

LOEX
Fall Focus
2023

JumpStart Your Learning:

Developing and Implementing
Library-Led Transition
Programming
for New Students

Joel Fonstad and Jill McMillan

November 14, 2023

Introductions

Joel Fonstad

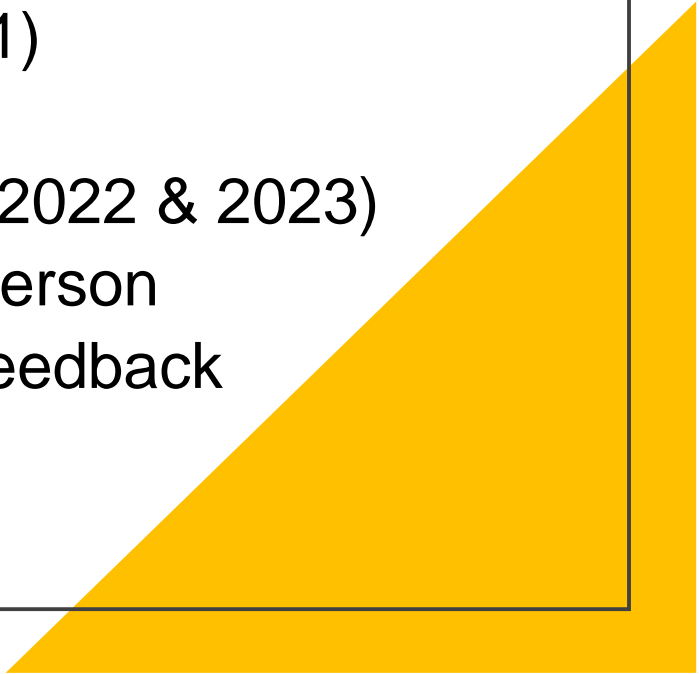
Learning Specialist
First Year Experience and
Student Transition

Jill McMillan

Learning Specialist
Graduate Writing and
International Graduate Student
Academic Transition

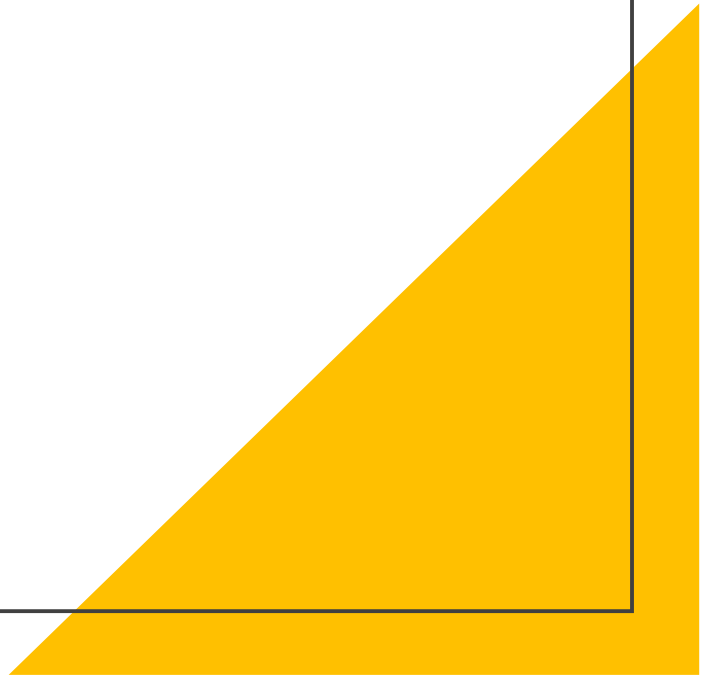


Agenda

- Academic transition programming
 - Context
 - Motivation
 - Process
 - First iteration (2021)
 - Online only
 - Revised program (2022 & 2023)
 - Online and in-person
 - 2023 Student feedback
 - Final thoughts
- 

Institutional Context

- No pre-term academic skills development programming for incoming students
- Two pre-term touchstones
 - 1.U-Start** (May-June)
 - Logistics of registration
 - Administrative tasks before arrival
 - 2.Orientation** (day before classes)
 - Administrative tasks in specific colleges
 - Wayfinding
 - Promoting student services and clubs



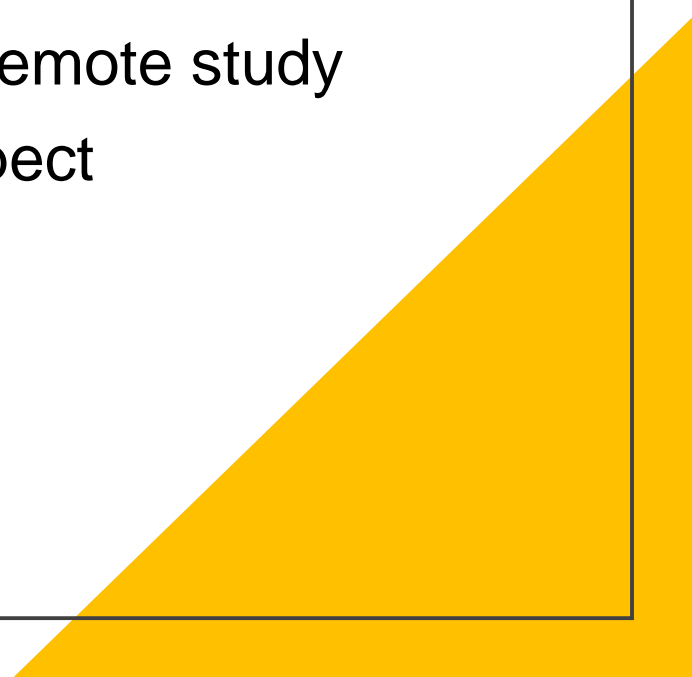
Library Context



- Houses Academic Support programming for the institution
 - Writing Help
 - Math & Stats Help
 - Academic Skills Development
 - Research Skills Development
 - Supplemental Instruction for specific first-year courses
 - First-year Learning Communities for specific colleges

