The Credo Second-Year Transition Guide:

Extending Retention and Student Success Efforts
Beyond the FYE

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A Note about the Author

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Why Second-Year Programs Matter

Looking into higher ed's most overlooked year

Introduction

Often lost in the transition between the welcoming support of the First Year Experience and the relationships formed with faculty once students select their major, second-year students present a unique set of needs. From navigating new social pressures, to forming their self-identity, to honing their academic skills, second-year students can quickly become overwhelmed. Addressing these issues effectively can boost retention, graduation rates, and student success—and libraries are in a unique position to help! In this guide we'll look at the reasons second-years often go astray, and examine strategies and programs libraries across the country are using to support students and extend the impact of library services.

Why Second-Year Programs Matter

Looking into higher ed's most overlooked year

What's So Special About The Second-Year Transition?

Following the excitement around the external transitions forced by the first year of college, the second year seems quieter at first glance. These students have figured out how to get around campus, made the transition to the more rigorous expectations of college courses, and made friends with peers. And yet, we've all heard about the dreaded Sophomore Slump. The idea of this phenomenon is not new: I recently found an article dating back to 1956 on the subject. The author claimed that, at his institution, the "sophomore slump" was not as widespread as expected (Freeman, 1956).[1] Yet even in this article skeptical of the concept, he notes challenges common to second-year students.

Consider your second year of college. Did you change your major? Make new friends? Lose a close friend? Did you experience an identity shift of some kind? Reflect on experiences from first-year and resolve to make more responsible choices? Typical second-year students experience transitions academically, in relationships, and in personal identity.

Academically, students are often still taking general education courses or pre-major courses with large enrollments. They may also be overcoming an academic deficit from first-year academic challenges.

Relationally, in the second year many students settle into more long-term relationships as they consciously seek out and select friends who better match their values and priorities.

Identity formation, with its internally focused work, is powerfully in the background of all of these transitions. The question "Who am I?" is a key question many students feel great pressure to answer in their second year of college.

What's in a Name?

Before diving deeper into solutions and supports for these students, we have to consider the issue of the labels, second-year and sophomore.

The term most commonly used in the literature today is second-year students because sophomores can apply to too many students. In particular, an increasing number of students enter higher education as incoming first-year students with college credits, making them sophomore rank by credit hour upon arrival. On the other hand, students who took remedial courses or for other reasons haven't accrued enough credit hours, might not yet be sophomores when they begin their second year.

For the purposes of this guide, we'll define second-year students as those who are in their second year as full-time students in a college or university, no matter their class rank.

1 Freeman, M.B. (1956) The passage through college. *Journal of Social Issues*. 12(4), 13-28.

At the same time, the design of higher education leaves this one of the least supported of all college years:

- **Students are often taking some of the largest classes of their career**
- **They no longer have access to the enriched support of FYE programs**
- **Advising isn't even required on some campuses**
- **While not yet in their major classes, students often take difficult gateway classes in which there is a focus on knowledge acquisition to prepare for future major classes**
- **This is the year students are most likely to have classes in which instructors do not know their names**

Understanding how to address these challenges requires us to take a big-picture look at how transitions weigh on students at the different stages of their college career. Once we appreciate the context of second-year students' development, we can better plan programming and resources to support them.

Transition Support Throughout a College Career

The language of transitions is common in student success literature. In my case, I have been heavily influenced by William Bridges' transition model. I was first introduced to this powerful model years ago when I was a member of a leadership team at a public library charged with merging two units. I have since learned that this applies to individuals as well.

Change and transition are different things:

- **Change** is the external circumstance that brings about the opportunity for transition. It is the situation.
- **Transition** is the inner process a person goes through as they come to terms with this situation.

Change and transition go hand-in-hand, but remain distinct. Importantly, the transition is a personal response to the change; it is internal and often invisible (William Bridges Associates). Looking at traditionally aged college students and the four years of a college education there are changes and potential transitions in each year.

First-Year: The Move From High School to College

Students have the opportunity to take ownership of their education as the fixed schedule of high school is removed. They also begin navigating the administrative and business aspects of being a student more on their own, in part due to FERPA putting distance between their parents and their education.

Librarian and library supports: There are ample opportunities to engage in programs that are wide-ranging and often collaborative through integration into common experiences like orientation, FYE programs, and first-year courses. The **Credo FYE Guide**, and the **blog posts by Ray Pun** (Credo's FYE correspondent in 2017 and 2018) are great resources for librarians focused on serving first-year students.

Second-Year: A Growing Personal Identity

Typical second-year students experience transitions academically, in relationships, and in personal identity. Academically, students are often still taking general education courses or pre-major courses with large enrollments. They may also be overcoming an academic deficit from first-year academic challenges. Many students settle into more long-term relationships as they more consciously seek out and select friends who better match their values and priorities. Identity formation, with its internally focused work, is present in the background of all of these changes. The question "Who am I?" is a key question many students feel great pressure to answer in their second year of college. Molly Schaller, a leading researcher of second-year students, describes this process of identity formation in her essay, "College sophomores: The journey into self." She explains how, at this stage, second-year students are engaging in both random and focused exploration.[2]

Don't forget about transfer and non-traditional students!

