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DePaul University Transfer Students and the Library

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DePaul Transfer Students and the Library: A Report of Our Findings

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[1]

Executive Summary

Background

The DePaul University Library's information literacy program is designed to ensure that all DePaul students graduate with core information competency skills. To achieve this goal, we introduce students to basic information literacy concepts during library instruction for WRD 104, a required course that most students take within their first year at DePaul. This provides students with a foundation for discipline-specific information literacy instruction as they progress through their academic career.

However, many students transfer into DePaul with WRD 104 credit and bypass this foundational level of our information literacy instruction program. We cannot assume that transfer students receive a similar level of information literacy instruction at their previous institution that adequately prepares them for undergraduate-level research at DePaul. And since not all students receive subsequent discipline-specific information literacy instruction within their major, transfer students may be graduating without ever having received instruction from a DePaul librarian.

In this year-long study, the Instruction Working Group investigated DePaul's transfer student population and their past and current experiences with libraries and research. In addition to a literature review, we gathered information from campus partners who support transfer students, surveyed community college librarians from our top feeder schools, and conducted focus groups with current DePaul transfer students. Based on our findings, we developed a multi-step plan to work towards ensuring that all DePaul students, both native and transfer, graduate with comparable levels of information competency.

Key Findings

- In 2016, 54% of transfer students entered DePaul with WRD 104 credit and bypassed the foundational level of our programmatic information literacy instruction.
- DePaul's transfer student population is demographically diverse with most students living off campus and many juggling other responsibilities such as a job and family.
- Community college librarians from our top feeder schools reported that information literacy instruction is not necessarily a required component of their WRD 104-equivalent course, and they do not consistently reach all students with information literacy instruction for a variety of reasons.
- Students reported transferring to DePaul with a better understanding of how to use the library's physical space than its services or resources, and since arriving at DePaul, they did not have additional opportunities to interact with librarians or learn information literacy skills.
- Students reported experiencing "transfer shock," or feeling overwhelmed, intimidated, and underprepared for the academic challenges they faced at DePaul, faculty expectations, and navigating campus life.
- Students may not identify as "transfer students" beyond their first quarter, so early contact increases the likelihood of reaching transfer students and contributing to their success as DePaul.

Recommendations

- **Establish a Transfer Student Success Group:** Identify campus partners with an interest in transfer student success and meet to share information, network, and plan projects.
- **Improve Library Tours and Orientations:** Work with the Office of New Student and Family Engagement to provide improved library tours and orientation sessions that welcome and invite students into library space, allow students to meet with a librarian, and offer details about library programs and services.
- **Trial and Assess New Outreach Initiatives:**
  - Pilot "New to DePaul" workshops in Winter Quarter 2018 as an optional opportunity for any transfer student to meet a librarian and learn about library resources and services.
  - Pilot a "Personal Librarian" program in Spring Quarter 2018 in which all new transfer students will be assigned a personal librarian, who will reach out with a series of emails highlighting library services and resources and offer to meet one-on-one to provide research support.
- **Consider a Programmatic Information Literacy Component:** Working within administrative possibilities, consider how to best provide a required information literacy component for students who transfer into DePaul with WRD 104 credit, such as one-credit course or online module in D2L.

Conclusions

Our study revealed that transfer students require additional support with information literacy skills and our current programmatic information literacy instruction is not meeting the needs of most transfer students. Our early efforts to address this gap will focus on creating a network of campus partners invested in transfer student success and providing targeted outreach to transfer students through orientations, workshops, and marketing communication. Through these initial efforts, we plan to build momentum toward the eventual creation of a required information literacy module that will ensure DePaul transfer students receive the same level of information literacy instruction as our native students.

Introduction

In Fall 2016, the Instruction Working Group began a project to learn more about the DePaul transfer student population and their experiences. The end goal of this project was to find a way to ensure that all DePaul students, native and transfer, graduate with comparable levels of information literacy.

The library's instruction program has been built around reaching students by providing information literacy instruction for a core, required course: WRD 104. All DePaul students must take this course, and most take it within their first year at DePaul. However, transfer students--which compose 40%+ of the DePaul undergraduate population--often transfer in with a WRD 104 equivalency. In the 2016 academic year, 54% of students transferred in with a WRD 104 credit (see Appendix A). The library instruction program uses a scaffolded model. In WRD 104, students are introduced to core concepts: how to develop a research question, how to evaluate information, and how to use basic search tools. Discipline-specific instruction is designed to build on these basic concepts, introducing students to the discipline-specific tools and the scholarly conversation within that discipline. However, not all students receive discipline-specific instruction, so it is conceivable that a certain portion of our students graduate without ever having received information literacy instruction from a DePaul librarian.

With the goal of ensuring that our transfer students have the same foundation as native students, we set out to learn more about this population, their experiences with research and information literacy instruction at previous institutions, and their current engagement with the university and library. Based on our year-long study, the Instruction Working Group came up with a list of recommendations.

Methodology

The group took a multi-pronged approach to learning about our transfer students as outlined below:

1. Conducted a literature review
2. Compiled information from DePaul sources: including gathering data from Institutional Research & Marketing Analytics at DePaul and having conversations with representatives from New Student and Family Engagement and the Office of Community College Partnerships.
3. Surveyed librarians at the top feeder schools.
4. Held two focus groups with DePaul transfer students.

Literature Review

While there is plenty of literature addressing the challenges faced by transfer students in higher education, there is not an abundance of literature addressing information literacy competencies and instruction for the transfer student community. The existing literature centers around the following themes: challenges faced by community college libraries (often feeder schools), transfer students' limited experiences with research, the need for information literacy instruction and outreach to transfer students at the receiving institution, and recommendations for reaching transfer students--mostly of the outreach variety and not instructional in nature. However, there has been very little research that identifies the information competency knowledge gaps between transfer students and native students in an institution in specific terms. To date, the literature does not include research on successful and programmatic information competency programs for transfer students.

Challenges faced by community college libraries

Community colleges offer many students an opportunity to start their academic career at a lower-cost than attending a 4-year university. Therefore, they are an attractive option to transfer students. In 2014, 40% of all undergraduate students attended a community college (American Association of Community Colleges).

Unfortunately, limited staffing and budget-constraints often make it difficult for community college libraries to implement programmatic information literacy instruction. Community colleges and their libraries have the added problem of having to serve multiple audiences. Students may be attending to acquire general education requirements and then transfer; working to obtain an associate degree; or others may be high school students taking courses for college credit (Nelson, 2017).

The administrative structure can also create challenges. The library may be lead by a faculty member who has additional roles on campus, and the library may not have the appropriate level of access to and representation in the college administration, meaning that administrators may not understand the role or needs of the library. For example, in talking about the Chicago City Colleges system, Silverman and Williams (2014) note:

"Without an administrator focused on advancing the needs of the libraries, each library in the system faces serious limitations. Among the most critical of these limitations is the impact upon the libraries' information literacy instruction programs. As there is no librarian leader deeply involved in the college administration to describe and demonstrate the importance of information literacy, neither Olive Harvey College nor Wilbur Wright College Libraries have a room dedicated to information literacy instruction….Furthermore, in spite of librarians having faculty status, administrators--and often faculty colleagues--do not view librarians as

instructors in their role of conducting Library Orientation Sessions" (244). It is important to note that the Chicago City Colleges are some of the top feeder schools for transfer students at DePaul.

Transfer students' previous library instruction experience

Because most institutions receive transfer students from a number of different feeder schools, it is often difficult to identify any clear pattern in their previous library instruction experiences. Tag found that 86% of transfer students he surveyed had had some prior instruction in searching the internet--although it was not articulated how or where they received that instruction (2004). And, as noted above, because of their constraints, community colleges may not be able to provide consistent, programmatic instruction for students.

When students do have library instruction, it may not be comparable to the level of instruction received in an academic library. Instruction at the community college level tends to focus more on basic orientation and skills and have different intents (Still, 1990; Staines, 1996), and faculty at community colleges want librarians to teach these skills instead of bigger concepts (Anderson, 2016) . In other words, students at community colleges may not have the same instruction experience as native freshmen where information literacy competencies are often introduced, and the focus may be more on where to click.

Many higher education libraries provide programmatic instruction for first year students as part of a required general education course--usually a writing course. In addition, feeder schools and receiving institutions often have pre-set articulation agreements that allow students to easily transfer these general education requirements to their new institution. However, as Kearns and Vidas (2013) note, "Although our articulation agreements assume some degree of consistency for a course like English composition, it is difficult to know how this plays out in practice" (86). In other words, while an English 102 course may be required to include a "research paper" in order for it to qualify as a transfer credit, instructors (and programs) may interpret "research paper" to mean many different things--some of which may not require the use of library resources.

One of the areas that transfer students may need help with is information literacy competencies. Various studies have pointed to some deficiencies in their preparation in this arena. Miseon and Dolan (2015) found that approximately 41% of students did not know how to properly format a research paper in MLA style. Others have observed that students have difficulty in identifying and properly scoping a research topic. And this may be compounded by the fact that students are often being asked to choose their own topic for the first time (Lundstrom & Shrode, 2013). Even students who were required to write a research paper at their previous institution often struggled with writing at the college level.

Challenges for incoming transfer students

Transfer students present unique challenges that academic support services at the receiving university need to be cognizant of--the phenomenon commonly referred to as "transfer shock." Many transfer students are self-reliant or rely on their personal networks when they need help. Students also report feeling that their community college had not adequately prepared them for rigorous academic study, and they often perceive themselves as already being behind native students. They may find faculty intimidating and be reluctant to reach out to classmates whom they perceive as competitive (Townsend, 1995). At the same time, some students may be overconfident in their abilities and unaware of their deficits in writing until they transfer to the university (Tipton & Bender, 2006).

Transfer students' also want to be differentiated from first-year students. Unlike the traditional student, they may have families, jobs and other life experiences and desire to have these prior experiences recognized. Transfer students also have a shorter timeline to adjust to the new institution. Since they come onto campus as sophomores or juniors, they have to quickly identify resources and sources. Faculty often do not differentiate between transfer students and native students (Whang, 2017).

Transfer students and receiving institution libraries

Several studies indicate that transfer students do use the libraries at the receiving institution. Since many are commuter students, they use the library as a quiet space for studying and concentration. In his study, Tag (2004) reported that transfer students were generally aware of library services at his particular institution. However, these same transfer students expressed needing assistance with research strategies, using scholarly tools, evaluating information, and choosing the appropriate tool. Specifically students pointed to needing more instruction and understanding of the academic library.

Complicating the matter, many libraries do not offer instructional services specifically targeted to transfer students (Phillips & Atwood, 2010). To date, we have not come across any literature discussing the use of programmatic instruction to address the needs of transfer students.

Recommendations for addressing needs of transfer students in the academic library

The literature suggests several different approaches to working with transfer students. However, most of the approaches discussed are more in the vein of outreach as opposed to instruction.

Some of the literature calls for more coordination between two- year and four-year institution librarians and a greater emphasis at the community college level on process as opposed to specific resource use (Stills, 1990; Staines, 1996). While working with community college librarians to establish a scaffolded approach to information literacy instruction for transfer

students is highly desirable, it does not seem realistic given a) the number of feeder institutions that many schools, including DePaul University, have and b) the limited resources community college librarians face. Some institutions have had success with embedding within specific courses that transfer students may take at their receiving institution. Unfortunately, at DePaul, transfer students are not required to take any transfer-specific courses. At least one institution has designed an interactive tutorial for transfer students to take at orientation, but students are not required to take the tutorial (Kearns, Kersch, & Cononie, 2017). Personal librarian programs, where incoming students are assigned a personal librarian who then sends the students emails throughout the quarter and offers to meet with the student, have been successful at UNC and Santa Clara University (Lafrance & Kealey, 2017; Macdonald & Mohanty, 2017). Whang (2017) recommends not relying on a one-size-fits-all approach and instead targeting smaller collaborations with campus partners to reach transfer students.