Motivation: 2021 Online Program

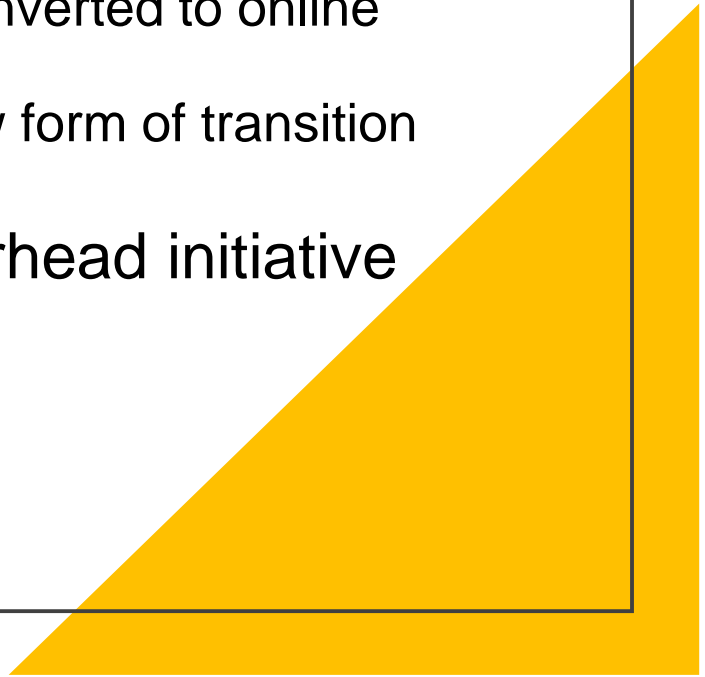
Institutional context

- Summer 2021 preceded a term of intense confusion for our students, particularly our new students
 - Hybrid approach after full year of remote study
 - Students were unclear what to expect
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

Motivation: 2021 Online Program

Library context

- Timely to leverage new resources to support anxious student body
 - In-person programming had been converted to online programming previous year
 - Pre-pandemic interest in offering new form of transition support
- Envisioned as low-stakes/low-overhead initiative





Our guiding question: How can university libraries help prepare incoming students for the rigors of a new academic program?

Inspiration from Lizzio's (2011) student lifecycle model, seeking to address needs at each of the transition stages:

- Toward,
- In,
- Through, and
- Out.

JumpStart Online (2021): Goals



To address an institutional service gap



To gauge interest in an academic-skills focused event



To improve student awareness of Library's supports BEFORE they arrive



To create an experience for students to build their confidence about starting a new program

Process



4-day program in mid-August

Mix of undergrad and graduate-focused programming



Recruited Library employees and Peer Mentor volunteers to facilitate and moderate



Partnered with other student services units (Career Services, Wellness, Undergraduate Research)

- Scheduling considerations
 - International students
 - Summer jobs
- Sessions built on existing workshops
 - Primarily presentations with interactive elements
- Added panels
 - Faculty
 - Academic Advisors
 - ‘Ask Me Anything’ sessions

Promotional Strategy

- Social media posts (Library & USask IG)
- Email to new students sent by central communications
- Email sent via College of Graduate Studies



Results – Year 1

- Initially set the cap for each session at 50 participants
- Raised caps to 75 and then 100 participants per session, following demand
- Strong conversion rate compared with regular programming
- Workshop attendance reached 1310
 - Fall workshop attendance for comparable Library workshops usually totals between 1000-1500
 - Unanticipated, impressive result
- 548 unique attendees

SESSION TITLE	ATTENDEES
Writing Basics (two offerings)	78 & 41
Reading and Note-Taking	77
Managing Your Time in University	74
Professor Panel	72
Embracing a Mindset to Learn	70
Online and In-Person Learning	69
Making the Most of the Library (Graduate Students)	68
Writing a Scholarship Proposal	67
Grad Writing and You	63
Study Strategies	65
Research Data Management	63

Most Popular Sessions: Year 1 (2021)



Survey Results – Year 1

- Sent to all 500+ unique participants
- Low response rate (8%)
 - Disappointing due to the high level of anecdotal positive feedback
- We did not offer an incentive for completing the survey
- Feedback that was received was positive →

“I have a better idea of how to succeed in University when it comes to managing my time, note taking and writing, which were things I struggled with in High School.”

“The Professor Panel was amazing to be a part of. I learned a lot from all of the workshops attended.”

Revisions for Years 2-3

Lessons from year 1

- Some tech issues (Zoom)
- Questions about textbooks, strategies for students with ADHD
- Decreased online JumpStart to 3 days
- Aligned grad and undergrad sessions on similar topics to tighten up the schedule

Additions

- Website
- Session with Access and Equity Services, both student unions
- Stronger partnership with campus partners, allowed for inclusion in campus-wide extended orientation planning
- Additional pre- and post-training offerings for students in Mental Health First-Aid and Suicide Prevention

Student testimonials

We asked participants what they found most useful about JumpStart and here's what they said

"The Professor Panel was amazing to be a part of. I learned a lot from all of the workshops attended."

"Amazing and Passionate presenters!"

"Learning different strategies for note taking and studying and that it's ok, and even preferred, to use different strategies for different classes."

"I found the managing your time in university session in particular to be quite helpful, as it presented some information, tips, and strategies that I had not yet read anywhere else, which seemed as though they would be very effective."

"Learning how to write based on the different disciplines."



"When they mention that there are always resources available to provide help for students who need support and show how to access them."