When transfer and non-traditional students arrive at the institution they share some of the orientation needs of first-year students but not others. They have experiences on other college campuses and in other life circumstances on which to draw that the typically-aged first and second-year students do not. Yet, they also don't know the unique features of your campus. So it is essential to find ways to ask about their experiences, to ask what they need and to provide support options available in flexible ways, such as adding links into the learning management system, offering short videos to explain local systems, and library information in spaces on campus frequented by transfer and non-traditional students.

Librarian and library supports: Ask second-year students to help first-year student orientation–focused events and sessions. They will relate with the first-year students and this teaching will provide an opportunity to reflect on what they have learned. Also, many campuses have second year programs and they vary dramatically across institutions. Seek out those on your campus working directly with second-year students.

2 Schaller, Molly A. (2010). "College sophomores: The journey into self." In Helping Sophomores Succeed: Understanding and Improving the Second-year Experience edited by Mary Stuart Hunter, Barabara F. Tobolowsky, John N. Gardner, et al. San Francisco, CA: Jossey-Bass.

Third Year: Building expertise in their field of interest

Identify formation continues from the second year, described by Molly Schaller's (2010)[3] final two stages of tentative choice and commitment. Often students pour themselves into their degree-focused coursework and find campus leadership roles. They're more likely to find a mentor in their major area. This is a time of rich intellectual growth and depth in selected areas of specialization.

Librarian and library supports: Here is when a subject librarian is a great help. Often student work in the third year requires licensed, specialized resources that are only available through the library. Subject librarians and the guides many create are increasingly valuable as the open web becomes less valuable. The third year is also a good time for students to engage with special programs such as the Undergraduate Research Fellowship program at Ohio State University Libraries, a partnership with the Office of Undergraduate Research and Creative Inquiry. Participating students earn fellowships to conduct their own research projects over the summer under the guidance of a library faculty member, often with unique library collections. The following fall semester they present their findings at a campus-wide research festival. Through programs like this, students in their later undergraduate years are supported in their development as scholars.

Fourth-Year: Finishing Strong!

During the fourth year students are typically wrapping everything up. Here one often hears students talking about how fast it all seemed to go. Students are completing difficult classes in their majors while also job hunting or applying to graduate school. A key transition theme here is applying what they learned in college to work and life after college.

Librarian and library supports: Provide information and resources around the job hunting process, such as teaching how to use business databases to research potential employers, and using the library space to host career events. This is also a great time to reintroduce students to public libraries, who will be the libraries to serve them after graduation. Lastly, finding ways to intentionally teach and model information seeking beyond the academic setting and in real world contexts will be valuable to this audience. The Project Information Literacy report "**Staying Smart: How Today's Graduates Continue to Learn Once They Complete College**," offers informed ideas to consider.

The college experience provides multiple opportunities for transitions. As students grow and develop, their needs also change. Librarian supports are most effective when they account for these changes and offer instruction and services appropriate to individual students wherever they might be in their college career.

3 Schaller, Molly A. (2010). "College sophomores: The journey into self." In Helping Sophomores Succeed: Understanding and Improving the Second-year Experience edited by Mary Stuart Hunter, Barabara F. Tobolowsky, John N. Gardner, et al. San Francisco, CA: Jossey-Bass.

Tips For Supporting Second-Year Students

The "sophomore slump" is a phenomenon we take for granted, but there are strategies we can use to support students who, after making it through their first year, still face challenging transitions. Here are a few things I've learned about working with second-year students as a faculty mentor for Ohio State's Second-Year Transformational Experience Program (STEP) and as the coordinator of library workshops for the STEP Professional Development Co-Curricular series:

Respect their prior experiences. Provide opportunities for students to identify prior knowledge on a topic at the beginning of instruction sessions. Not only does this emphasize your recognition of their experiences, it also gives them a chance to integrate that knowledge into the new information you're sharing.

Provide structure. This period of intense self-authorship can be very bewildering and disconcerting. Providing structure reassures students that there are certain things on which they can rely.

Offer choices. Within that structure, provide options and choices. This builds confidence for decision making in lower stakes situations. It also honors their individuality and allows them to practice exercising agency over their learning.

Let them change their minds. Second-year students are trying out perspectives, values, interests, etc. They might be passionate about subject A, and then 2 months later focus on subject B instead. Reassure them that this is healthy and normal.

Explain why. When you ask students to do something, explain 'why' as well as 'what.' This shows respect for them and helps them to see how it all fits into the overall context of your role in their education.

Don't treat them like first-year students. Avoid providing the same generalized and orientation-focused sessions that are popular in first-year programs for second-year students. When programs are offered for both first- and second-year students, explain why, and provide a chance for second-years to offer to the group knowledge they already have on the topic at hand.

The most important thing to remember when working with second-year students is best stated by Molly Schaller (2018): **"The door to self-authorship opens in the sophomore year."**[4]

4 Schaller, Molly A. (2018). Intentional Design of the College Sophomore Year. Chapter two of Sophomore Success: Making the Most of the Second Year, edited by Laurie A. Schreiner. New Directions for Higher Education, no. 183.

How To Find Second-Year Students On Your Campus

One of the challenges of working with second-year students is finding them: unlike first-year students, who can often be located thanks to FYE programs, second-years aren't as easy to connect with. While more campuses are building second-year programs (46% of institutions that responded to the 2014 National Survey of Sophomore-Year Initiatives[5] reported offering such programs), they take a variety of forms. In fact, most of the initiatives have only been in existence 2-5 years and are likely not as comprehensive as their first-year counterparts.