The University of North Carolina-Wilmington does offer transfer students the option to receive credits by taking a transfer seminar with an information literacy component or taking an information literacy exam. However, this seminar/exam is not required of all transfer students (Coats & Pemberton, 2017; Vonzell & Coats, 2017).

While the literature has yet to present a comprehensive solution for addressing remediating the information literacy needs of transfer students, Patterson (2009) does offer a helpful lense to consider when designing instruction for this population. Patterson advocates for meeting students where they are and framing information literacy in the context of creating equity within community college students. He urges librarians working with community college students to step away from their roles as "bibliographic custodians" of information where there is an inherent sanctioned "authority" in the information presented and the emphasis is on efficiency in locating. Instead, he suggests that libraries work to create equity with their students (given that many of these students have emerged from less than equitable circumstances) and engage students in the process of viewing themselves as creators of information throughout the whole research process.

Transfer Student Population at DePaul

Demographics

The transfer student population at DePaul is demographically diverse, and one of the few things transfer students have in common is that they have transferred from another institution.

Highlights from the Fact File for Fall 2016 transfer enrollments include:
- 1394 students enrolled

- Most transfer students are full time (n=1150). The School for New Learning students are the exception; most enroll part-time (n=249)
- Most students are white (n=641), followed by Hispanic (n=293), African American (n=139), and Asian (n=131)
- Most students come from Illinois community colleges (n=831), followed by out-of-state institutions (n=365)
- Most are under the age of 24 (n=967)
- Most reside in the suburbs (n=768)
- While students can be admitted at anytime (with the exception of Music and Theatre), most students still come in during the Fall quarter.
- The most popular schools that students transfer into are (in order): Business, Liberal Arts and Social Sciences, Science & Health, and the College of Digital Media.
- 14.1% of newly admitted transfer students live in the new transfer student housing at DePaul; Music is the exception (44%).

Where they come from

Transfer students at DePaul come from a number of different institutions, but there are eight top feeder institutions. In 2016 two-thirds of transfer students came from community colleges.

DePaul participates in DAPP (DePaul Admission Partnership Program) and the Illinois Articulation Initiative--programs that allow students to easily matriculate from community colleges to DePaul. DePaul participates in Phase I of the General Education Core Curriculum of the Illinois Articulation Initiative (IAI-GECC), which enables students to apply Illinois community college core courses toward a DePaul bachelor's degree.

In general, community college students are more likely than 4-year students to be students of color, age 25+, first generation, enrolled part-time, employed full-time,-low income, have dependents, and enroll at multiple institutions in the same year (IRMA Community College Brown Bag, May 2016).

Top feeder schools:

1. City Colleges of Chicago (23%)
2. College of DuPage (13%)
3. Oakton Community College (12%)
4. Harper College
5. CCC-Harold Washington College
6. Moraine Valley Community College
7. CCC-Wilbur Wright College
8. College of Lake County

Characteristics of the DePaul transfer student

Characteristics of the DePaul transfer student
According to Tom Menchhofer, DePaul transfer students often present as overconfident in their assessment of their ability to navigate a new institution, and therefore less likely to ask for assistance. Having been through a college transition at their prior institution, students may enter DePaul assuming they have figured out how to navigate the institution on their own. Everyday tasks (finding parking, locating campus offices and buildings, traveling between campuses for class, etc.) can add unexpected stress. At DePaul, transfer students tend to fall into three broad groups: students who actively seek out ways to engage on campus, students unsure of their engagement interest, and students who do not desire engagement beyond attending classes. Adult students or students with jobs and other obligations outside of school tend to be overrepresented in the last category. New Student and Family Engagement targets outreach to the second group--students who aren't initially engaged. Reaching these students can be challenging however, anecdotally, students who immediately make a point of connection with a professor or staff member are more likely to persist at DePaul.

University Support Services

DePaul does not have one office that is solely devoted to transfer students. Instead, several different programs and/or offices throughout the university coordinate work to support transfer students.

- **Department of Admissions**
  These various offices work to recruit transfer students and ensure that the transfer process is seamless.
  - Transfer & Adult Admission Team
    This is a group of individuals within the Department of Admissions who work with potential transfer students to facilitate their admission and transfer of credits to DePaul.
  - Community College Partnerships Office
  - DePaul Admission Partnership Program (DAPP)

- **DePaul University New Student and Family Engagement**
  This office coordinates Transition DePaul--a mandatory orientation program for incoming transfer and adult students that consists of both an online component and on-campus experience. The online orientation is designed to help students familiarize themselves with the tools needed to succeed and to prepare for on-campus orientation. After completing the online component, students must attend a half-day in-person orientation consisting of pre-advising sessions that include meeting with an

advisor, a Transition Fair (a 20-minute information fair in which the library has a table), and sessions dealing with internships/career development; campus involvement, and commuter student affairs. Students also have the option of attending "open houses" for different student service points. As of Summer 2017, the library currently began offering an "open house". Transition is held each quarter for incoming students, but Fall quarter orientation is by far the largest and includes a more extensive agenda. Tom Menchhofer coordinates Transition, and there are plans to revise the program in time for Fall 2018 admissions.

- **DePaul Transfer Student Union (TSU)**
  TSU is a student organization and programming board that works to provide transfer students the opportunity to fully transition into the DePaul University student body. TSU works closely with the Office of New Student & Family Engagement to coordinate events, programs and initiatives for transfer students to promote successful transition both socially and academically, as well as acclimate to the city of Chicago. Students voluntarily choose to become involved in the DePaul Transfer Student Union. As the group currently exists, it has a limited reach and cannot always provide consistent programming. Programming often has low-attendance numbers.

University Engagement

For the last 8 years, DePaul offices have been working to increase transfer student involvement, but they have not found the perfect solution. One challenge in reaching DePaul transfer students is that students may not necessarily want to self-identify as a "transfer student". Many want to fit into their new institution and stop self-identifying as a "transfer student" after the first quarter. For this same reason, students may be more reluctant to attend "transfer student" branded events, as well as become involved in organizations such as the Transfer Student Union.

The College of Liberal Arts and Social Sciences piloted two sections of a 1-credit hour transfer seminar focused on new transfers entering their college. However, the pilot seminars received low enrollment numbers. This initiative is not currently planning to roll out to all schools/departments.

Library Involvement

To date, library involvement with transfer students has primarily been in the form of outreach and not instruction. For several years, the Library has had a booth at the information resource fair during Transition for Fall entrants. However, statistics for the number of students we engage through this venue are rather low.

Some of the transfer student learning communities have come into the for library instruction. These courses could prove to be the perfect vehicle for reaching transfer students, but as already mentioned, theses courses are not offered in every school or college at DePaul.

Experiences at First Institution

Many students take the equivalent of WRD 104 at their first institution. Articulation agreements in place stipulate what a course should include in order to transfer as a WRD 104 credit. Using the DePaul Transfer Guides we compiled a list of courses that are clearly mapped to WRD 104 from the top feeder schools. The course catalog descriptions for these courses sometimes explicitly mention a research paper requirement, while others may only allude to research component (see Appendix B). However, from our experience at DePaul, we know that assignments and their research requirements can vary based on the instructor. Moreover, without seeing specific assignment examples, we cannot be sure how "research" is defined at that institution and whether or not it involves use of library resources.

Findings from our survey of community college librarians

In Spring 2017, the group sent a survey to librarians at the top feeder institutions. In general, the responses indicated that we cannot assume that all transfer students programmatically receive library-led information literacy instruction as part of the curriculum.

We received 10 responses; of those 10 responses, not all librarians answered every question.
- Nine indicated that their institution provided library instruction for ENG 102 or an equivalent course; 1 was unsure
- One of the librarians at an institution where library instruction is required as part of ENG 102, when given a list of concepts/skills they teach in those classes, to choose from, only noted that they taught "how to search for books".
- One librarian at an institution providing library instruction for ENG 102 noted that ENG 102 at her institution did not have a research component.
- Two of the 9 librarians said that library instruction was a required component of this course
- Four of the 9 librarians reported that ENG 102 was offered both face-to-face and online.
- Only one institution noted that they provide instruction for students in the online sections, but instruction is not required.
- Of the 10 institutions only 2 noted having required programmatic instruction of any kind

- Three librarians at institutions not requiring instruction estimated that they reach 20-30% of students with some type of library instruction.

Feedback from librarians included:
"Many of our students are working and taking one class at a time so we often don't reach them. Also, the students who are taking certificate programs usually don't use the library and its resources."

"We have many students for whom English is not their first language, so that can be stressful for them, especially in writing a research paper,even if they've worked up the ranks to take English 102. Students still use wikipedia and google, without necessarily having evaluation skills. We often wonder why they are missing skills that we think should have been taught in high school. At a community college students often have other issues going on in their life (jobs, caregiving of family members, financial problems, etc.) that make going to school a real challenge. Our faculty try to be mindful of that and try to accommodate students as much as possible."

DePaul Transfer Students Focus Groups

In Spring 2017, the Instruction Working Group (IWG) invited Elizabeth Edwards, Assessment Librarian at the University of Chicago and a member of the Library UX Chicago Steering Committee to share her expertise and experience during the focus group phase of our study. Questions designed to ask students about their research and library experience (see Appendix C) were initially drafted by members of IWG and revised by Edwards to fit the one-hour session. Edwards also facilitated both focus groups. She led the discussion with the students, operated the audio recorder, and explained the consent form. A small honorarium was secured for her participation and the valuable objective perspective Edwards provided.

Transfer students were invited to participate at either the Loop Library or the John T. Richardson Library located on DePaul's Lincoln Park campus. Staff in the office of New Student and Family Engagement sent an email announcement about the focus groups to transfer students on behalf of IWG. Printed flyers were posted on bulletin boards on both campuses and distributed during library instruction sessions. Digital signs in the Loop Library and Richardson Library were also used to recruit students.

Interested students completed a brief questionnaire (see Appendix D) that provided details about the name of school they recently transferred from, the name of the college/school they are enrolled in at DePaul, and how many quarters they had been enrolled at DePaul. Five students were confirmed for the Lincoln Park focus group and four students were confirmed at the Loop Library. However, a student from each group were unable to attend so a total of seven students participated during the two one-hour sessions. Students were given a pizza

lunch during the focus group. A member of the IWG was present in the room to observe and take notes while the facilitator managed the audio recording device.

Transcript analysis

We decided to use the classic "long-table" approach to analyze the focus group transcripts because it easily allows the identification of categories in the conversations analyzed (Krueger, 1998, pp. 78-80). Before beginning the analysis, the audio recordings were transcribed by Jessica Alverson and Jill King in Word documents. The transcript documents were then distributed among Jessica, Jill, Morgen MacIntosh-Hodgetts, and Sue Shultz to deconstruct the conversations by cutting each participant's answers to specific questions into separate pieces of paper. The pieces of paper were then organized on long tables by major categories using post-it notes for theme identification. Once all of the conversations were categorized, an Excel spreadsheet of the findings by category was created.

Major findings

1. **Previous institution:** Students primarily experienced the library at their previous institutions as a physical space to study and use books on reserve. Students did not seem to make use of reference services and had minimal to no interactions with reference librarians.
2. **Previous research experience:** Students indicated limited experience conducting research, and most did not recall having previous assignments that required use of library resources. Students' knowledge of evaluation of sources seemed limited to a basic understanding that there are various types and qualities of sources, but did not demonstrate an understanding of the how and why of evaluation. Students had little to no experience with librarian-led instruction.
3. **What students knew about the DePaul library:** Students were aware of the library as a physical space to study and print. Those who attended orientations only remember being told about the hours and physical attributes, but not services.
4. **What students wish they had known about the DePaul library:** Books and textbook services including I-Share and reserves; IM/Chat service; and specific resources for their major were consistently mentioned as a "helpful to know".
5. **DePaul research and library instruction:** Less than half of the students had had assignments requiring library research but four had used library databases. Only Special Collections and Archives instruction was specifically mentioned. However, the students who did have instruction with SPCA found it extremely helpful, and memorable.
6. **Emotions:** Students reported feeling overwhelmed, intimidated and alone. One student noted that she realized she had been overconfident in her preparation.
7. **Suggestions**
   Students also offered a number of suggestions. These can be found in Appendix E.