Website: Pragmatic & Promotional

Primary Change: On Campus Day

On Campus Day

- Day-long programming for first-year undergraduate students
- Offered on-site
- 60 seats available

Program

- Community building activity
- Session on note-taking
- Mock lectures (choice of two)
- Panel with current students
- Case studies activity about student support services
- Self-guided tours

JumpStart programming: 2022 & 2023

JumpStart Online


- 3 days
- New undergrads and grad students
- Interactive workshops
 - Peer mentors
 - Library staff
 - Librarians
- Campus partners
 - Panels

JumpStart: Campus Day

- 1 day, 10am-4pm
- Lunch provided
- First year undergrads only

2022		2023	
Intro to University-Level Writing I: Typical Challenges	93	Reading & Note-taking in University	107
Reading and note-taking in university	83	Managing your Time and Tasks	63
Managing your time in university	66	Intro to University-Level Writing I: Typical Challenges	61
Beyond the lecture hall: An introduction to the USask community	63	Transitioning to University-Level Study	51
Intro to University-Level Writing II: Tools and processes	60	University learning	49

Top 5 Most Popular Online Sessions: 2022 vs. 2023



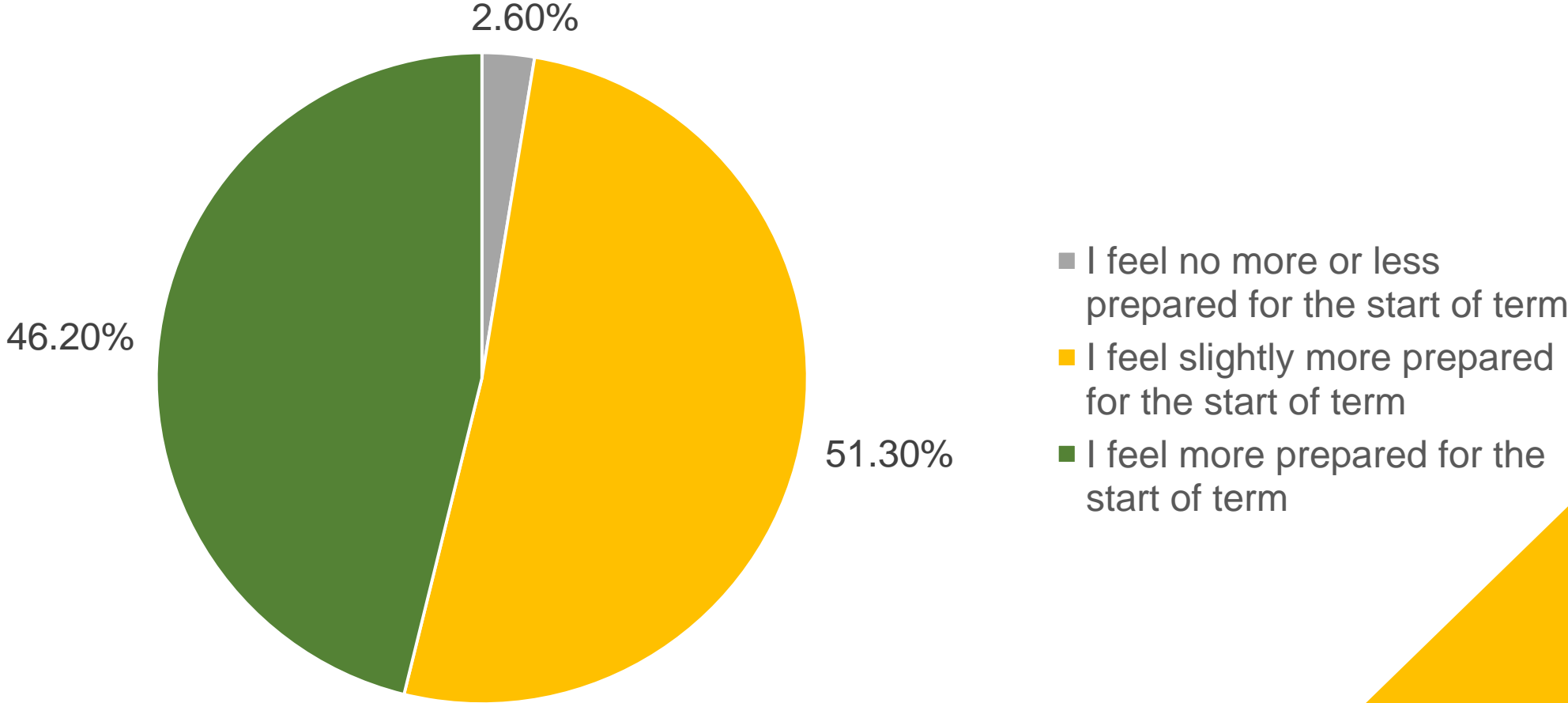
Survey response rates for 2022 & 2023

- Added incentives following low response rate in 2021
 - Chance to win \$25 campus gift card
- 2022
 - *Online*: $62/309 = 20\%$
 - *Campus Day*: $23/37 = 62\%$
- 2023
 - *Online*: $39/242 = 16\%$
 - *Campus Day*: $37/50 = 74\%$