Inspired by the National Survey of Sophomore-Year Initiatives, here is a list of tips for finding second-year students on your campus:

Focus on the nicer residence halls: Some institutions require that second-year students live on campus as part of their sophomore program. One of the enticements will be the opportunity to live in the recently renovated or newly built residence halls. Connect with the hall directors to see if they are seeking academic programming in those halls.

Look to learning communities that include second-year students: Many of them already feature programing and might be open to adding a library component.

Be a mentor matchmaker: Second-year students are often more ready to seek undergraduate research than incoming first-year students, and these seekers often need help finding mentors. Make a LibGuide and offer a workshop on using databases such as Scopus and Web of Science to identify potential mentors.

Reach out to academic advisors: As many second-year programs focus on academic advising, connecting with these partners is critical. Find the coordinators of advising on your campus and ask about joining regular meetings of advisors to hear about the challenges they see and to identify ways your library can assist them in supporting second-year students.

Partner with the campus Career Center: Many sophomore success initiatives are career focused. Make short bookmarks with tips for researching companies and include a link to a LibGuide or subject guide on the topic. Offer workshops with the Career Center on preparing for internship interviews—they can cover the resume and interview questions while you focus on the preparatory research.

Team up with student affairs professionals and others around class events: They often need help with these events, perhaps even advisors for trips. Find out who is offering the event(s) and see what help they might need. Start small with connections to relevant library materials, perhaps Credo Topic pages on the theme.

5 Keup, Jennifer R. (2015) "National Research and Trends on Curricular and Co-curricular structures: Supporting the Success of Second Year College Students." Presentation at AAC&U Centennial Annual Meeting, Washington, DC, January 21, 2015. Accessed at: http://sc.edu/fye/research/research_presentations/files/2015/2015%20AAC&U_Sophomore%20Presentation%20(1).pdf

The 6 Pathways That Indicate Whether Second-Year Students Will Thrive

Supporting second-year students in the midst of the multifaceted transitions they face is more than a matter of getting them to persist into their third year. Instead, we want our students to thrive. Thriving is an expanded picture of student success defined by Laurie A. Schreiner as optimal functioning in the three key areas of academic engagement and persistence, interpersonal relationships, and psychological well-being (Schreiner, 2010).[6] "Sophomores who are thriving are investing effort in their academic work and in the process of selecting a major that interests them and brings out their best. They experience a sense of meaning and purpose to their lives that provides direction as they engage in their classes, become involved in campus and community life, form healthy relationships, and make a difference in the world around them" (Schreiner, 2018).[7]

Through analysis of a decade's worth of data gathered via the Sophomore Experience Survey (more info on their surveys here), Schreiner and colleagues identified six consistently significant pathways to thriving in the second year of college. An important finding of this recent work was that the significance of some pathways varied for certain racial groups.

1. **Major Certainty:** White and Latinx students who are sure of their major are significantly more likely to thrive. This pathways is not significant among African-American and Asian-American students in their second year.
2. **Campus Involvement**: Being involved in campus activities is a significant pathway to thriving for White students.
3. **Student-Faculty Interaction**: This is a powerful pathway for all students, but only if they are positive interactions. Especially beneficial are interactions where the student feels the faculty member is expressing a personal interest in them.
4. **Spirituality:** Many students in their second year are facing critical personal developmental questions of identity and purpose, making spirituality a strong pathway for thriving. This was especially true for underrepresented students, for whom this pathway is twice as strong a predictor of thriving.
5. **Institutional Integrity**: Does the institution deliver to students on its implicit and explicit promises? For example, it matters when students of color experience levels of diversity on campus lower than the implicit promises of recruitment brochures, or when first generation students discover financial aid and other institutional supports aren't the same in their second year.
6. **Sense of Community on Campus:** This is the dominant pathway to thriving for most second-year students except African-Americans, for whom this is second following Spirituality.

6 Schreiner, Laurie A. (2010). The "Thriving Quotient": A new vision for student success. *About Campus*, 15(2), 2-10.

7 Schreiner, Laurie A. (2018). "Thriving in the second year of college: Pathways to success." In Sophomore Success: Making the most of the second year, edited by Laurie A Schreiner, *New Directions for Higher Education*, no. 183.

What influence do librarians and the library have on these six factors?

Librarians, whether in a faculty or a staff role, have the potential to provide the positive student-faculty interaction and support the sense of community on campus. This might mean leaving the library to become involved as advisors to student organizations, mentors in programs that pair students with faculty and staff, advisors for service and study abroad trips. Once these initial connections are made, the librarians' location in the library, often a central place on campus, makes them more available that other faculty might be. It can be challenging to get to know students in the library setting, because they're busy and so are we; it sometimes feels as though we are separated by an invisible barrier. Yet, when we leave the library and join in the activities on campus, we begin to take that barrier down.

The library as a place has the potential to help fulfill the implicit and explicit promises the students perceive by looking at our policies through the lens of a second-year student. Do we inadvertently make it harder for students to find the information they need? Do we put up barriers to use of the library? Work with second-students to get a view of the library from their perspective. You might be surprised to learn things like the fact that many students don't understand the names we use for key services (such as 'reference' and 'circulation'), or that they're intimidated by our service desks. Then change what you can.