Summary

The focus groups were useful to hear first hand from students about their library experiences at their previous institutions. Overall it appeared that the students had a better understanding of how to use the physical library space than the services and resources of the library and they brought this understanding of an academic library with them to DePaul. At the time the focus groups were conducted, students had been enrolled one quarter to more than seven quarters and most were still using the library as they did at their previous institutions. This indicates that their academic experiences at DePaul had not given them the opportunity to fill the gap in their knowledge of library resources and information literacy skills that first year students receive in WRD 104 library instruction.

Considerations

Based on our research, the Instruction Working Group developed a list of "considerations" or "things to keep in mind" to guide us in making recommendations. This list is not intended to be exhaustive, but rather highlights what the IWG considered to be the most important items.

1. Transfer students value personal connection.
2. Early contact with transfer students increases the likelihood of reaching them, as well as their success.
3. We cannot assume that transfer students come to DePaul with the same level of information literacy competency that our WRD 104 library instruction program is designed to achieve, including evaluating information, developing a research question, and effectively using research databases.
4. Transfer students understand the library as place but may not be familiar with library services, and they may have never interacted with a librarian.
5. Most transfer students do not live on campus, and some may have the additional responsibilities of a family or job.
6. Faculty may not be sensitive to differences between native and transfer students, and they may assume that all students have the same base knowledge of university resources, including academic support services and technologies.
7. Transfer students often come to DePaul having completed general education requirements and ready to start upper-division courses in their major.
8. Transfer students may feel intimidated by the need to get up-to-speed quickly with no adjustment period, the cultural shift from community college to four-year academic institution, and their unfamiliarity with campus resources.
9. Transfer students are not receiving a memorable introduction to the library during their campus orientation.
10. Transfer students may avoid self-identifying as a "transfer students" in favor of assimilating quickly and shedding their transfer student label.

11. Transfer students may not be prepared to write at the academic level. Students may have never been asked to write a research paper that requires the use of library resources, and this may also be the first time that they are being asked to develop their own research question.

Recommendations

This group's primary goal was to identify if there was a need for, and then recommend, means for ensuring that transfer students receive the same information literacy instruction as our native students. However, in the course of our study we learned things that may also have implications for outreach to transfer students. Therefore, our recommendations fall into two categories: information literacy instruction and outreach. We also recommend establishing a transfer student success working group. The recommendations are designated according to phases.

Phase 1: Winter/Spring Quarters 2018
Phase 2: Fall Quarter 2018 (AY 2019)
Phase 3: Fall Quarter 2019 (AY 2020)

Overall, the group recommends a conservative strategy that "starts small". We will need to carefully assess and provide feedback on these efforts and then communicate to the proper stakeholders with the hopes of building momentum on campus.

Establish a Transfer Student Success Group - Phase 1

In talking with our partners in various departments, our group identified the need for establishing a working group that brings together various partners on campus with an interest in transfer students. In addition to the Library, the group would include representatives from the Office of Admissions, as well as New Student and Family Engagement. Additional academic support units, such as the University Center for Writing-Based Learning would also be invited to participate. The goal of establishing this group would be to create an information sharing network as it relates to transfer students at DePaul with the hope that a cross-departmental group would be able to better leverage university resources and influence in assisting our transfer students. Currently, a comparable group does not exist on campus.

Outreach - Phases 1 & 2

Below are recommendations for providing outreach to our transfer students. These are options. We don't necessarily propose that we implement all of these recommendations However, we may test different options to see which is most effective.

1. **"New to DePaul" Workshops - Phase 1**
   Provide "New to DePaul" library workshops open to any transfer student. These workshops would be optional and cover fundamental how-tos in the DePaul library (as opposed to information literacy concepts). Create an online version of this workshop for those students unable to attend a face-to-face session. It may also be possible to include a required online module as part of the pre-orientation process. (This would be a later phase project.)
2. **"Subject Clinic" Workshops - Phase 2**
   Hold open workshops centering on specific subject areas for transfer students. Workshops may initially focus on departments (subject areas) with more transfer students.
3. **Transition DePaul - Phase 2**
   Rethink our involvement in the Transition fairs. Based on student feedback and our numbers, our time would be better spent and provide better outreach in a different format.
4. **Library Tours - Phase 2**
   Work more closely with NSFE to create a better library tour that invites students into the space. Library staff may also be able to help with this component.
5. **Personal Librarian Program - Phase 1 or Phase 2**
   All new transfer students would be assigned a "personal librarian" who would send emails in regular intervals highlighting library services and resources, as well as offering to meet in-person with the student.
6. **Emails to New Transfer Students - Phase 1**
   All new transfer students would receive a series of a few emails throughout their first quarter at DePaul. Two systems may be useful for sending these emails: Slate (automates pre-admission and post-admission emails; will be implemented in Summer 2018; contact: Tom Menchhofer) and Civitas (contact: Julie Ardis).
7. **Peer mentors**
   Assign new transfer students a research peer mentor. We might leverage existing peer mentorship programs in the university or work with some of our peer research tutors in the library to establish a program.
8. **Transfer Student Reception**
   Have a library reception for all (new) transfer students

Programmatic Information Literacy Component - Phase 3

Implement a required information literacy instruction component for all students who transfer in with a WRD 104 credit. This may take various forms -- 1-credit course, online D2L module (non-credit bearing), etc. The implementation of this program will be contingent on library resources and what is administratively possible within the institution. This is a later phase recommendation due to the administrative issues involved, as well as the work

involved. It may be possible to work within Blue Star (contact: Caryn Chaden) to flag students that need to take this module. A flag would prevent students from registering for classes in a subsequent quarter until they completed the module. The module content would be focused on covering the same content we cover in WRD 104 --developing a research question, evaluating information (including the differentiation between scholarly and non-scholarly), and article database search techniques.

Unfortunately, at present, transfer students are not required to take a course comparable to Discover/Explore Chicago, with the exception of students enrolled in the Health Sciences Program. We already work with some of these courses. We recommend identifying all of these courses and reaching out to any courses we may not already have involvement with and offering face-to-face instruction for these audiences while we work to get a more systematized program for all transfer students in place.

Additional Recommendations (Beyond the Library)

Faculty workshops
Work with Teaching, Learning, and Assessment to offer opportunities for faculty to become more aware of the transfer student population and their needs. In our focus groups, students reported that faculty often assumed all students were native to DePaul and had the same foundational knowledge. Students also reported not knowing about BrightSpace (D2L), nor how to access it.

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Appendix A

Number of students transferring into DePaul with WRD 104 credit

Term + Date*	Students with credit (n=)	Total enrolled (n=)	Percentage with WRD 104 credit
Fall 2015	993	1619	61%
Winter 2016	247	521	47%
Spring 2016	68	232	29%
Summer 2016	25	96	26%
Fall 2016	790	1394	57%
Winter 2017	235	422	56%

*Date is actual date; not academic year.
For the 2016 academic year, overall, 57% of transfer students were admitted with WRD 104 credit.

Appendix B

WRD 104 Equivalencies Course Descriptions

Institution	Course	Course Description
College of DuPage	ENGLI-1102	Second course in two-course composition sequence. Students continue to develop experience in reading, thinking and writing critically by writing essays that demonstrate ability to analyze and evaluate the ideas of others and integrate them into their own writing. Reinforces student experience with the conventions of standard written English and the conventions of documentation while **developing student ability to carry out independently the proper method and responsibilities of research.** Prerequisite: English 1101 with a grade of C or better (3 lecture hours
College of Lake County	ENG 122	This course furthers the work done in English Composition I by providing students more experience as academic writers, readers, researchers and critical thinkers. To help students construct their own meaning while engaging with the texts of others, they will develop the ability to collect, evaluate, and incorporate varied sources in thoughtfully-written analyses and arguments. Students' work should demonstrate the ability to position themselves within the context of academic and societal conversations using a variety of texts, which may include literature, arguments on various issues, news articles, films, advertisements, and websites.

Elgin Community College	ENG 102	Second semester of one-year course normally required by all universities and colleges. Emphasis on achieving logic and precision in handling such extensive compositions as the research paper and persuasive and critical themes based on literature or other academic disciplines.
City Colleges	ENGLISH 102	Continuation of English 101. Introduces methods of research and writing of investigative papers. Writing assignments, as appropriate to the discipline, are part of the course.
McHenry County College	ENG 152	Composition II builds on the knowledge and skills gained in Composition I. Students continue to practice essay writing with a focus on research papers supported by scholarly evidence as well as the critical analysis of literature. (1.1-Articulated) [IAI Core Course Equivalent: C1 901R]
Moraine Valley Community College	COM 102	Analytical and critical writing based upon texts. Research is used to incorporate supporting ideas drawn from primary and secondary sources. A grade of "C" or better is required for this course to transfer under the guidelines of the Illinois Articulation Initiative (IAI). Fee is required. (3 contact hours)
Oakton Community College	EGL 102	Course introduces strategies for planning, writing, and revising advanced expository essays and the college research paper. Content includes criticalreading and analysis, the structure of argument, and the use of sources. P

Joliet Junior College	ENG 102	This course provides continued training and practice in composition and research processes. Students will analyze a variety of texts and write several essays, including a 2500+ -word research paper.
Harper College	ENG 102	Continues ENG 101. Reading literature and writing of various types of prose. Introduces methods used in writing investigative papers. IAI C1 901R

Appendix C

Focus group questions

1. Please think about a project or paper that you completed at your previous institution, then please walk me through the steps of your process from start to finish.
   - How did you develop your topic or research question?
   - What types of sources (if any) were you supposed to use for this project (scholarly articles, journals, library databases)
   - Where did you start your search for more information (sources) on your topic or research question?
   - How did you evaluate what you found (sources, websites, articles, journals, library databases, books) in order to decide what to use?
   - Where did you learn how to (develop a topic, look for information/sources, evaluate sources)?

2. How did you use the library at your previous institution?
   - Did you visit the library while working on your project? What did you do while you were there?
   - How did you use the library's website? (Look for sources, get help, find information about the library)
   - Did you attend a class or workshop on using the library?

3. Now, I'd like to move on to your experience here at DePaul. How prepared did you feel for the types of projects or research you've worked on for your classes at DePaul?

4. What did you know about our library and its services before you started your first class?
   - What is one thing you wish you had known about the library when you started classes at DePaul?
   - When was the last time you visited the library? What did you do while you were there?
   - How have you used the library's website? (Look for sources, get help, find information about the library)
   - Have you attended a class or received instruction on using the library? Was this in one of your classes? If so, which one?
   - Have you received help from a librarian? (In person, askalibrarian, at one of the service desks, private meeting)

5. What is one thing that the library could do to help transfer students get started at DePaul?
   - What is one thing that the library could do to help transfer students prepare to do research?

- Would you attend a class about finding and using library resources?
- Would you attend a class focused on building your research skills?

Appendix D

Transfer Student Screening Questions

Thanks for your interest in the Transfer Student Focus Group at the DePaul Library!
DePaul Library is hoping to learn more about our undergraduate transfer students and your experiences with research and libraries. We will be holding two one-hour focus groups in early May, and lunch will be provided. If you are interested in participating, please complete this screening form. We will notify you if you are selected for a focus group.