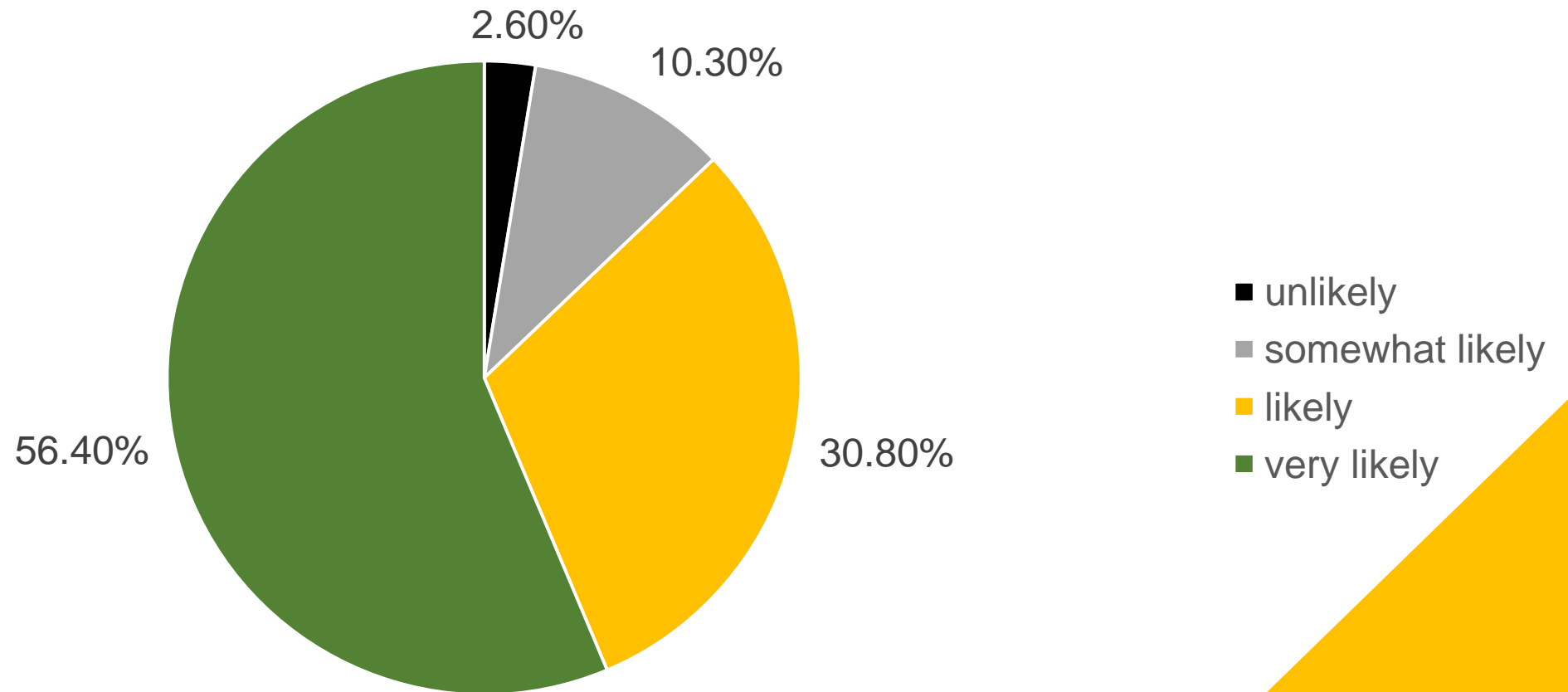
Online 2023: Student Feedback

- *As an international student, the information about different services, as well as dos and don'ts in USask was the most useful part.*
- *Being able to ask questions directly to professors and other staff*
- *Being reminded that it's okay, and this is new to a LOT of others, not just me.*
- *Gaining perspective about life in Saskatchewan as well as the student life in Saskatchewan*
- *I liked the fact that those that gave me the « lectures » were students who could advise us depending on their own experience (the student perspective).*
- *I enjoyed listening from the different perspectives of students and teachers. They provided lots of examples from their own experiences and were super easy to communicate with.*
- *Learning about the different services like writing and math and stats help the library offers*
- *Highly knowledgeable presenter*

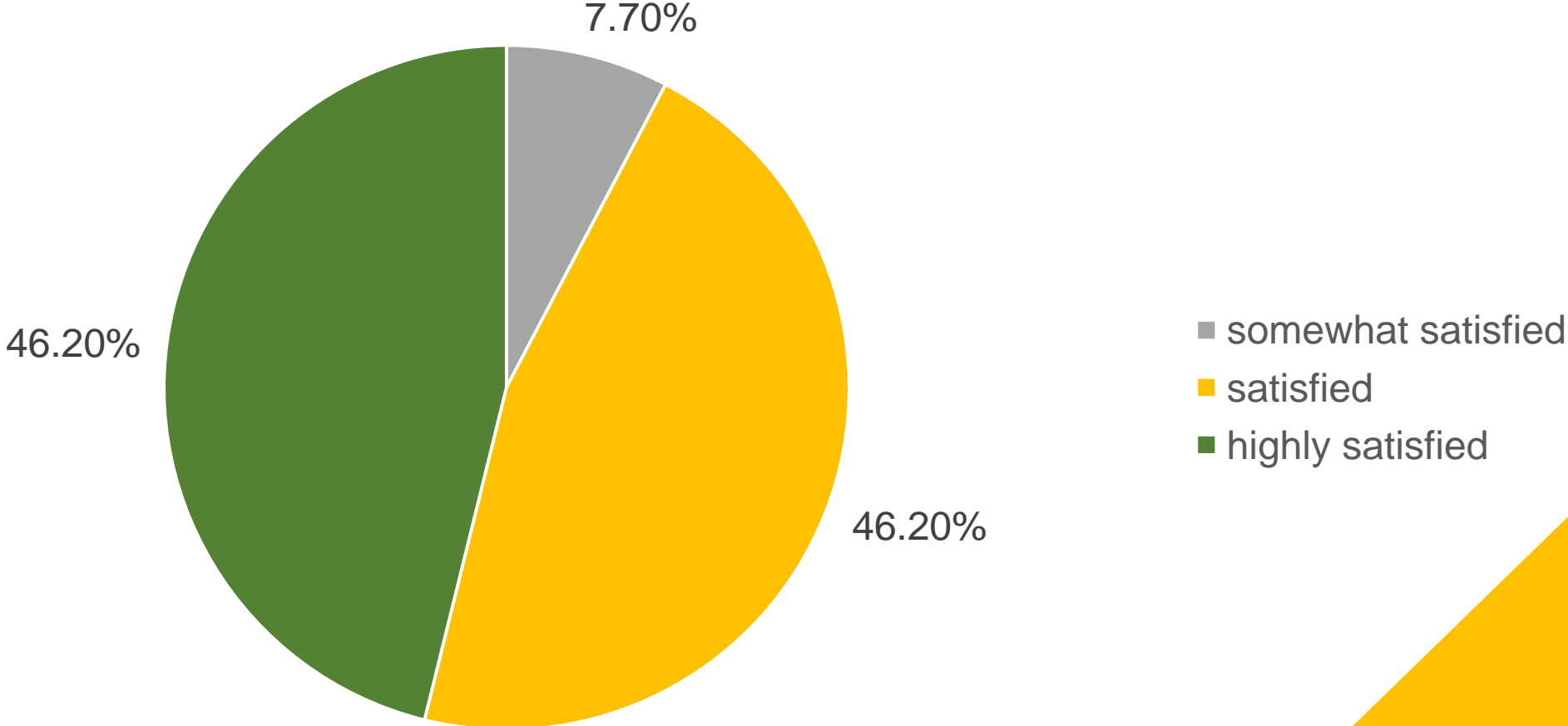
After attending the event, do you feel more prepared for the Fall term?