The Library's Unique Role in an Engaged Campus

In *Student Success in College,* George Kuh (a student affairs expert on student engagement) and colleagues note that educators are in many places on an effective college campus, and each has a part in making an engaging college experience for undergraduate students (Kuh, et. al., 2005). Of course, librarians and libraries have much to offer toward these efforts.

Librarians are in a unique position, being in both the curricular and co-curricular worlds. Our organizations are often in the academic structure of the university for budget and administration purposes but we generally don't teach or oversee for-credit classes and majors like most of our colleagues in academic departments. Students are generally in our spaces by choice, outside of class. Yet we don't have to manage all that comes with the student affairs responsibilities of organizing student activities, housing and dining, and other locations where students go by choice. It's as if we have one foot in each world.

Making the most of both worlds is the key to libraries and librarians being part of an engaged campus.

Student engagement has two components:

1. The amount of time and effort students put into their studies and other activities that lead to student success outcomes and experiences
2. The ways the institution allocates resources and organizes learning opportunities and services to encourage participation (Kuh, et. al, 2005)

At first glance, it might appear that the library has little influence over these components, yet because we have a foot in both the curricular and co-curricular worlds, we can have a significant impact.

The physical library space offers an excellent opportunity to foster engagement. How might it be made to encourage additional time and effort by students on the things that will lead to their success? Many libraries have reconfigured their layouts to make them more flexible and adaptable.

At Ohio State University, we moved lesser-used items to closed storage facilities (with frequent delivery) in order to create more study seats in flexible areas. Students need both quiet, individual study spots, as well as places for group study and meetings. Sometimes overlooked is the need for student organization meeting space. Leadership experiences, such as roles in student organizations, are critical learning experiences and are key factors in engagement. Make it easier for students to reserve and use library spaces and you will help them to have more time on task.

Organizing learning opportunities is another area in which libraries can contribute to engagement. Librarians have long created research guides and held workshops. Unfortunately, these resources are often underused.

Make it easy for students to discover your offerings when they need them by putting them where the students are.

Add the subject and course guides to your institution's learning management system, ideally at the course level. In 2015, the Instructional Technologies Committee of the Instruction Section of ACRL published a tip sheet about different ways of integrating library resources into your LMS.

Get the workshops listed in other campus workshop series, ideally ones that include a strong incentive or requirement to attend. Some first-year programs include a workshop series of offerings from across campus and a requirement that students attend a set number. The students choose which ones to attend. In addition to getting the library sessions included in the series, make the library sessions fun and useful to students so they want to attend them.

When making decisions about space, services and policies, think in terms of encouraging student engagement, even in these non-instructional activities, and soon the library will be a key partner in your engaged campus.

The Power of Positive Everyday Interactions

When talking about second-year transition initiatives, it's easy to focus on instructional strategies, faculty collaborations, or splashy events—but don't lose sight of the small, everyday interactions your staff have with students. Surveys show that second-year students feel less supported than their fellow undergrads, a perception that could manifest itself as a barrier between them and your library's outreach efforts.

Everyday interactions between students and library staff are one of the factors students rate in the Student Satisfaction Inventory. This jumped out at me when reading "The Invisible Students: Service Excellence in the Second Year" by Denise D. Nelson (2018).[8] Prior to my work in higher education, I was a librarian for many years at a public library that emphasized customer service and I continue to strive for service excellence in my librarianship.

The Student Satisfaction Inventory (SSI) is one of the well-established instruments offered by Ruffalo Noel Levitz, a national consulting company supporting colleges and universities in gathering and analyzing data for student enrollment and retention. This instrument asks students to rate their level of satisfaction on a variety of measures and note the importance of each area. Nelson's article detailed her analysis of three years of SSI data from many institutions. She reported that satisfaction levels as well as what is important to students varies by class rank.

Results show that second-year students were overall less satisfied with the perceived caring and helpfulness of the campus staff with whom they interacted at both private and public institutions than other students. One exception was students at public institutions who rated the item *Library staff are helpful and approachable* the same across class rank. I hope that this means they were satisfied! The article does not elaborate.

The second-year students rated the element *Campus staff are caring and helpful* as most important. This is not a surprise. Students want to know that someone cares about them, their learning, and their well-being. George Kuh (2005) notes in *Student Success in College* that at schools with high student engagement there is shared responsibility for student learning and success.[9] It is everyone's job to support students. When everyone is working toward student success, it is expected to be student-focused and help students find what they need in a positive manner.

Likewise, when Gallup asked 30,000 college graduates about their current well-being and their college experiences, they found that students who had people who cared about them on campus (in this study, they note professors and mentors) they were significantly more likely to be thriving in their current lives (Busteed, 2015).[10]

These small interactions matter, establishing a pattern that will shape your students' perception of the library and the value of the services you offer. What may seem trivial today might nudge an individual to approach you later with a tougher question, having learned from such positive experiences that you will be attentive to their needs.

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8 Nelson, Denise D. (2018). "The Invisible Students: Service Excellence in the Second Year." In Sophomore Success: Making the most of the second year, edited by Laurie A Schreiner, *New Directions for Higher Education*, no. 183.