1.   Are you an undergraduate transfer student currently enrolled at DePaul?
    Yes
    No

2.   From what school did you most recently transfer?

3.   In which college or school are you enrolled at DePaul?
    Business
    Communication
    CDM
    Education
    Liberal Arts & Social Sciences
    Science & Health
    Music
    Theatre
    School for New Learning
    Undecided/Undeclared

4.   For how many quarters have you been enrolled at DePaul?
    1-2 quarters
    3-6 quarters
    7 or more quarters

5.   Please provide your email address that we can use to contact you about the Focus Group.

6.	In which Focus Group are you interested in participating?
	Lincoln Park Campus on Wednesday, 5/10 at 1-2 p.m.
	Loop Campus on Thursday, 5/11 at 12-1 p.m.
	No preference, either one works for me.

Appendix E

Focus Group Findings

Experiences at Previous Institution

TOPIC	RELEVANT QUOTES	SUMMARY	HOW CAN WE USE THIS INFORMATION?
Physical Space	(S2) yeah so I would agree. so they had different areas, the College of DuPage's Library, like quiet areas and then kind of a more conversation area, and a group area. So I would usually use the silent area to do work, group projects, just finding books is that I would like to read in my personal time, and some people would often sleep in the library , on the couches and stuff. so sometimes i'd just sleep there, yeah, til my next class.	When transfer students used the library, it usually to 1) get books off reserve 2) study 3) use library equipment (projectors, printers, scanners, graphing calculators). Students used the library to study in groups (group study rooms) as well as a quiet place to do their own studying (and sometimes, sleep).	Try to create continuity with previous institution. Let students know that we also offer these same services, **but we clearly need to emphasize our research** help service since most students don't seem to have interacted with a librarian at their previous institution. Current marketing material of How to Library does emphasize this. We may want to do something similar, but aimed specifically at transfer students. Remember to emphasize this service in interactions with transfer students (at orientation, in email communications, tours, etc.) Also students don't need as much information about these standard services we offer in our physical spaces, beyond where to go for them.
Physical Space	(s1)in my previous school, we can borrow the calculator, graphic calculator, and to our class for maybe two hours, not just limit in the library		

Physical Space	(s2) In my English 1102 class at college of dupage, we had to analyze a book, and we had to create a presentation. we mainly used the library for the study rooms. we also used the projector and all the things that were in there. The librarians at the front desk really helped us out in finding that. well, she showed us a couple of the, like, the Ebsco Host databases, and where we can find more information about the book and kinda like how to create a hands-on presentation. she provided us with a couple of ideas and she also turned to google, obviously, to get a couple more ideas. that was it		
Physical Space	(s1) yea, exactly, and we'd also use the printer and scanner in the library. yes, that's very helpful		
Physical Space	(s3) i meet to work on group projects there, usually, because it was a convenient meeting space. And just to get work done, quiet work also in the computer labs of the library. usually that's how I used it		
Physical Space	s5) to check out reading books; i was in sports, so our study room was connected to the gym		
Physical Space	s5: i went in maybe once or twice the whole time i was there.		
Physical Space	(s6) i would just go do work in there sometimes, or if i had a question about like, a certain, like for that music class we had to rent out videos. they usually		

	just held them there so it wasn't like i had to go find it for myself. just mostly picking things up		
Physical Space	(s7): i t was the only place that had a color printer at that time, and the study rooms were nice. you could rent those out--much smaller than this one--but it was useful the three times i had to use it		
Physical Space	s3: mmmhhmmm (in response to the question "and you mentioned using the computer lab, were printer or scanners or other tools like that also useful?		
Library Website	s2: yeah, i think COD had their main page and then from there, you could go to the library's website. from there, it would shoot you out to the databases	Students were aware of the library website at their previous institutions, as well as how to access databases. At least a few students experienced issues accessing databases from off-campus at their previous institutions. Students may remember specific databases from their previous institution. However, students often did not have to necessarily find things using the library. For example, teachers provided links to resources in the LMS, or put materials on reserves. At least one student had used a research guide at her previous institution.	Our library website is going to be more robust and complex than library websites at their previous institutions. Students will have more resources and information to navigate. How do we make this easier . Be sure to emphasize off campus access and the ease with which it works. Students may just need guidance/orientation to the library website.
Library Website	s2: i would agree with that, too, because we came from the same college, and oftentimes when i would have to use the website, i would just stay at school instead of going home		
Library Website	s5: i feel like anytime i needed to use a resources from the library that was online, it was		

	linked through like a- it was blackboard. like i didn't have to look for it myself. the teacher would be like "there you go"		
Library Website	s3:i used it for the online database, but it was hard to access outside of actually being on campus, because you needed a password and a user name. but it was weird because i was only a part-time student when i was trying to do this one research project, and i couldn't get on it. so i did face some difficulty accessing it because, i mean, they can't have everyone, you know, be able to access it. but, that's how i mainly used the website		
Library Website	s3: usually through the library's website or the campus' main website. pretty sure there was access through the library's though, and then you know, click on the database		
Library Website	s6: at my community college, i didn't have to actually utilize the physical library as often as i would use the online databases. and we did get sort of an overview on how to use like Opposing Viewpoints and that kind of thing online through the library network. i can't remember the name of their database that they used but its probably like WorldCat, kind of, very similar. so i definitely used some of that for my composition classes. and then i also took like a music class that we had to utilize online videos that the library had -- of like plays, and		

	things like that's mostly all online. i didn't really have to step foot in the actual library.		
Library Website	s8: and then when i went to eastern illinois university there's like an online library that you could go into and checkout like scholarly articles and stuff like that		
Library Website	s5: i have to say that.... for, it seems like, i've been here for two years now, so it's kind of like back in the past, but.... i can't remember using any resources, library resources necessarily to write papers that i had when i was at cod. but, also the papers i had to do weren't that involved. i was doing like gened, so it wasn't, it didn't necessarily need to sue the library besides like online resources. that's all i had to use		
Library Website	s7: i remember trying to find the hours for the library, and they were buried,. it took way too long to find.		
Library Website	s6: i think i just went right to that whatever research guide they gave us. i don't remember actually going to the library site.		
Library Website	s3: i don't have a specific research project, but for one of my classes, basic Biology class, my teacher had a lot of different articles that were laminated that you could go ask behind the desk or models or slides even. you'd have to ask the librarian, but they were helpful in letting you do that. besides that, any research papers i had to do, i		

	usually used the online database to just find articles. that's about it.		
Librarian interaction	s1: last quarter, i was in the bellvue college, i took eng 201. it's equal to Eng 104 here. We were required to write a 3000-word research paper. So our professor just lead us to the library and asked the librarian how to do research. And then after we decide our topic, i asked the librarian how to do exactly what's there, like dig enough what the topic is. sometimes i cant't find exactly the data related to my topic, and then the librarian helped me maybe. we spent one hour to dig out which exactly data i need. and then i have questions, about the format, cause that is my first time to learn how to cite some source in apa format. actually, i visited the librarian a couple times, and she's very patient.	Not all students interacted directly with a librarian, but those who did recounted their experiences in a positive light. Some students only had interactions with student workers. Not all students had used a librarian to get help with research.	Students are inexperienced working with librarians as a resource for them, an expert. And they do not see us in that light, unless, they have had a connection/instruction session with a librarian at DePaul. These interactions are powerful moments for the students and not routine. (Transformative)
Librarian interaction	s2:we took a brief tour of the library. no one every really came to our classroom and did a presentation, . i definitely think that would have been a lot more beneficial if they did.		
Librarian interaction	s6: we had a librarian come into one of my classes and kind of show everyone how to use the research guides online		
Librarian interaction	s6: i don't think my library had student workers-- at least not ones that i had interacted with. they were helpful in finding those videos		
Librarian interaction	s6: other than that, just picking things up at the circulation desk, i mean they help you		

	there, but that's all		
Librarian interaction	s6: i, my professors were pretty good about showing you like you can't just google articles you have to make sure that you are using reputable sources, that kind of thing and definitely did go in -depth and when you can't find certain research that supports an idea ways to go around and find research that's about something to do with it. it was my first class sot that really helpful. it was the same thing kind of. the teacher and the librarian did a whole class period where they went over those kind of guidelines.		
Librarian interaction	s3: i don't have a specific research project, but for one of my classes, basic Biology class, my teacher had a lot of different articles that were laminated that you could go ask behind the desk or models or slides even. you'd have to ask the librarian, but they were helpful in letting you do that. besides that, any research appears i had to do, i usually used the online database to just find articles. that's about it.		
Librarian interaction	s1: yes, for my english 101 class, before we exactly do the research paper, our professor scheduled one call, maybe just a 30-minute workshop, with the library. and the librarian will teach us how to use the database in using college's library website.		

Librarian interaction	s7: i had an english teacher that would would walk us through the that process and we had a representative from the library come in and speak on that but not as in-depth as my instructor actually did at my last school because he cared very deeply about research and writing and authenticity and i thought that was interesting		
Librarian interaction	s7: most people at the desk were student staffers at my school and their help was usually was fairly minimal. if you wanted to see the actually librarians, they were usually busy every time i went to-- in a meeting or in the back--very very minimal interaction there		
Librarian interaction	s8: i don't think i had any interaction.		
Textbooks	s6: my school had textbooks like that too. i never had to use them myself but a lot of students in my classes would go if they forgot their book for the day or that kind of thing	Students may have been at institutions where libraries kept all textbooks on reserves, and they used this service.	Students may expect that the library will have all of their textbooks on reserves. We may need to disabuse them of this idea and provide them with information on other ways to acquire affordable textbooks. Also a user education issue to pass on to financial aid so that students can plan adequately.
Textbooks	s7: i had a similar experience at my community college that i went to, and then i do remember occasionally going to the actual library because the SGA there sponsored textbooks. and you were allowed to checkout the textbooks for three hours so that you could take them to		

your class and whatnot. and they had enough that like a couple dozen students could do that from the different classes and i remember that resources and i thought that was great 'cause i'm trying to find textbooks here and i've used i-share here. we didn't really have that at my past school, but... i spent a lot of time renting out textbooks three hours at a time--i vaguely remember doing that now.		

Previous Research Experience

TOPIC	RELEVANT QUOTES	SUMMARY	HOW CAN WE USE THIS INFORMATION?	
Assignment	s3: most of the projects that i was assigned had a basic outline like these are the parameters that you can choose the subject as long as it still fits within the assignment	Not all students were required to do research for their assignments. Not all students were required to select a topic. Some students seem to have had pretty detailed guidance on writing the paper (outlines, past examples). Most students didn't seem to be required to use library resources. One student noted that her Biology professor strongly encouraged them to use the library for research.	We cannot assume that students were required to do research (using the library) at their previous institution.	
Assignment	s8: and i agree with that, most of my teachers weren't into harcore research. it was 'Just don't use wikipedia"			
Assignment	s7: since it was a general english writing class, he would talk about whatever interested my classmates and my peers. we spoke mostly on -- because my class wasn't super vocal--but we had two feminists in the group so we mostly talked a lot about gender and society and how to find like what is an actual article and how to distinguish those			
Assignment	s3: yeah, they would give past student examples of what was done. like what topics and what sources they used.			

Assignment	s2: she provided us with an outline on how to exactly answer the question that was presented to us.			
Assignment	s2: so , for my other research presentation for my leadership development class, the project we were working on was the FUEL pantry, it was like a food pantry that was created on campus. so it was pretty much given to usu, but we had to evaluate different ways to market the pantry			
Assignment	s1: for my research paper, it's all devised by myself. professor gave us one week to think about the topic you are interested in.			
Assignment	s5: i have to say that... for, it seems like, i've been here for two years now, so it's kind of like back in the past, but.... i can't remember using any resources, library resources necessarily to write papers that I had when i was at COD. but, also the papers i had to do weren't that involved. i was doing like gened, so it wasn't , it didn't necessarily need to use the library. besides like online resources. that's all i had to use.			