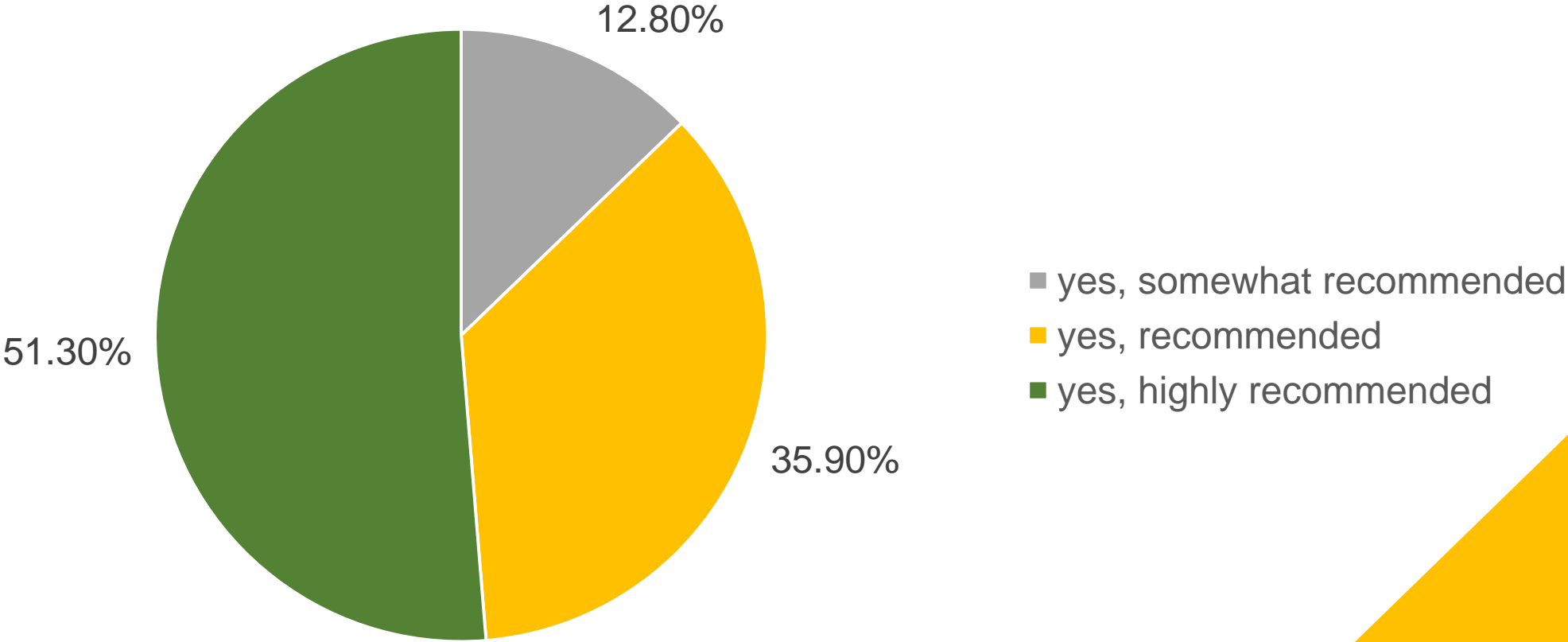
After attending the event, how likely are you to use Library services and supports in the Fall term?




Overall, how satisfied were you with the event?



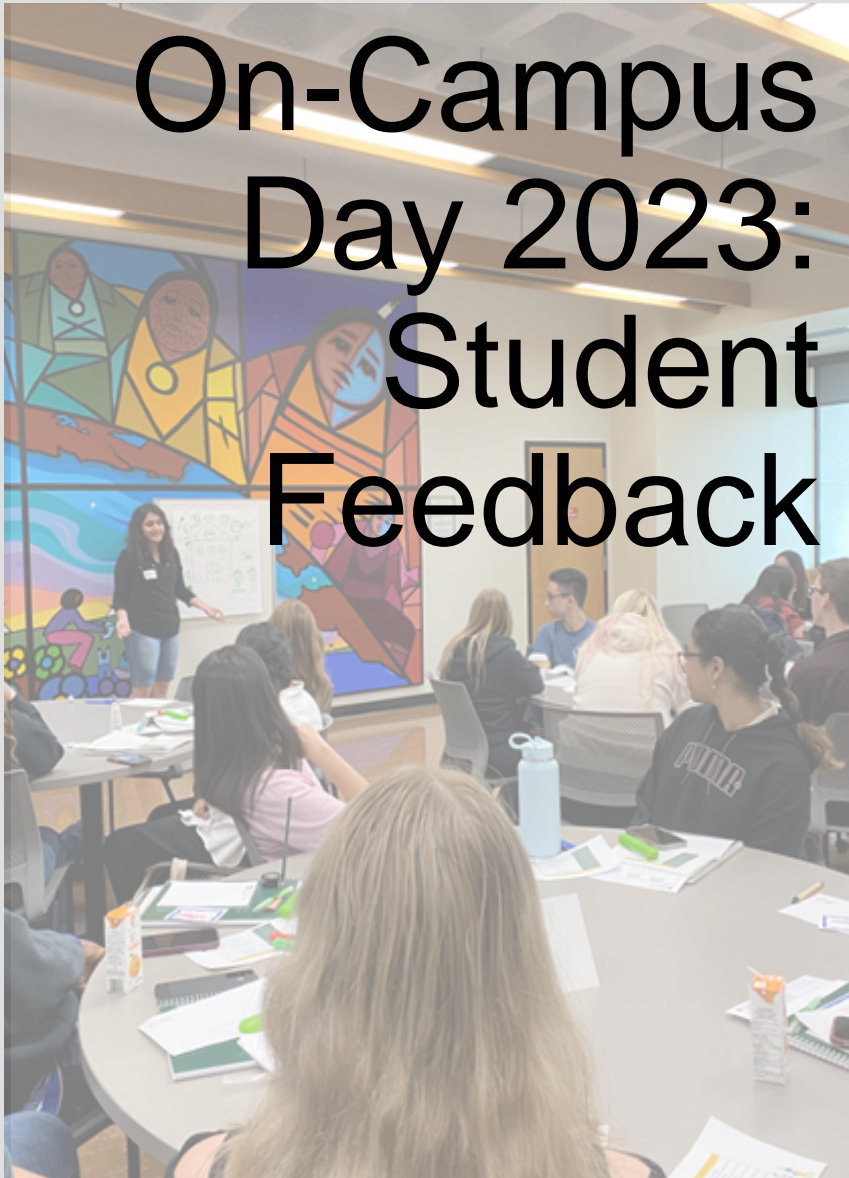
Would you recommend that new USask students attend JumpStart Orientation?