9 Kuh, G., Kinzie, J., Schuh, J. H., Whitt, E.J., & Associates (2005), *Student Success in College: Creating Conditions That Matter,* American Association for Higher Education, Washington, D.C.

10 Busteed, Brandon (2015) Is College Worth It? That Depends. April 8, 2015. https://www.gallup.com/education/237278/college-worth-depends.aspx.

Calendar of Second-Year Student Needs

Beginning of Fall Semester

Establishing healthy routines
Remind second-year students of library locations and supports for undergrads. I attend a Welcome Week fair for second-year honors students, and ask them where they studied last year and what libraries they know about. I then point out the other library locations on our campus and challenge them to find libraries closest to their breaks between classes to support good use of "down" time.

Meeting new people
FYE programming is traditionally focused on meeting other new students—but second-year students are still interested in meeting new folks too! When I ask students about highlights from participating in the Second-year Transformational Experience Program, most note the chance to meet new people. If you're teaching sessions or holding outreach events, include time for introductions.

Accessing Textbooks
Remind students that the library may have the books and resources they need for their classes. Most libraries work with faculty to create a course reserves collection for short-term loan that often has different rules and ways of finding than the normal collection.

Middle of Fall Semester

Investigating opportunities for summer. While it feels early to be thinking about summer, many study abroad programs have deadlines for applications in the second half of the autumn semester. Also, many companies are already interviewing potential interns. Several of the internship fairs on my campus happen just 3-4 weeks into our 14-week fall semester. Help students investigate these programs, or even host summer opportunities fairs at the library.

Keeping things interesting. Holding outreach events at this time can add variety as things get settled and, potentially, boring. Pop-ups in unusual places work well because they are unexpected.

Selecting next semester's classes. If your library collects textbooks, you might offer them as ways to help students select from among the courses they are choosing for next semester.

End of Fall Semester

Finishing the semester strong. Study space and stress management are key needs in the final weeks of the semester. Many libraries offer extended hours and stress management supports, such as therapy dog visits, coloring sheets, toys, and healthy snacks.

Calendar of Second-Year Student Needs

Beginning of Spring Semester

Revisiting habits with new schedule. This is a chance to look at how they spend their time: to assess and update routines for self-care and study habits, to reinforce ones that worked well for them, and to change ones that did not serve their goals.

Middle of Spring Semester

Tutoring and related supports. During second-year, many students retake classes or find themselves in that one class that causes them to stumble. A few weeks in, after students are likely to have had their first exam or assignment, remind students of the tutoring and other supports available through the library. This is a good time to partner with the tutoring or learning center on study smart events.

Escaping the mid-spring semester doldrums. Short days and winter weather can make the first half of spring semester feel especially long. Look for opportunities to partner with others for campus events, such as research festivals sharing undergraduate research and summer employment fairs. Outreach events like library lock-ins work well at this time.

End of Spring Semester

Recruit student employees. Now is the time to recruit for positions that need to be fully functioning at the beginning of fall semester. At my institution, this is when we recruit the student who will deliver presentations in our workshop series for first-year students during the fall semester. Students just finishing up their second-year are ideal for this role because they have completed a wide variety of courses and are confident navigating student challenges.

Maximizing Library Instruction for Second-Year Students:

Continuing your FYE momentum for student success

Introduction

Students have learned the basic lay of the land thanks to your FYE programming, but they've yet to hit their research stride. Soon they'll be asked to conduct intensive research within their discipline, and this will require skills beyond what they learned during orientation. How you build on this foundation of knowledge will shape the remainder of their academic career, and the sooner they hone their skills the more likely they'll be to avoid the perils of the "sophomore slump."

Tips for Teaching Second-year Students

Providing instruction to second-year students isn't as straightforward as working within the FYE. And because very few schools even have a second-year transitions program, most librarians at this stage are starting from scratch. In this section, we've included strategies for making the most of opportunities to teach second-year students, and tips for finding the sweet spot in between the introductions of orientation, and the more in-depth research they'll conduct later within their discipline.

Start by connecting to students' knowledge and experiences.

Librarians are often invited into classrooms to "teach the library" to students in a broad context, often without an accompanying assignment. While the library is a critical partner for students throughout their college careers, it is impossible to teach them everything they need to know in a one-shot. These sessions are most common within FYE courses, however they often reach second-year students as well—and regardless, this technique will help you create a solid foundation for any other instruction activities you layer over it.

To make the most of my time, and to engender what I hope will be an ongoing relationship with the library, I begin all of my visits by asking students to think about a library-related experience they had prior to coming to college. Then I ask them to find a partner in the class with whom to share that story. I end this section by asking a few to share their experiences with the larger group. (This is the classic "think, pair, share" technique.)

As students share, I connect those experiences with the offerings we have as an academic library. Story time as a child? I mention that we hold public lectures and other events. Studying in the library? I note the many locations with flexible study space for both individual and group study. Finding fun reading and viewing materials from their local public library? I note our partnership with our local public library that includes a leisure reading collection and public library item delivery to and from one of our locations.

After connecting to their prior experiences, I transition to the many other things that an academic library offers. I emphasize that library services and resources will grow with them throughout their education and that in this visit I am highlighting things that students in prior years have told us are most beneficial to them as they begin their college careers. I ask that they be open to learning more about the library throughout college. I pass out our Guide to Library Services and ask students to complete a guided worksheet using the guide either alone or with a partner.