Assignment	s3: yeah, a lot of the classes that i took were at different campuses. they were called campuses but they were small buildings and just filled with empty classrooms. so, the classes that i did take at the main campus where the library was located, only the one teacher, my biology teacher who's be there for like, 30 years or so, was really adamant about using the library's resources. she didn't take us there or anything, but she was the only teacher who said "they have all these resources, you should go ask"			
Evaluation	s1: yeah, and they advised us to use the online source, when you choose a link or website address, it's "edu" or"org," it not a "dot com"	Most students seem to have a basic understanding that there are varying levels of quality when it comes to resources. Students seem familiar with proper use of the web (only use .gov and .org) and wikipedia (do not cite it). However, most students seem to only show a basic understanding--what-- (e.g., don't use it) as opposed to being able to articulate how to evaluate something--why. At least one student articulated a deeper understanding of evaluation; coincidentally, this student also had received instruction from a librarian.	Can assume that transfer students come in with same level of experience/understanding evaluation as our Freshmen. They may still need more instruction in evaluation like that covered in WRD 104 library instruction sessions.	

Evaluation	s2: yeah, not to use wikipedia, definitely a no-no. different blogging websites, definitely, because they didn't have credible sources, obviously. my teacher, pretty much he just said that we should use sources from the databases, like EBSCo and stuff			
Evaluation	s3: i also was told about using "dot org" or "dot gov" as more reliable websites. And if you were to go to Wikipedia, don't use the actual information listed there, but go to the sources listed to try to find, you know, if those sources are reliable and go to that website instead.			
Evaluation	s5: i feel like i had professors that weren't specific at all, not necessarily, they said don't use wikipedia or any website, but i didn't have any sort of analysis on how to use the source until i came here			
Evaluation	s6: i, my professors, were pretty good about showing you like you can't just google articles you have to make sure that you are using reputable sources, that kind of thing and definitely did go in depth and when you can't find certain research that supports and idea ways to go around and find research that's about something to do with it. it was my first class so that			

	was really helpful. it was the same kind of. the teacher and the librarian did a whole class period where they went over those guidelines.			
Evaluation	s6: i think i just went right to that whatever research guide they gave us. i don't remember actually going to the library website.			
Evaluation	s2: my teacher told us to look at the sources and where they're cited from, because that will give us a good idea if they were credible or not.			
Evaluation	s7: since it was a general english writing class, he would talk about whatever interested my classmates and my peers. we spoke mostly on -- because my class wasn't super vocal--but we had two feminists in the group so we mostly talked a lot about gender and society and how to find like what is an actual article and how to distinguish those			
Evaluation	s2: in my english 1102 class at college of fdu page, we had to analyze a book, and we had to create a presentation. we mainly used the library for the study rooms. we also used the projector and all the things that were in there. the librarians at the front desk really helped us out in finding that well , she showed us a couple of the like, ebsco host databases and where we can find			

	more information about the book and kinda like how to create a hands-on presentation. she provided us with a couple of ideas and she also turned to google, obviously, to get a few more ideas. that was it.			
Library instruction	s1: yes, for my english 201 class, before we exactly do the research paper, our professor scheduled one class, maybe just a 30-minute workshop, with the library. and the librarian will teach us how to use the database in using college's library website.	Only three students mentioned having had some type of library instruction. One student recalled having a session, but did not recall what she learned. The other two students seem to have had abbreviated library instruction (30 minutes, librarian comes to the class). At least one student noted that her professor was more in-depth of his coverage of how to do research as compared to the librarian.	Transfer students may not have had library instruction at their previous institution, and if they did, it is possible that it was not the type of information literacy instruction that we provide. So they may still need that level of instruction when they arrive at DePaul.	
Library instruction	s7: i had an english teacher that who would walk us through the that process and we had a representative from the library come in and speak on that but not as in-depth as my instructor actually did at my last school because he cared very deeply about research and writing and authenticity and i thought that was interesting.			
Library instruction	s6: we had a librarian come into one of my classes and kind of show everyone how to use the research guides online			

What Students Knew About the Library

TOPIC	RELEVANT QUOTES	SUMMARY	HOW CAN WE USE THIS INFORMATION?
Physical Space	s3: Yeah, I mean, just a study space. I kind of knew that if i needed any help with research projects, the librarians could help.	Students were aware of the library as a study space and a place to print and scan. One student also was aware of the extended hours during finals.	Students knew about physical space--they somehow get this information in the tours or perhaps it is a carry over from their previous institution where they used the library for these same things. Their understanding of the library is probably reinforced during the orientation. NOTE: We may need to consider the impact that the 2nd floor will have on our messaging/students' understanding, and if communication with loop students needs to be a little different.
Physical Space	s2: well, i knew it was a place to go if i needed somewhere to do homework or study and obviously print stuff out, using scanners, staplers, and whatnot		
Physical Space	s7: i knew they extended the hours during finals week and that was about it. i also knew that other students would use the resources here vs. their own campus libraries which i thought was kind of weird cause i heard about people doing group study sessions at DePaul, but they were at surrounding		

	schools. cause most of my classes were at the loop. I thought that was a little weird, but that was all i knew at first .		
Tour/Orientation	s2: also, in the tour, i took the tour here and in lincoln park, because i didn't really know the lincoln park campus as well. we didn't really go inside the library, like all the floors. because i didn't really know that they had the other floors, i thought it was just this floor. so having more information about how many floors would be helpful too.	Some students had a "tour" of the library, but either only entered the first floor (LPC) or didn't enter the library at all (Loop). Not a lot of information about the library was provided beyond a mention of hours and some of the physical spaces (study space etc.). Students don't recall learning about library services or resources. Overall, students seemed disappointed by the brevity of the tour and information.	We need to work with the orientation office tour guides to ensure that 1) useful information is provided 2) students come into the physical space and 3) students learn about services provided by the library. Or we need to rethink tours, how they are done, etc.
Tour/Orientation	s7: it also depends on which tour guide you get...it's really interesting cause whoever you get, you walk away with like more or less information. students were really surprised when i was like "this library has four floors." they are like "what?" I was like "yeah" Quieter as you go up. Whereas the loop it's quieter the closer you go to the wall. is like on a scale. it's really		

	weird 'cause you miss that if you don't have the person who careas a lot about it..."		
Tour/Orientation	s6: I went on a tour, and I was still like...		
Tour/Orientation	s2: i think, cause my first tour that i took, they didn't really go that in depth about the library, so i think just giving us more, providing us with more tools about how to access the different library services that they provide and guiding us to maybel, like, a librarian that can help us would make the transition a lot easier.		
Tour/Orientation	s2: they spoke a little bit about the services but not that much detail about them.		
Tour/Orientation	s6: I think that yea for our orientation, we just walked through and they were like that's the library to your right, and they mentioned the extended hours. that's the only thing I do remember.		

Tour/Orientation	s3: well i saw the library on the tour, the orientation, and they gave a little bit of background about it and where to go and everything. but they didn't really... i don't know. i got an email about the library services and i checked it out online, and i found that more helpful or more informative than anything anyone had told me in person. because i didn't really find out anything from, at least ,my tour group when i was here.		
Tour/Orientation	s2: we took a brief tour of the library. No one ever really came to our classroom and did a presentation. I think that would have definitely been a lot more beneficial if they did.		
Tour/Orientation	s2: yeah, so she pretty much just told us how they have the library hours out on the front doors, and she spoke a little bit about the group study rooms that they have and different areas in the library. and how upstairs was mainly		

	the quiet area and downstairs was mainly for computer usage and more conversations. but, i don't know, she didn't really go that in detail about all of the sources that were available.		
Tour/Orientation	f: ok, so getting more information up front and maybe making contact with a person, rather than just the space, in your initial orientation or tour.		
Tour/Orientation	s3: i agree, i mean i know they are pressed for time in the tours, but we didn't even go inside the library. we just came up to this floor, and they're like "here's the library, now let's go to the next floor." you know, so it's kind of hard to just walk in and be like, go to the front desk and say " i don't even know what kinds of services you offer.		

What Students Wish They Had Known

TOPIC	RELEVANT QUOTES	SUMMARY	HOW CAN WE USE THIS INFORMATION?
Reserves/Text books	s1: so right now i can maybe borrow some required book. right now, i'm taking accounting 304 intermediate accounting class, and i realized i can borrow the book at the front desk for two hours. before past quarter, i have no idea i can borrow it.	At least three students didn't know that textbooks may be available through the library. Two students expressed not knowing about reserves; others talked about not knowing that they could get textbooks (possibly through I-Share; through checkout).	We know this is a common question and we have heard tour guides state that students can check out textbooks from the library when the are giving tours. There is a blog post on The Full Text written by Jill King, April 2013. Is the information in this blog post current/correct? If it isn't, should another post be written? What other places can this information surface in our communication with transfer students?
Reserves/Text books	s2: yeah, i didn't know about being able to borrow your textbooks for a couple hours. and i guess when you think about it, because i used to work at a library, and librarians can help you with so much more than research papers.		
Reserves/Text books	s5: yeah, i would definitely agree with that because it gets expensive. and if i could have gotten it somewhere else or just known about it.		
Reserves/Text books	s2: that's awesome. that would really have been nice to know before i bought all my books.		
Reserves/Text books	s5: yeah, i would definitely agree with that because it gets expensive. and if i could have got it somewhere else or just known about it.		

Chat	s2: i didn't know about that, the website with the chat thing. Do they have mobile service on there?	At least one student didn't know about the chat service.	Here is another opportunity for additional marketing - there is a blog post that includes IM chat as a way to connect with a librarian and ask for research help (October 2016). But, how do we surface and repeat and advertise these services where the students are -- classes, study groups, peer groups, email news communication sent via Transfer student distribution list?
Equipment to check out	s5: as a history student or like if you are in digital media or whatever, and you need to use those computers or you need to use those game consoles or whatever... i had no idea that was there because it's not something i do.	One student didn't realize that she could check out game consoles from the library.	There is a blog post announcing this service (September 2015). Is this information current/correct? We could share this with marketing/outreach committee. Where are the services/resources of the library being advertised across campus? Is there a way to create a slide on flat screen monitors to share this resource/service with students?
Tips for Majors	s5: yeah, i like that because id d all of my gen-eds at my community college. soi went straight into just like research, heavy resear. so i felt like right off the bat i was like, i need that information. and i'd think orientation sometimes would be stressful especially for everyone--not everyone uses the resources that i use or other majors use, but having like a pamphlet or something or like someone telling you ' you should probably know these things"	One student expressed that she would have liked to know about library resources useful for her major.,	Interesting to consider specific outreach to majors as another marketing strategy with the goal of connecting them with the Research Guides. Do we have stats about how often Research Guides are consulted?
Library Policies	s1: before i asked the librarian, i didn't know the book i borrowed, i can renew it by myself.	Students wish they had known more about circulation policies-specifically renewing and recall of books.	Policies are always challenging - information about borrowing is on the website; "point-of-need"?

Library Policies	s3: i wish that i had been told about the recall policy, because i didn't know that was even a thing. when i was doing my research project, i had a book that i had requested and picked up and was still using. my research project wasn't yet due, and i had a notification saying it was recalled. and i was kind of confused and trying to talk to the librarians about why it was recalled and what that even meant. i still needed it for my research project, and i'm still a little bit fuzzy, 'cause i didn't think that was ... it might be different at a university library, but at a public library someone can't, at least from my experience, have jurisdiction and be like "bring your book back, I want it"		
Citation	s1: for me, my first research paper, i don't even know what the cover page is and how to cite the study, maybe, in mla format. so, my first quarter in depaul, i was transferred from china, where there is not cover letter or anything i learned before. and then i have no idea if our librarian can help us or the writing center, so my first quarter i didn't use any resources on campus. that's why i got not good grades	Two students mentioned needing help with how to cite sources. One student thought the library might be a good resource for help with this.	Another marketing opportunity? "how-to-guide" is available on the website
Citation	s2: so i guess my first research paper, kind of research paper i would say, was in my mass communication class. i'm not exactly sure what the research question was, but we had to use footnotes which i had not		

	idea what that was.		

