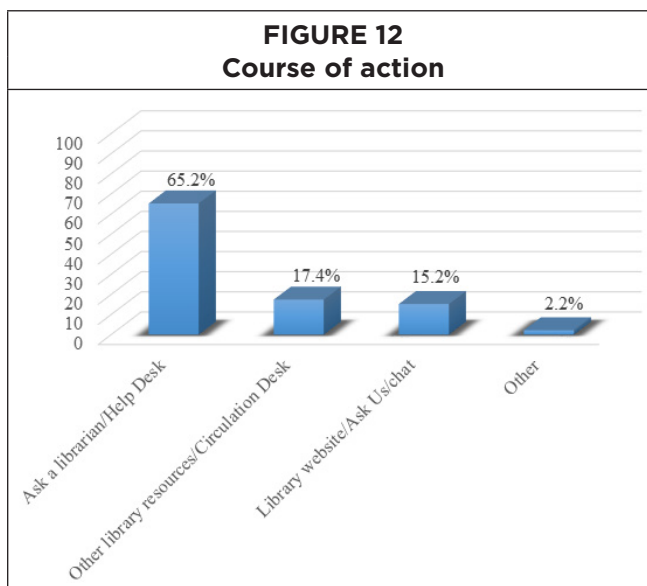
The seventh survey question asked respondents whether we should offer this session to future parents and incoming students. 99.2% of the respondents answered yes and 0.8% answered no.

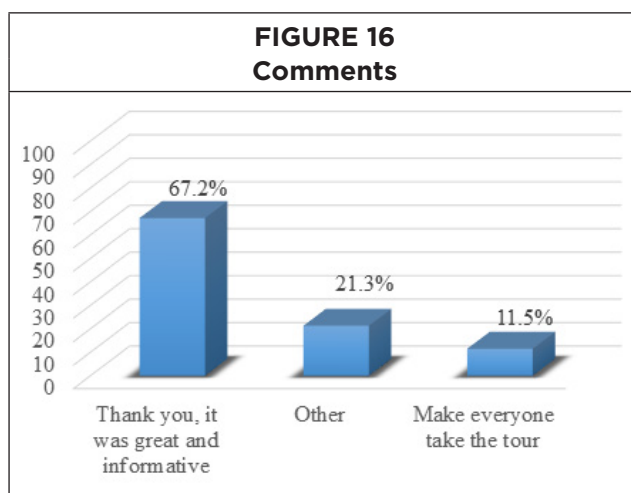
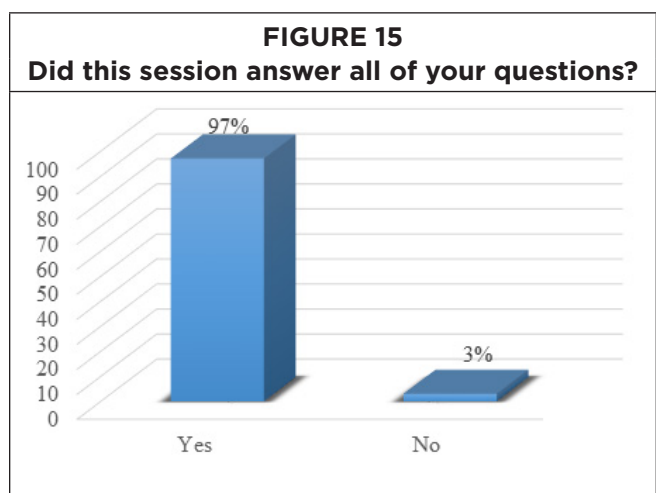
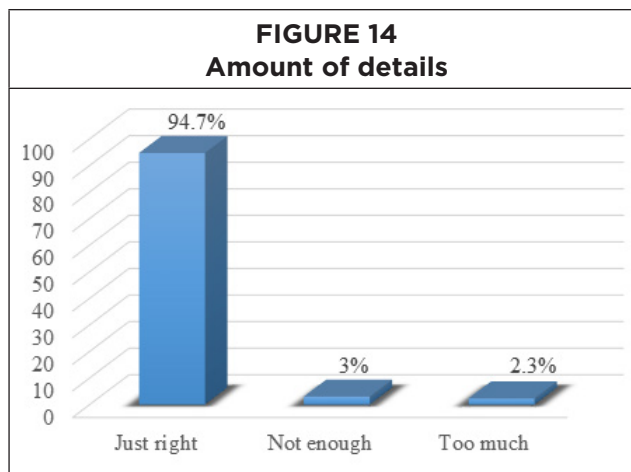
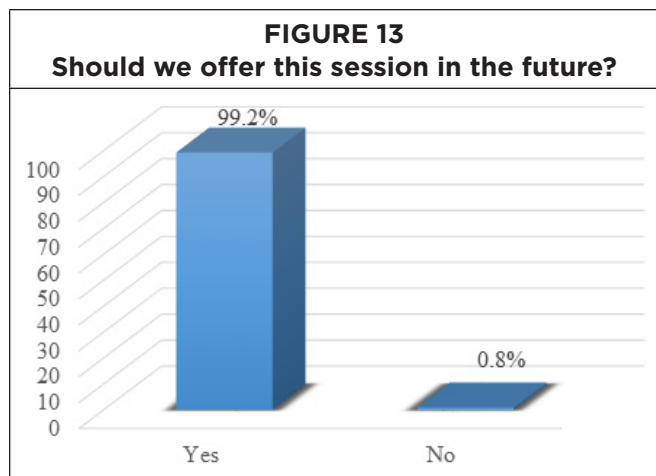
The eighth survey question asked respondents whether this session provided them with the right amount of details. 94.7% of the respondents answered that the amount of details were just right, 3% indicated not enough, and 2.3% answered too much information.