Why start with prior experiences? First, it serves as a 'hook' onto which students can connect the new information we are providing. From a constructivist learning theory philosophy, this is a learner-focused way to respect prior knowledge.

Second, as teachers we learn more about our students when we ask about their prior experiences. Sometimes the responses are as expected, as I shared above, but sometimes they aren't. I recently had a student who shared about doing research with primary documents at her public library during high school. She wondered if there were opportunities like that in college. I was able to connect her with our Special Collections curators and she ended up earning a summer undergraduate research fellowship for the summer following her freshman year; usually students who earn this fellowship are upperclassmen.

Lastly, starting with students' prior experiences gets students involved at the beginning of the session which increases the odds of them being active participants throughout the session.

Break students into groups.

Often we ask students to talk with one another in the course of our instruction. This is good educational practice because, in addition to learning from each other, it helps students find connections in their own lives to the content we're teaching. Yet sometimes it feels stale to both students and instructors when they end up talking with the same people. Mix it up by breaking students into pairs or groups using some of these ideas:

Playing cards: Match based on card value or suit (prep the deck ahead for the number you want in each group)

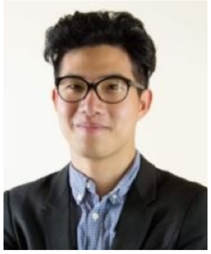
Memory game sets: Use this for making sets of two. Students need to find their match. I have a set of North American animals I got on vacation a few years ago that is really popular with my second-year students. Prep ahead for the number of matches and to make sure they are shuffled.

Table tents: Make table tents for each table and small slips for the number of seats at each table. As students enter, they're given a slip and directed to sit at the table with that image. Have fun with this by selecting images that work well at your institution.

Fact about themselves: This is good for longer sessions where you want students to get up and move after they have been sitting a while. Have students go to different sections of the room based on facts about themselves such as their birth month or where they live on campus. The benefit of the where-they-live-on-campus question is the opportunity to meet people who live in similar situations (e.g. commuter students on a primarily residential campus); this is especially important for second-year students who are still seeking to make connections with other students.

Be creative! Let your interests and passions help identify fun ways to get students talking with each other in your instruction sessions.

Teaching Background Research Questions



This section was co-authored by Raymond Pun, author of Credo's FYE Guide.

Research question formation and background research are important parts of the process that set students up for success in seeing their assignments to completion. Credo Online Reference Service is a good tool for giving students practice with these fundamental steps during library instruction sessions. Here I'll describe an FYE workshop I designed and offered at Ohio State University for honors students. It can be easily adapted to any class visits to courses in which students will have a research assignment. The workshop is part of the common read program, and is titled "What's in a Question? Research Questions and [common read title]". Make sure students have access to computers or tablets so they can use Credo during the session.

After students arrive and introduce themselves, begin by having them identify researchable themes and/or topics suggested in the common read book. (In a course with a research assignment, start with the themes and topics for that assignment.) A prompt for such a group discussion could be, "When I read [common read title], I was struck by the questions it raised. During this session, we will develop research questions based on themes or topics from the book. What themes or topics did you identify?" Write items on the board as students name them.

Research Questions Criteria

Next, turn to the traits of research questions. To help students get started with this part, I ask them to complete this exercise from SUNY Empire State College, which explores questions that are too broad, too narrow, and just right.

Direct students to form small groups of 2-3. These will be their teams for the research question writing activities for the rest of the session. Once in their teams, ask them to identify the traits of researchable questions. After about 2-3 minutes, have each group contribute one of their traits to form a group list in a place that will remain in view for the rest of the session, this might be on the board or on a PowerPoint slide. Use the students' language as much as possible. You will want a list that includes these things:

- **Clarity:** Is the research question obvious and stated succinctly?
- **Specificity:** Is the research question focused and answerable?
- **Context/Perspective:** Is the research question from the perspective of one discipline or from the context of group?
- **Insight:** Does the research question reveal creative thinking and the need for further research?
- **Personal interest** and background relevant to the topic.

Maximizing Library Instruction for Second-Year Students:

Continuing your FYE momentum for student success

Background Research in the Research Cycle

In order to put this work in context of the research cycle, point out that the students have done a lot of thinking and preparation for their research already, and that this is an important part of the entire research project. Use something like the Library Research Process diagram from Ohio State University Libraries. In this diagram, they are ready to begin refining their topic through some background research. Ask students to use their device or the computers in the instruction space to go to Credo, enter their chosen topic from the ones explored earlier to do a "basic search," and select a Topic Page.

Writing Research Questions

After exploring the Research Process Diagram, ask students in your workshop to pull up Credo, enter their chosen topic as a "basic search," and select a Topic Page. In small groups of 2-3, direct students to use the Topic Page (especially the summary article at the top) and the criteria for a researchable question to write a research question. Give them about 5 minutes. While they're writing their questions, walk around to check on students. Point students to headings in the summary article for ways to narrow topics, and the different words the sources use from their words for the topics. As students finish their questions have them write the questions on the board.