Students' Experiences with Research and the Library at DePaul

TOPIC	RELEVANT QUOTES	SUMMARY
Assignments	s8: actually, i haven't had like any real research papers to write. there've mostly been like evaluating papers on books that i've read or on how i feel toward a subject or anything like that	Three students mentioned having to do some type of research while at DePaul. Of these three, two used the library for their research. One explicitly stated that she hasn't had any assignments that have required research.
Assignments	s3: my one online course for european art history, i don't remember if she specifically said to use the depaul library, she probably did and listed all of the resources available, because we had to have a book, like a physical book sources. but she did list some of those and say " you can use this or any other library you can find the book in that, you know, is on your topic."	
Assignments	s2: i guess my first research paper, kind of research paper i would say, was in my Mass Communication class. I'm not exactly sure what the research question was, but we had to use footnotes, which I had not idea what that was. And I was trying to google it, and I formatted the footnotes in a different format, I guess. But I think if I would have gone to the library and asked, i think i would have gotten a better grade on it. i just had no previous experience of using them.	
Assignments	s7: i've been using it recently because i have an instructor who is wanting us to take a picture of a physical book that i've used in order to prove we've used it on this research paper. so i've been using it in the past couple of days.	

Online Databases	s2: we actually used it on Monday. We use it quite frequently, i would say, in my research class for looking up articles based on advertisements	Three students mentioned having used DePaul library databases for their research; two mentioned databases by name (JSTOR and Hathi Trust). One student mentioned that using databases off campus was easier than at her previous institution since at Depaul she can use her campus connect.
Online Databases	s3: i'm trying to think, what's the online database here? J-Something. No, I don't know. I have looked up a few articles.....But I have used it a couple times to try to find stuff for research.	
Online Databases	s3: just do some research about my topic, so i will find a lot of articles in other databases.	
Online Databases	s7: mostly to search um broadly on the topics he has for us so it's like history of film and radio. So i was trying to figure out which resources I was looking for so I know what floor to go to later on and plan out my seek cuz lot of final projects, that are huge.	
Online databases	s5: i've used it probably like three times a week. i'm on it a lot because i'm looking at database stuff or books or ... pretty much that	
Online databases	s6: i've used it to find books here (lpc), i've used it to find like access to the research guides we use like jstor, hathi trust, those kind of things.... special collections	
Online databases	s2: usually use it for the hours, and oh, and to see if i need a book. just searching for books and stuff	
Online databases	s3: i think it's easier than my previous institution, because i'm able to sign on with just my universal username and password that i use for everything else here.	
Peer learning	s1: there's one time i visited the front desk, and another guy comes to visit here and says "oh, this is the textbook i need." and then i asked, and they said you can borrow it for two hours but in library	Transfer students may learn about library services from other students.

Peer learning	s5: I had to use it (genius squad) one time because i'm terrible at computers and i had to download some sort of program to block other programs when i took tests. they were helpful. I didn't know about it until someone was like go do this, someone else had to tell me, like a student.	
Library Instruction	s6: they sort of they do go through worldcat and how to get to that area through the library website (talking about instruction in SPCA)	No students reported having general library instruction at DePaul. Two students did have library instruction on using archives with SPCA and found it extremely helpful.
Library Instruction	s6: i agree. I'm also history major. so 298 you actually meet with like special collections, and they train you how to, kind of, utilize archives in general and make requests so you get to see.... and they pull sources for you, and you do all of your research based on what they've pulled for you there. and then 299 is a like full research project. so you kind of are responsible, and again you meet with the librarians and they go over the same things again to kind of refresh. but it is really helpful, and i think that as a history student if we didn't have that i wouldn't know what i would do. it would be really intimidating coming from another school first.	
Library Instruction	s2: (when asked if she had had library instruction at dePaul) I have not. Does the DePaul lIbrary do workshops?	
Library Instruction	F: (summarizing) So it sounds like you've received some information about the library, but it's been from your faculty members, your instructors, not directly from the library. whereas the two of you have the experience with special collections, but maybe not about the broader library.	
Library Instruction	s2: we took a brief tour of the library. No one ever really came to our classroom and did a presentation. I think that would have definitely been a lot more beneficial if they did.	

Other libraries	s3: Yes, my public library where I live	Only one student made reference to using a library other than DePaul while a student here.
AskALibrarian	s3: i asked about the recall on the book, and they gave me information about who I could call about that. and just like trying to find other books for research and how i could request it, and they actually told me about the online requesting system. so, just anything, though, and they're really helpful.	At least one student has used askalibrarian chat several times and found it very helpful. At least one student expressed surprise that this service existed and wanted to know if it was mobile friendly.
AskALibrarian	s3: And i remembered that they had this chat with a librarian that i found very helpful. because when i did have a research project that came up, and i hadn't done one, because it was my first quarter, that i, you , know, just typed the library ian and was like "can you help me" like i don't even know where to go to find these books or how to reserve it. and they were so helpful just find the book i needed. cause it was, like, this is the topic, yeah, it was great.	
AskALibrarian	s1: before i asked the librarian, i didn't know the book i borrowed, i could borrow it myself.	
AskALibrarian	s3: i'm not sure, i've always just used it on a computer, but its instant im'ing you know message. so they're typing back to you and like "oh, hold a sec, let me look that up for you" it's not like you send it and you have to wait for an email response. they're like sitting right there at the desk.	
AskALibrarian	I just really like the chat with a librarian service. whenever i have a question i always go on there and am like "can you help me" and they are really nice. so that's my favorite. i haven't been in the library that many times, but i like that that options' there to talk to a librarian.	

Face-to-Face Librarian Interaction	s6: yeah. no. i've never really interacted too much with a regular librarian like outside of special collections	One student mentioned having interacted with an SPCA librarian; two mentioned having interacted with a "librarian", but only to locate a known item. One student explicitly stated that she had not interacted with a librarian. (Face-to-face)
Librarian Interaction	s5: yesterday, i uh, thought i could do it myself. i had one of the reference librarians help me figure out the call number for something because i was looking at a reserve gook in the library but other than that no, i don't think so.	
Librarian Interaction	s2: I have not (interacted with a librarian)	
Librarian Interaction	s1: so last time at the beginning of this quarter, i want to borrow any book, my textbook, so i ask the librarian if this textbook is available. and it was my first time to borrow a book from depaul university and i don't know what the username for me actually , because i tried to type my campusconnect username, it doesn't work. and then the librarian just teach me step-by-step how to borrow a book.	
Borrowing	s7: i've been using it recently because i have an instructor who is wanting us to take a picture of a physical book that i've used in order to prove we've used it on this research paper. so i've been using it in the past couple of days.	Four students mentioned having used the DePaul library to check out books or textbooks. One student mentioned using the library for pleasure reading.
Borrowing	s6: probably go atleast once a week maybe more and i've checked out books at regular circulation and just picked them up at the desk too which is nice cuz then you're not searching so that's a nice feature.	
Borrowing	s5: I work here so i'm here most days, but um, yeah, probably go at least once a week to either check out a book or just do homework. if i'm including working here.	
Borrowing	s1: there's tone time i visited the front desk and another guy comes to visit here and says " oh, this is the textbook i need." and then i	

	asked, and they said you can borrow it for two hours but in library.	
Borrowing	s1: i borrowed a book from the library and it saved much money. yeah, i just need to renew it quarterly.	
Borrowing	s3: that's just mainly for pleasure reading as well i check out a lot of graphic novels and read them and just return them.	
Borrowing	s1: so, last time at the beginning of this quarter, i want to borrow any book, my textbook, so i ask the librarian if this textbook is available. and it was my first time to borrow a book from depaul university, and i didn't know what the username,for me actually because i tried to type my campus connect username, it doesn't work. and then the librarian just teach me step-by=step how to borrow a book	
Borrowing	s7: i had a similar experience at my community college that i went to, and then i do remember occasionally going to the actual library because the SGA there sponsored textbooks. and you were allowed to check out the textbooks for three hours so that you could take them to your class and whatnot. and they had gh that like a couple dozen students could do that from the different classes and i remember that resource and thought that was great 'cause i'm trying to find textbooks here and i've used i-share here.	
Borrowing	s6: i have used like i-share and the illiad and like ares course reserves. but a lot of that i had to just sort of stumble upon myself or i had an instructor that used ares and like that stuff is really good to know about especially like your first quarter like if you don't really know what are you going to do. i think having more information up front about things, rather than having to kind of find it would be helpful as a new student especially with history or like a program where you are reading a lot and you have a lot of different sources it's helpful to know you don't have	

	to buy every single book.	
Physical Space	s6: we work together and so yeah, i do homework here at least once a week, maybe more	Four students mentioned using the library for studying or doing homework. Two students mentioned using the library for printing. One student mentioned using the library for access to computer software. One student mentioned coming to the library to use the genius squad. One student noted that she does not use the library.
Physical Space	s5: I work here so i'm here most days, but um, yeah, probably go at least once a week to either check out a book or just do homework. if i'm including working here.	
Physical Space	s8: I went to the loop yesterday, or no it was tuesday , no monday, sorry. monday ato study and i stayed there for like four hours.	
Physical Space	s2:yesterday morning, i was finishing up a research project here that i had to do for my PR class, and I just printed something out.	
Physical Space	s1: yesterday. i used the computer here, and download something and print it. and also i checked out the textbooks	
Physical Space	s7: i'm taking a class where we are talking about making business cards and whatnot so about a month ago i was using the macs out here to use the indesign. and then the last time i used books at library was when i was picking them at the loop from i-share--also about a month	
Physical Space	s3: that was for a couple of my classes, like history of animation, and some other animation courses, where they had the videos up there.	
Physical Space	s8: for me, i'm a business student, i don't really use it - at all	
Physical Space	s8: but for me, i just usin it for studying and printing.	

Physical Space	s5: I had to use it (genius squad) one time because i'm terrible at computers and i had to download some sort of program to block other programs when i took tests. they were helpful. I didn't know about it until someone was like go do this, someone else had to tell me, like a student.	
Physical Space	s7: i've been using it recently because i have an instructor who is wanting us to take a picture of a physical book that i've used in order to prove we've used i on this research papers. so i've been using it in the past couple of day.s	
Physical Space	s7: the genius squad thing was nice.	
Physical Space	s6: we work together and so yea, i do homework here at least once a week maybe more and i've checked out book st regular circulation and just picked them up at the desk too which is nice cuz then you're not searching so that's a nice feature.	
Website	S7: mostly to search um broadly on the topics he has for us so it's like the history of film and radio. so i was trying to figure out which resources i was looking for so i know what floor to to later on and plan out my week.	One student mentioned using the library website to plan out her visit to the library and economize on time.. One student mentioned using the library website to find hours. Another student mentioned using it to book a study room.
Website	s2: i would use the library's website to find out the hours and when they would be open during finals. so that was important	
Website	s1: i use it to schedule a group meeting room	
Website	s2: usually use it for the hours, and oh, and to see if i need a book. just searching for books and stuff	
I-Share	s7:i've used i-share a couple of times which is really useful. i just can never remember, like i got the book successfully to the loop and i got an email, and i was like sweet and ready to pick it up.l and i went to use that same process again, and i couldn't remember what steps i took to find it <s5: oh yeah (agreeing)> Cuz it wasn't super	textbooks 1, i-share 1, trouble using i-share with sign on - 3,Six students mentioned having used I-Share either to borrow books from an I-Share library or to have books sent between campuses. Three mentioned having difficulties signing on to I-Share

	clear. i kind of found it by accident. and the second time it was like "crap!"	because it has a different username password.
I-Share	s8: yeah, my roommate was trying to figure that out as well, and had a login and stuff like that, but for me, i just use it for studying and printing	
I-Share	s6:it's a different login situation than your normal login. so it gets a little confusing, so i think a good guide for students on how to sue those would be helpful	
I-Share	s1: so, last time at the beginning of this quarter, i want to borrow any book, my textbook, so i ask the librarian if this textbook is available. and it was my first time to borrow a book from depaul university, and i didn't know what the username,for me actually because i tried to type my campus connect username, it doesn't work. and then the librarian just teach me step-by=step how to borrow a book	
I-Share	s3: yeah, usually they're at the lincoln park, and i'm usually at the loop. so, i request them, it takes a couple days, but they'll send you an email when all of your items have arrived. you can just go to the front desk and say "i have some books on hold"	
I-Share	s6: i have used like i-share and the illiad and like ares course reserves. but a lot of that i had to just sort of stumble upon myself or i had an instructor that used ares and like that stuff is really good to know about especially like your first quarter like if you don't really know what are you going to do. i think having more information up from about things, rather than having to kind of find it would be helpful as a new student especially with history or like a program where you are reading a lot and you have a lot of different sources it's helpful to know you don't have to buy every single book.	