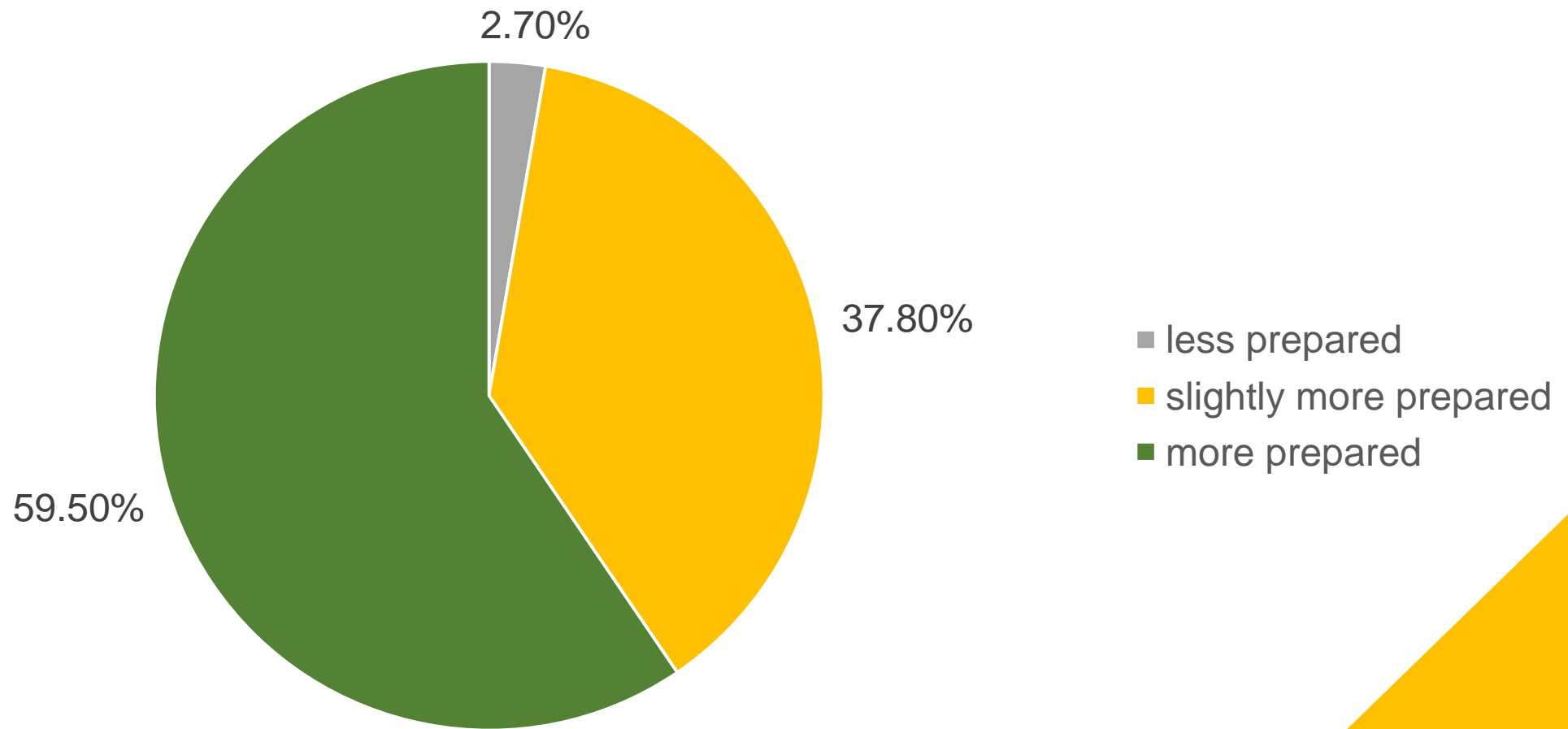
JumpStart: Campus Day 2023

On-Campus Day 2023: Student Feedback

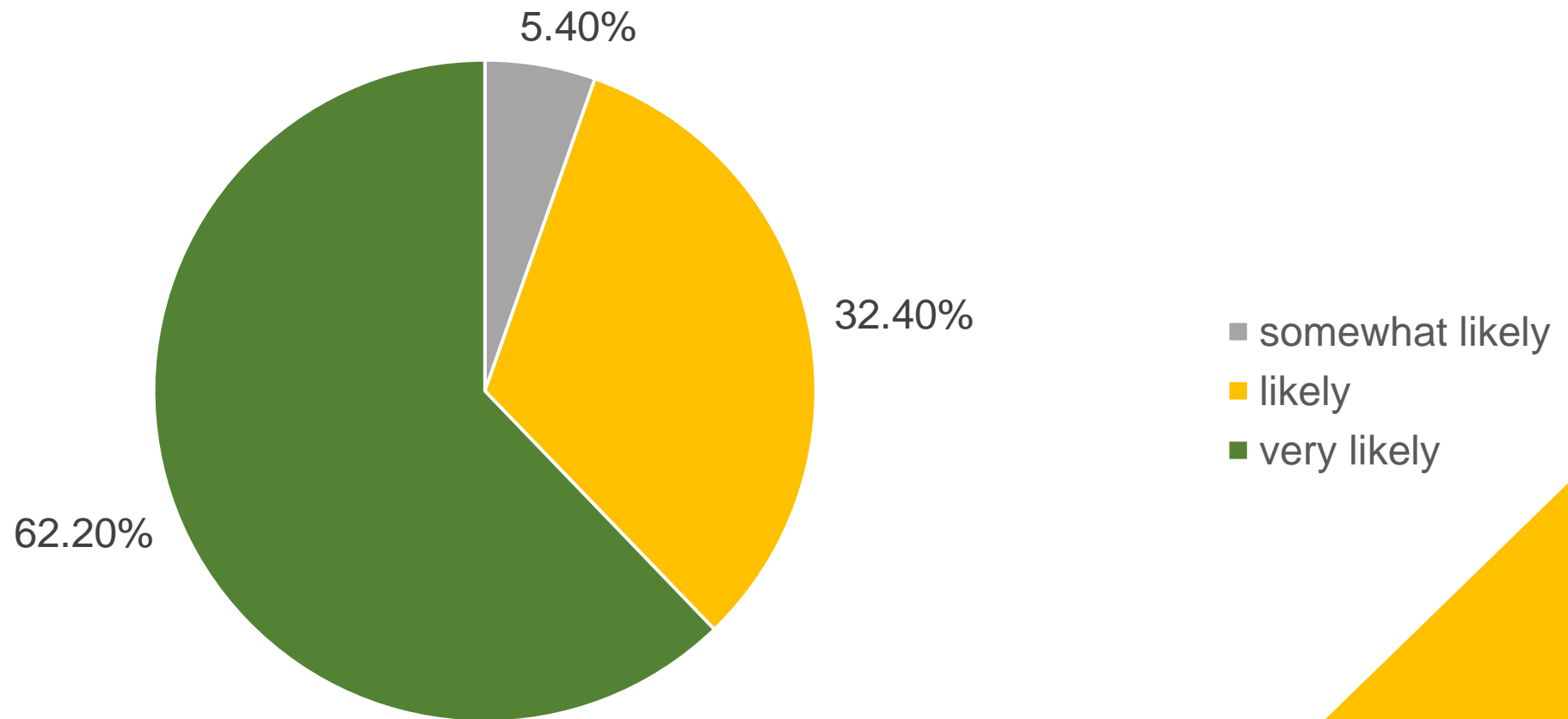


- *The student questions and answers panel was very good. They had great answers and insights to the questions and answered them in ways that considered multiple angles. The university staff present at the event also gave great advice during this section and throughout.*
- *Being able to see that my anxiety is shared by all first year students.*
- *Getting to meet new people and learning tips and tricks that I never knew before.*
- *The whole experience was amazing, the most helpful part of the experience was notes taking and taking all the useful links for different parts of the university.*
- *The most memorable part of the event was attending the different workshops that provided insights into different resources on campus making sure students know what's available to them and the senior student panel allowing me to understand where I am at now and how I can potentially grow is really motivating and reassuring!*