Once everyone's questions are on the board, have teams give each other feedback. Direct them to review the research questions criteria developed earlier in the workshop, and to provide each team with one thing they did well and one suggestion for improvement. Wander among the groups to ensure that everyone gets feedback – both in terms of what they did well, and one way to improve their questions. Sometimes, students anticipate the next step and work together to revise the question—that is fine and might even be encouraged!

Revising Research Questions

Research questions become stronger as they are tested and revised. Direct the students to work in their groups to revise their questions based on the feedback, and by attempting to find 1-2 prospective sources using Credo. Encourage students to use the same Topic Page as before but move further down the page to explore the other sources listed. Give students 5-7 minutes for this step and walk around to provide guidance and answer questions.
As students revise their questions, encourage them to write them on the board near their original question. Once everyone is finished, facilitate a discussion about how the questions changed. Some suggested prompts are:

- **"What was your experience revising the research question?"**
- **"What helped you more as you revised your question: the discussion or the sources?"**
- **"How did the research questions change?"**
- **"How do these questions compare to the criteria?"**

Return to the research process cycle to point out that they've completed the background research portion once they have a revised research question. The sources they found in Credo can be carried forward into the next stages where they find additional sources to answer that question. Note that they will likely need to use other search tools and remind students how to get help from the library.

It's also important to remember that while first-year students may focus on completing the "checklist" in the assignment, as students enter their second year they will need further mental strategies to make this an academic habit. Let's explore some of these more nuanced and philosophical concepts with a look at an iconic book for anyone looking for new ways to provide instruction.

Teaching From the Microcosm: a Practical Idea from The *Courage to Teach* by Parker Palmer

I came across the classic book*, The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* by Parker J. Palmer, thanks to its inclusion on the reading list for our campus Teaching Support Program. It is a powerful book and I am immensely grateful to Parker Palmer for writing it—according to the forward, it took 10 years to complete. Despite its age, originally published in 1998 and reissued at the 10th anniversary in 2007, it speaks to today's teaching landscape well. Of particular interest to my work was Parker's practical teaching idea: Teaching from the Microcosm (Palmer, 2007, pp. 123 - 135).[1]

In reaction to the perceived need to "cover the field," Palmer encourages teachers instead to invite students into the big ideas and practices of a discipline by teaching small but critical samples of data. Through in-depth exploration students learn how a practitioner of that field generates data, checks and corrects the data, thinks about data, uses and applies data, and shares data with others. The entire lifecycle of information creation and dissemination can be taught through in-depth consideration of a single yet critical sample.

In *The Courage to Teach*, Palmer provides detailed examples of teaching from the microcosm in two contexts: medical school and a social science research course. In the medical example, the instructors created learning groups that engaged with actual patients from the beginning, and through the in-depth exploration of those cases, applied what they were learning in other courses. In the social science example, students considered a single data table for a two-week period. During that time, Palmer used questions, some that appeared obvious and silly, to help students look more deeply at the data table, how it came to be, the assumptions behind it, the processes through which the data was collected, et cetera, all the way through the social science research process.

In information literacy instruction, we often have a single class visit of 45-90 minutes and we often feel the pressure to "teach research" in this short period knowing it is impossible. Taking the microcosm approach, we might instead select a single search or a single information source and through questions, student exploration, and discussion, we can walk students through the processes by which that information source came to be created and found. In an information literacy context, more emphasis might be placed on the search, evaluation, and use processes.

1 Palmer, Parker J. 2007. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass.

Paradoxes in Instruction

Palmer emphasizes the paradoxes required for good teaching. A paradox is a joining of apparent opposites and is "found not by splitting the world into either-ors but by embracing it as both-and" (p.65). This holding together of opposites creates creative tension that awakens both teachers and learners. Palmer identifies six paradoxical tensions he builds into the teaching and learning space (pp. 76 – 86):

1. **The space should be bounded and open.** The teacher creates boundaries by using a question, a text, or a body of data that is so compelling and clear that it keeps the group focused. Yet within that boundary learners are free to speak, to question, and to go in unplanned directions. Within an information literacy session this might take the form of inviting student experiences and interests into our instruction.

2. **The space should be hospitable and "charged."** This is a space where students are welcomed and feel safe enough to be challenged and feel the risks inherent in learning. In my teaching, I do this by making visible the thinking and feeling parts of information seeking. Naming them makes them normal and frees students to deal with them.

3. **The space should invite the voice of the individual and the voice of the group.** Individual learning requires that a person be able to identify what they know and be open to what they do not yet know. The paradox is that a classroom is not solely a place of individual learning and expression. It is also a place for group learning. A skilled teacher provides a space for a group's voice to be gathered and heard so that both the individual and group can hear and understand, while having the option to change and learn. Something as simple as a "think, pair, share" technique applies this paradox to our teaching.

4. **The space should honor the "little" stories of the individual and the "big" stories of the disciplines and tradition.** The abstractions of the topics we often teach are more easily learned when they can be connected with the personal experiences and stories of our students. By showing respect for our students' "little" stories we teach how to be respectful of big ideas and concepts that are new to our students. The ACRL Framework for Information Literacy gives us big ideas to which we can connect our students' experiences.

5. **The space should support solitude and surround it with the resources of community.** Learning requires reflection, usually done alone, yet also flourishes in community, where ideas are shared, challenged, and expanded. While we can't easily send students off by themselves in the middle of a class session, we can honor a student's solitude by affirming their right not to participate overtly in a class discussion. Instead seek other ways of discerning participation. Palmer notes that in his experience the stated permission not to speak "seems to evoke speech from people who are normally silent" (p. 84).