I-Share	s3: i usually use it to request the books, you know, you can ask which campus they get to. cause i found that really cool, that you can go through and click favorite, list them and then they'll send you an email when it's here. that's usually why i use it.

Students' Emotions

TOPIC	RELEVANT QUOTES	SUMMARY	HOW CAN WE USE THIS INFORMATION?
Unprepared	s1: form me, my first research paper, i don't even know what the cover page is and how to cite the study, maybe, in MLA format. So my first quarter in DePaul, I was transferred from China, where there is no cover letter or anything i learned before. and then i have not idea if our librarian can help us or the writing center , so my first quarter i didn'tt use and resources on campus. that's why i got not good grades.	Students reported feeling underprepared and overwhelmed. One student was overconfident but realized when she arrived that she didn't know enough. Professors assumed all students had started their college careers at DePaul and were therefore familiar with all of the resources. Students felt embarrassed or afraid to come into the library and possibly ask for help the first time. Students felt that if they had been introduced to the space earlier, they might have felt more comfortable coming into the library for the first time. Students were able to realize when they needed help, though they didn't always seek it out. Students were intimidated.	How do we assuage those fears? Try to connect to what students already know and build on that (instead of saying "what you don't know") Personal connection early on. Consider in marketing/messaging in workshop. Communicate with Tom to let him know that sometimes profs do not always consider that they may have transfer students in their classes.
Unprepared	s5: i feel like, i definitely came in I was like "i know how to use the library. i've used the libraries before also." but i didn't understand that like there are so many other aspects i could be using-except for when i started doing as a history major, i was like 'woah. i need a lot more than just these books out here"		

Unprepared	s5: yeah, i like that because i did all of my gen-eds at my community college...so i went straight into just like research, heavy research. so i felt like right off the bat i was like, i needed that information. and i'd think orientation sometimes would be stressful especially for everyone--not everyone uses the resources that i use or other majors use, but having like a pamphlet or something or like someone telling you "you should probably know these things"		
Unprepared	s7: i felt a little underprepared because our instructors assumed that we already knew that how campusconnect and d2l all worked out of the gate which was fine. i can learn that on my own time, but it was a little overwhelming for my first quarter too. It was also a switch from semesters to quarters--didn't really help with that time management. But as it went on it got a lot easier. And, I didn't start learning about all of the resources at the library until i started my job as a transfer orientation leader. that's the only way thi knew how to use any of that stuff. i was very much on my own because my professors were working on the assumption that i had done all of my first year stuff not knowing i was a transfer student, so...		
Unprepared	s5: yea, i didn't really know anything. i didn't go to an		

	sort of tours. i don't even know if they offered tours of libraries and what they use. but i did not go to that.		
Intimidated	s7:cause like at that point i feel like students are kind of like "oh no, i need help, and i'm too afraid to ask for help"-- at least that's how i was.	In general, students expressed a fear of going into the library space for the first time because they were unfamiliar with the space and the services. One student specifically expressed a fear of asking for help. One specifically mentioned being intimidated about doing research in Special Collections.	How do we lessen the intimidation? Making sure that service members say hello to people when they walk into the library. Make spaces approachable (somehow); ensure that students are comfortable coming into the library before classes start. Get them in the space.
Intimidated	s3: (in response to F question: so, going through in a tour or in a group format would make coming into the space a little bit less intimidating?)Just 'cause i'd already been there and, you know, going in and not really knowing where to go or who to ask for help or what to ask, you know?		
Intimidated	s3: i would just say, what i said earlier is actually going in and walking around. because the first time, it was, like, not hard for me to go in, but it was kind of this space that i hadn't been in yet, and i had to in kind of like by myself and look around. so, i feel like if we had all gone in there together in the orientation, i would have felt more comfortable to just to in and ask for help earlier.		

Intimidated	s5: i think that as a history major i have to do so much research. i was a little stressed out in the beginning because i didn't have any interactions with the library before. but there's two like HIST 298/299-- are like the two classes you have to do. that really prepared me. i felt a lot better. i was like gaining knowledge, but it felt better.		
Intimidated	s3:You know it's kind of hard to just walk in and be like, go to the front desk and say " i don't even know what kinds of servives you offer.		
Intimidated	s8: 'Cause when you in here, you don't really want to stumble around. There's a lot of people and it's supposed to be quiet.		
Intimidated	S6: it would be really intimidating coming from another school first. (talking about doing research at DePaul--specifically in SPCA)		
Encountered Difficulties	s7: the genius squad thing was nice and then i actually took a history class on history of games and then i took an ethics class about games and film and i didn't know at first that you can check out consoles and games to play them cuz it's mostly for like CDM students i found. i was having a tough time when my instructor was like we are going to research this type of video game i was like i don't have that console or that game and then i was like oh the library. i wish i knew that a week ago. i thought that was kind cool, that it was	One student was pleasantly surprised that the library had consoles and games to check out because they experienced challenges finding information for a history of games and ethics of gaming classes and it would have been helpful to know about the media when trying to locate information for the course(s).	For this class, try to connect with prof.

	more multimedia beyond cids and dvds.		
Alone	s7: i felt a little underprepared because our instructors assumed that we already knew that how campusconnect and d2l all worked out of the gate which was fine. i can learn that on my own time, but it was a little overwhelming for my first quarter too. It was also a switch from semesters to quarters--didn't really help with that time management. But as it went on it got a lot easier. And, I didn't start learning about all of the resources at the library until i started my job as a transfer orientation leader. that's the only way thi knew how to use any of that stuff. i was very much on my own because my professors were working on the assumption that i had done all of my first year stuff not knowing i was a transfer student, so...	Two students felt left on their own to figure things out. One student specifically mentioned D2L, CampusConnect, and transitioning from semesters to quarters without any guidance. The second student felt that s/he had to figure out formatting/writing on his/her own which was significant because they transferred from China.	Be sure to talk to Tom about the transition from semesters to quarters for transfer students and the implications of time management. Provide students with how to do research in a quarter--timeline, etc. Somehow communicate to students they aren't alone and that it isn't cheating to ask a librarian for help.
Alone	s1: form me, my first research paper, i don't even know what the cover page is and how to cite the study, maybe, in MLA format. So my first quarter in DePaul, I was transferred from China, where there is no cover letter or anything i learned before. and then i have not idea if our librarian can help us or the writing center , so my first quarter I didn't use and resources on campus. that's why i got not good grades.		

Alone	s6: yeah, i would say i agree with all that. trying to think... i haven't really done too much. i don't really know too many other transfer students until recently, so i've just kind of been trying to navigate things on my own. it would be helpful to even, trying to think....i kind of remembering signing up for something, maybe, when i first started, but it's so overwhelming... so it would be nice to have more contact with other transfer students--that kind of thing.		
Overconfidence	s5: i feel like, i definitely came in I was like "i know how to use the library. i've used the libraries before also." but i didn't understand that like there are so many other aspects i could be using-except for when i started doing as a history major, i was like 'woah. i need a lot more than just these books out here"	One student shared that they were overconfident in their knowledge about how to use the library because they had used libraries before. S/he did not know that there were resources beyond just books.	So how do we show them what they don't know but think they know--metacognition.
Perception that the Library is Helpful	s2: i guess my first research paper, kind of research paper i would say, was in my Mass Communication class. I'm not exactly sure what the research question was, but we had to use footnotes, which I had not idea what that was. And I was trying to google it, and I formatted the footnotes in a different format, I guess. But I think if I would have gone to the library and asked, i think i would have gotten a better grade on it. i just had no previous experience of using them.	In retrospect, two students believe that they should have reached for help from the library (at previous institutions?) when doing their first research papers. They think they would have received better grades with library help. One student talked about how helpful the librarian was on chat (at previous institution?).	Once again, reluctance to reach out to a librarian, to ask for help. Need to figure out how to get past this barrier. (look at literature in general on this topic). Is there some way safe way to ease students into asking for help? (e.g., start with chat)

Perception that the Library is Helpful	s1: form me, my first research paper, i don't even know what the cover page is and how to cite the study, maybe, in MLA format. So my first quarter in DePaul, I was transferred from China, where there is no cover letter or anything i learned before. and then i have not idea if our librarian can help us or the writing center , so my first quarter i didn't use and resources on campus. that's why i got not good grades.		
Perception that the Library is Helpful	s3: vaguely. it just gave the library website and then all the services available, and if you needed help. And i remember that they had this chat with a librarian that i found helpful. because when i did have a research project that came up, and i hadn'd done one, because it was my first quarter, that I, you know, just typed the librarian and was like "can you help me" Like i don't even know where to go to find these books or how to reserve it. And they were SO helpful just finding the book I needed. Cause it was, like, this is the topic. Yeah, it was great.		
Overwhelme d	s6: yeah, i would say i agree with all that. trying to think... i haven't really done too much. i don't really know too many other transfer students until recently, so i've just kind of been trying to navigate things on my own. it would be helpful to even, trying to think....i kind of remembering signing up for something,		So how do we help them not be overwhelmed? Don't be overwhelming in our messaging! Be careful and timely. If students are being self-directed in learning, make them aware of resources they can use to learn about the library. We

	maybe, when i first started, but it's so overwhelming... so it would be nice to have more contact with other transfer students--that kind of thing.		just need to keep in mind that we are one of the challenges they are dealing with--they may have other tech challenges, etc.
Overwhelmed	s7: i felt a little underprepared because our instructors assumed that we already knew that - how campus connect and d2l all worked out of the gate, which was fine. i can learn that on my own time, but it was a little overwhelming for my first quarter too. it was also a switch from semesters to quarters--didn't really help with that time management. But as it went on it got a lot easier. and i didn't start learning about all of the resources at the library until i started my job as a transfer orientation leader. that's the only way i knew how to use an of that stuff. i was very much on my own because professors were working on the assumption that i had done all of my first year stuff not knowing that i was a transfer student.		
Overwhelmed	S7: and the orientation is so hectic, and we stuff all of these folders-- I couldn't even tell you what half that stuff was anymore because it's just so much content. And it's a little overwhelming. I think that if that information came to you kind of like "hey the library exists" in orientation and then week two, hit the reminder, "you're working on something and you need		

	assistance, we're here. Cause like at that point, i feel students are kind of like "oh no, i need help, and i'm too afraid to ask for help-- at least that's how I was.		