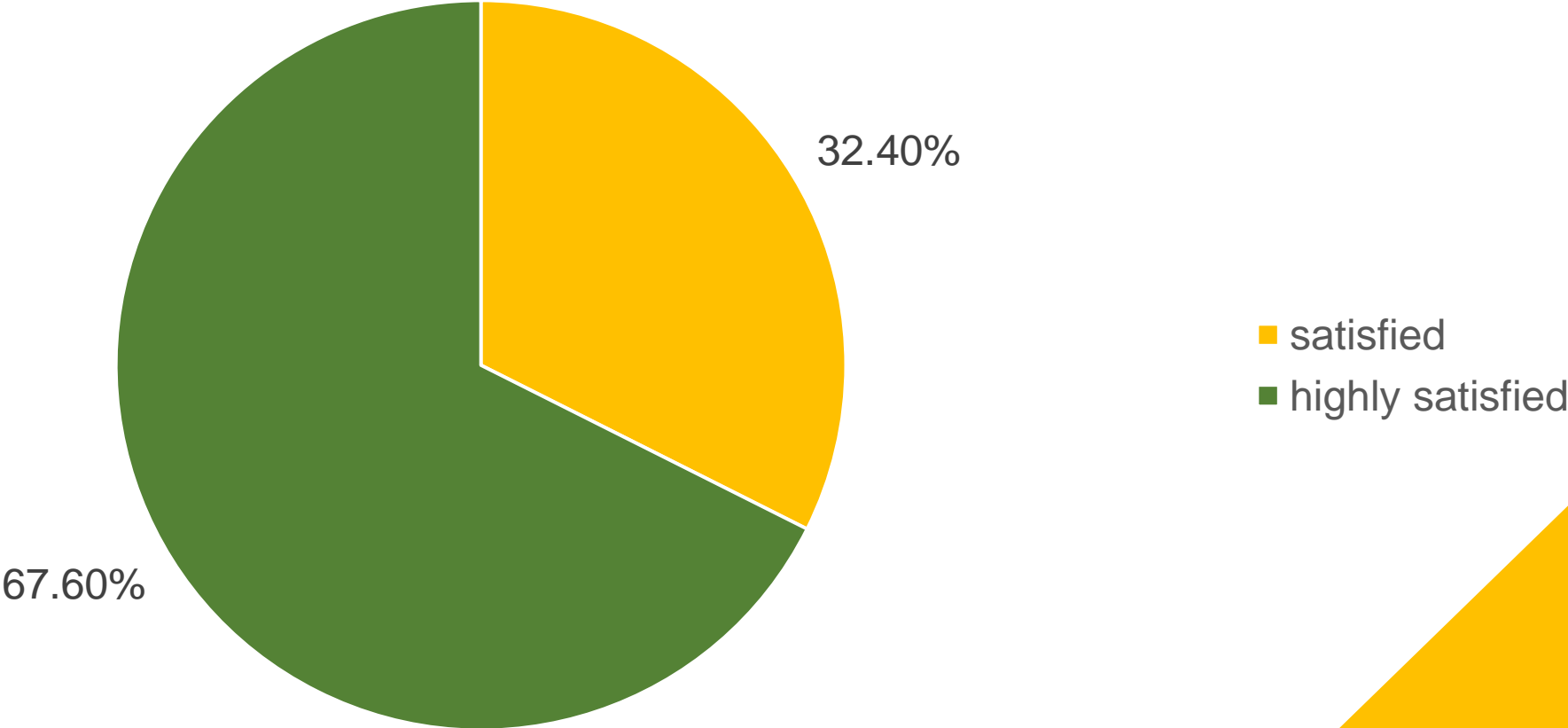
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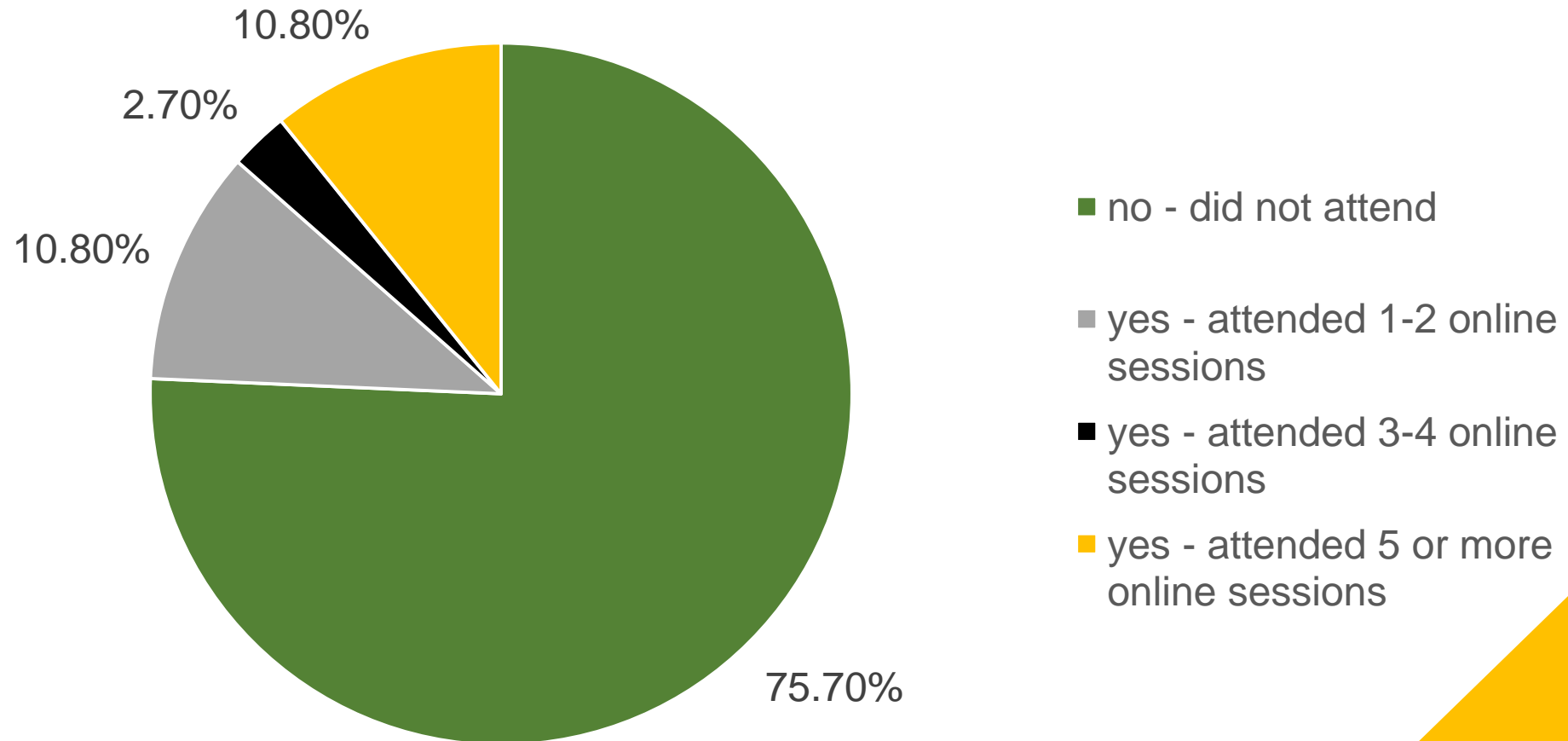
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Overall, how satisfied were you with the event?



Did you also attend the online JumpStart orientation?



Going Forward

Recommendations

- Conduct an environmental scan of your institution to determine what orientation programming is already being offered and who you can partner with
- If little to no programming is offered, consider the library's capacity (staff availability, funds) to undertake new programming and establish a planning team
- Determine mode of delivery (online/in-person)
- Determine ways to address accessibility concerns
- Determine how your existing programming can be leveraged/repurposed for the event to cut down on volume of preparation
- Reach out to campus partners to bring them in on the planning, particularly any academic support units
- Contact centralized communications units to aid in promotion, particularly any dedicated to prospective or new students
- Identify program outcomes and how to assess the success of the program to allow for a streamlined reflection process and to be able to build arguments to repeat programming in the future



Questions?