When respondents were asked whether their session answered all of their questions about library services, 97% of them said yes while 3% answered no.

The final survey question asked respondents what could we do differently to improve our sessions. This

The sixth survey question asked respondents what their first course of action would be in the event that they have questions about library services or if they were struggling with a research project or an assignment. 65.2% of the respondents answered that they would ask the librarian or go to the Help Desk for assistance. 17.4% of the respondents answered that they would use other library resources or go to the Circulation Desk. 15.2% of the respondents would use the library website to search for answers or use the support chat system. The remaining 2.2% of respondents answered that they would use other.





was an open-ended question and similar answers were grouped together. 67.2% of the respondents indicated that the session was very informative. They had no comments on how to improve our sessions. 11.5% of the respondents commented that everyone should take the instruction/tour session, and 21.3% had comments advising modifications to the information presented such as “have the library session on the first day of the orientation.”

Discussion

The surveys were intended to gather information from incoming students and their parents in order to improve future library sessions. However, there were some limitations to this study. For example, some of the attendees were not informed about this survey and thus did not complete one. Therefore, this affected the return rate. The survey results clearly indicated that these library sessions increased the knowledge of library resources and services among incoming students and their parents through various means such as teaching them how to navigate through our library website in order to find relevant information.

After reviewing the survey results, we improved our instruction/tour sessions. These survey results were discussed with the Dean of Students and orientation staff. As a result of these successful sessions and from the feedback that we received from incoming students and their parents, the library will now be a part of the extended four-day orientation program called UNI NOW which all incoming students will take part in; parents of incoming students will still receive the instruction/tour sessions during summer orientation. During UNI NOW, the library will set up different areas for all incoming students to visit and learn about library services that librarians

think will be beneficial for them. Last year we had approximately 2,000 incoming students come to the library.

One concern regarding freshmen students in academic libraries appears to be their lack of awareness about library services and resources. Even though being a part of the extended orientation program is helpful, we should also think about transfer students. Tag (2004) indicated that academic libraries presume that transfer students do not require orientation because they likely have experience in interacting with campus libraries; however, this is incorrect according to Tag. Indeed, according to Still, "Transfer students can easily slip through the support networks of both two and four-year schools" (Still 1991, 49). As scholars indicate, it is important for universities not to overestimate the preparedness of transfer students when arriving on campus, and proper orientation sessions are strongly encouraged (Grites 2013, 62). Also, libraries need to keep in mind that there are different models of orientation and one size does not fit all. In addition, library staff in charge of orientation need to remember that individuals have different learning styles and that one way of offering these sessions might not be effective for all. Even though Coburn and Woodward focused on parent orientations, their statement that follows is true for all orientations; designing any orientation program is hardly a "one size fits all" proposition; colleges and universities "must regularly re-examine the purpose, scope, and structure" of orientation programs" (Coburn and Woodward 2001, 28).

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