Students' Suggestions

TOPIC	RELEVANT QUOTES	SUMMARY	HOW CAN WE USE THIS INFORMATION?
Advertising/Marketing	s8: and i feel like that could be discouraging for them [the library] to do because they don't think anyone would show up, but if they highly advertise it, i think people would actually enjoy it a lot. like putting it on all the website all the computers and stuff that are in the rec center and university center place and the library in the loop and all of the classrooms and stuff around there.	Suggestions from students for advertising a library orientation are: (1) advertise an event on the computer websites, in the rec center (?), classrooms, and university center (?). (2) Email would be useful, especially for commuter students since they are not necessarily on campus early to know about an event.	Maybe an orientation for transfer students would fly? And email seems to be the preferred mode of communication.
Advertising/Marketing	s6: i think email is really helpful to just like -- I am commuter students so I'm not here all the time unless I have class. So I won't know to come early for an event unless I see early enough to you know plan on that.		
advertising/marketing	s7: i'm really good at finding events like three hours after they happen		
Borrowing Policies	s1: in my previous school, we can borrow the calculator, graphing calculator, and to our class for maybe two hours, not just limited in the library.		Expand the borrowing policy for calculators beyond library use only so that students can take them to class. In general, being aware that transfer students are probably commuters and have limited time. May not be able to check out and use these on site.

	s7: Trying to think. i know that like TSU does things on getting transfer students to meet and hangout together. their theme last year was like "you've got a friend in tsu," so it was like all Toy Story. But I think if you could partner with them, cause they reach out to a lot of transfer students when they sign up in that first welcome week stuff or whatever that's called where all the school clubs are out there....maybe do something like "transfer student resource" session where they can come in and get more in-depth thing vs. a, like ,bullleted list in the mail. Is only if they want more specific information. that would be nice. cause sometimes i need to be walked through, especially when i go through i-share, like i said earlier, it feels like it is a whole new website everytime i look at it, because i don't remember at what point i log in to ask for what i need. it feels like it's different every time. Just to have, kind of like baby me through that that would be nice so it sticks.	Two students expressed an interest in connecting with other transfer students, one specifically mentioned that it might help make things less overwhelming because s/he was trying to navigate things on their own. The second student suggested that we partner with the TSU because they reach out to many transfer students during welcome week. Perhaps we could have a "transfer student resource" session from the library during the welcome week event.	
Connect with Other Transfer Students			Students seem to want to connect to other transfer students. Student ambassadors. Slightly different from what we heard Tom saying. Welcome party for the transfer students with liaison. Are there other new student events that we can work with/latch on to?

Connect with Other Transfer Students	s6: yeah, i would say i agree with all that. trying to think.... i haven't really done too much. i don't really know too many other transfer students until recently so i've just kind of been trying to navigate things on my own. it would be helpful to even, trying to think... i kind of remember signing up for something, maybe, when i first started, but it's so overwhelming...so it would be nice to have more contact with other transfer students--that kind of thing		
Librarian Email	F: that sounds like you got the email just when you needed it. S3: Yeah F: And it had the right source of information to help you get to the services you needed, particularly the Askalibrarian, the chat service, and that provided you with more useful information than the tour, based on the use of the things that you actually needed at the time you needed them.	Students recommended having the library send periodic emails to remind students of our services and/or communicate workshops or library events. Students are overwhelmed during orientation and may not be ready for the information at that time--especially as it relates to research related topics.	We can do this! Emails.
Librarian Email	s6: I definitely think just like somebody from the library reaching out through email once in awhile would be good because i can't really remember too many emails from the library, in general. i just think that like if there was an even for something in the email being sent out our "today we are going to talk about		

	where you can find information on citations" or like that kind of stuff, even if it's just like a weekly newsletter almost what's happening in the library.		
Librarian Email	s8: Yeah (in agreement). Or if it was just like an email or something with that information in it.		
Librarian Email	s8: It really does help because i get them from clubs all the time and that's how i found out about the new club that i had just joined. and i love it to death. and it's cause they always send emails and sometimes they go in the trash, but then sometimes you see them. that's when it really helps		
Librarian Email	s7: i transferred in the winter, so i missed a lot of that like that first rotation of a lot of resources and whatnot sending their info because new students usually only show up in the fall. so i missed like everything. it would be nice if it was like a quarterly kind of update		
Librarian Email	s8: and then it's there if you want it; if you don't want to look at it, you don't have to but it's there.		

Librarian Email	s7: that's always the worst. and like we try and teach students at orientation to like be vigilant and check your emails. but i think email is like the best way to reach any, any of us. that would be so useful. i just. we also had like, i did orientation over spring break for students that were joining for this time and we had maybe 30 total. and i feel like they are going to miss a ton of resources because they just started.		
Librarian Email	s7: Yeah, so i think that like little email reminder: " hello-remember us--we exist--here's some advice"--like bulleted list of resources would be nice to just have that and refer back to it. Because what I did was I just hung out with fellow transfer students in a class where we're like "i don't know what the heck we're doing" and so we tried to figure it out kind of together and so we floundered around a bit.		
Librarian Email	S7: and the orientation is so hectic, and we stuff all of these folders-- I couldn't even tell you what half that stuff was anymore because it's just so much content. And it's a little overwhelming. I think that if that information came to you kind of like "hey the library exists" in orientation and then week		

	two, hit the reminder, "you're working on something and you need assistance, we're here. Cause like at that point, i feel students are kind of like "oh no, i need help, and i'm too afraid to ask for help-- at least that's how I was.		
Library transfer student event	s7: I feel like i only know any of this because i work for NSFB where it's just like it's hammered in every direction. TSU is actually pretty good about helping students finding more resources. but they don't do enough eve nt, in my opinion. but like the moment you say there's free food and candy at the thing, you usually get a big response. so i think if they like had, like if the library did like at the beginning of every quarter, like week two, like a resource day where you put a candy bowl in there, people would show up.	One student recommended having a library transfer student event (more social/brief orientation).	See 17 -- be sure to have a social component

	s7: Trying to think. i know that like TSU does things on getting transfer students to meet and hangout together. their theme last year was like "you've got a friend in tsu," so it was like all Toy Story. But I think if you could partner with them, cause they reach out to a lot of transfer students when they sign up in that first welcome week stuff or whatever that's called where all the school clubs are out there....maybe do something like "transfer student resource" session where they can come in and get more in-depth thing vs. a-- like--bulleted list in the mail. It's only if they want more specific information. that would be nice. cause sometimes i need to be walked through, especially when i go through i-share, like i said earlier, it feels like it is a whole new website everytime i look at it, because i don't remember at what point i log in to ask		
Library workshop	for what i need. it feels like it's different every time. Just to have, kind of like baby me through that that would be nice so it sticks.	Four students mentioned that it would be useful to have a library workshop for transfer students (not just a tour).	Students may be open to having a workshop if we market it a certain way

Library Workshop	s8: and i feel like that could be discouraging for them [the library] to do because they don't think anyone would show up, but if they highly advertise it, i think people would actually enjoy it a lot. like putting it on all the website all the computers and stuff that are in the rec center and university center place and the library in the loop and all of the classrooms and stuff around there.		
Library workshop	s2: i would say come to ur classrooms and give u, like a crash course in how we can use it to our advantage. that would definitely be beneficial.		
Library workshop	s2: does the depaul library do workshops?		
Library workshop	s5: yeah, i feel like, like come off that, if i was to come in and go up to the desk and be like "how do i do things?" they'd be like... not push me off, but they would know how to respond to it. but having someone with like, that'slike designated to kind of like talk to somebody about how do you go through i-share, would be helpful.		
Online orientation	s6: well i think the online orientation would be a good one because they could just record like a webinar type thing where they are like " and this how you navigate the webpage" or...even just knowing that would be helpful.	Two students mentioned that an online orientation to the library for useful for students.	We could do something online as a supplement.

Online orientation	s8: the online would be really nice just to like know what's like even if they did a like a mini tour stuff and showed everything that was going on in the library, that would be really nice.		
Orientation/Tour	s6: i think they should be involved in the orientation 'cause you definitely have to do an orientation no matter what kind of student you are. but i think it would be helpful if they actually played a role in those or had at least a presentation or something um	Two students mentioned that it would be helpful for the library to have more involvement in transfer orientation, as well as ensure that tours included tours of the physical library space (and not just pointing). Student wanted more information about services, where to go for what, etc. in the library. One student noted that she found the packets of information distributed to incoming transfer students at orientation to be overwhelming. Two students noted that the transfer fair was not the best place to learn about things because of the short amount of time, the number of tables, and the fact that most people went to the tables for the freebies and not the information.	Reconsider putting information sheets in transfer packets (if we do); transition fairs may not be the best use of our time. Talk to Tom. Maybe have PRTs do tours.
Orientation/Tour	S3: i would just say, what i said earlier is actually going in and walking around. because the first time, it was, like, not hard for me to go in, but it was kind of this space that i hadn't been in yet, and i had to go in kind of like by myself and look around. so i feel like if we had all gone in there together in the		

	orientation, i would have felt more comfortable to just to in and ask for help earlier.		
Orientation/Tour	s3: i think that if they included a segment in the actual orientation, just because they could hit all the students no matter what college or class you were in. just basic walk through of the space and then like "go here to do this, and you can also do that." it would take ten, fifteen minutes even, but i think that would really help		
Orientation/Tour	F: ok, so a more in-depth tour as part of your orientation process that would highlight different areas of the library or different services that are available, similarly to your mention of better signs that lets you know what's here so when you need it you can come back		
Orientation/Tour	S7: and the orientation is so hectic, and we stuff all of these folders-- I couldn't even tell you what half that stuff was anymore because it's just so much content. And it's a little overwhelming. I think that if that information came to you kind of like "hey the library exists" in orientation and then week two, hit the reminder, "you're working on something and you need assistance, we're here. Cause like at that point, i		

	feel students are kind of like "oh no, i need help, and i'm too afraid to ask for help-- at least that's how I was.		
Orientation/Tour	s6: well and it's too, it's too busy and...you don't have a lot of time at each table to really like understand anything. and without seeing it, i think you are just like "yeah, okay more things"		
Personal Contact with a Librarian	s2: I think just having, when we do the tours and stuff, having a person that can give you more information on the library. like, having the librarian come out and say her name and what she does and stuff. i think that would be really helpful, because then later on in the quarter if you need help, you can go to that librarian.	Several students suggested involving librarians in the orientation sessions so that the librarian could provide more information about library services and tools (databases).	Create opportunities for transfer students to connect with a librarian.
Personal Contact with a Librarian	s2: i think, cause my first tour that i took, they didn't really go that in depth about the library, so i think just giving us more, providing us with more tools about how to access the different library services that they provide and guiding us to maybel, like, a librarian that can help us would make the transition a lot easier.		

Personal Contact with a Librarian	s6: i think in the orientation you do meet with someone who is supposed to be involved with your department. and maybe for like history or english or something where you are going to be doing a log of research-based things, maybe someone could be there or at whoever that department head is could give you even just like a pamphlet or something about the library and let you know where you can go if you need more information . might be a good first step.		
Personal Contact with a Librarian	s1: to introduce us to which databases are available in depaul, so we can just use depaul library website and log into this kind of database. yeah, and also because the librarian would know a lot of formats of citation		
Personal Contact with a Librarian	s2: i think, cause my first tour that i took, they didn't really go that in depth about the library, so i think just giving us more, providing us with more tools about how to access the different library services that they provide and guiding us to maybel, like, a librarian that can help us would make the transition a lot easier.		
Signage	s5: And like a map maybe to see like what's on each floor would be good.	Two students mentioned that better signage in the library about what services were offered where would	Better signage..

		be helpful.	
Signage	s1: for me, i think if in the front desk there is a sign or anything that would say we provided these things, that would be helpful for us. Just so maybe glance it, and then we'll say ok, maybe we can borrow the textbook, or maybe we can borrow the laptop, or anything like that.		
Signage	F: so maybe better signage indicating what sorts of services or help are available at this point would be useful. even if you don't need it right now, just remember that there's textbooks here or laptops or whatever. ok		