6. **The space should welcome both silence and speech.** This paradox recognizes that words are not the only way we teach and learn; silence is also an insightful teacher. Silence can be particularly challenging in a classroom environment as the psychological pressure to fill the silence can be intense. Strategies to make space for silence are providing something for students to do as they think, such as make notes of their thoughts to a question, and as a teacher being prepared to count to 10 or 15 to give the silence a chance and to fight the fear it can induce.

These paradoxes and the idea of paradox in teaching extends to all disciplines. I invite you to find the ones that speak to you and start experimenting with their application in your teaching! Now that we've looked at traditional forms of teaching information literacy to second-year students, let's explore other areas that provide opportunities for us to cultivate stronger academic skills.

Student Employment as a High Impact Practice

As libraries look for more opportunities to increase our impact on institutional goals like retention and student success, we can't overlook the student employees shelving books and working behind the circ desk. I remember a presentation at the 2015 ACRL conference on this topic that had a major impact on me. Jill Markgraf, a librarian from University of Wisconsin-Eau Claire, delivered a contributed paper titled, "Unleash Your Library's HIPster: Transforming Student Library Jobs into High-Impact Practices."[2]

Markgraf argued that while employment wasn't identified as one of the ten practices in George Kuh's original list for the AAC&U in 2008, it had the characteristics of high-impact practices. For example, when describing why some activities are more effective than others, Kuh identifies the following qualities:

1. Students devote considerable time/effort to purposeful tasks
2. Put students in circumstances that demand they interact with faculty and peers about substantive matters, typically over extended periods of time
3. Increase likelihood students will experience diversity through contact with people different from themselves
4. Students receive frequent feedback about their performance
5. Provide opportunities to see how what they are learning works in different settings, on and off campus
6. Deepen learning and bring one's values and beliefs into awareness, enabling students to better understand themselves in relation to others and the larger world[3]

Employment in the library offers the opportunity to do all of these things. However, fulfilling those opportunities requires intentionality on the part of the supervisor and the organization.

2 Markgraf, Jill. 2015. Unleash your library's HIPster: Transforming student library jobs into high-impact practices. *ACRL 2015 Proceedings.* http://www.ala.org/acrl/files/conferences/confsandpreconfs/2015/Markgraf.pdf.

3 Kuh, George. 2008. High-impact educational practices: what they are, who has access to them, and why they matter. Washington, D.C.: Association of American Colleges and Universities.

First, the work itself must be purposeful and substantive. Repetitive tasks, like shelving books and checking out materials at the circulation desk, can be purposeful and substantive if the supervisor connects the work to the larger mission of the library and the university. For example, if a book is misshelved, it can be lost for years! It is important to point out explicitly how the work of getting materials back into their proper places and staffing the circulation desk during non-peak and potentially boring hours, is essential for providing access to the knowledge contained in the library. While this might seem to increase the training need because the student employee needs to know the task at hand as well as the 'why' behind that task, sharing both makes the work itself more meaningful for the student employee and therefore more easily remembered.

Secondly, the relationship between supervisor and student employee is critical. In addition to the training described above, the supervisor is the one to provide feedback to the student employee and to assign work that enables students to see connections with what they are learning in their classes. This is an area where most supervisors will need support from their institutions. Many are not trained to be supervisors and have only peers or their own experiences as reference. Also, to get at the learning about work and diversity referenced in the high-impact practices, thoughtful conversations are needed. While these conversations are not necessarily difficult, they are new territory for many supervisors who don't see themselves as educators. There are excellent models for training supervisors in holding these conversations in student affairs.

The University of Iowa's GROW Program

The University of Iowa created the GROW (Guided Reflection On Work) program to help supervisors of student employees hold meaningful conversations about their job and what they're learning. They provide four specific questions and train supervisors in most effective use of these questions.

The questions are:

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession? (University of Iowa, 2019)

While the questions are simple, it is important for supervisors to be trained in holding these conversations. University of Iowa provides valuable directions for implementation, including the strong suggestion to have a pilot first. Start with volunteers: supervisors who want to be part of this effort and who want to help students learn more than the rote tasks of the job. Then let these supervisors help lead the effort with their peers.

University of Iowa has licensed this program to many colleges and universities. See if your student affairs/ student life unit is one of them. On my campus, Ohio State University, our office of Student Life is licensing the Iowa GROW model for use in their Student Employment Experience (SEE) program. As part of this work, they now offer their student employee supervision training once a quarter to anyone in the university.

Student Employment and Leadership: An Interview with Amy Pajewsk

Amy Pajewski is the Student Success Librarian at West Chester University of Pennsylvania. I met Amy at the Students in Transitions Conference in Indianapolis in October 2018 when I attended a session she led about ways to give student employees in the library leadership roles. Similar to how we build upon the lessons of the FYE to continue students' momentum in their second year, elevating student employment beyond the basics is a great way to increase engagement and cultivate valuable skills.

Beth Black **What leadership roles did you give your student employees?**

Amy Pajewsk The student worker program really developed out of a source of need. At the time, our Teaching and Learning Librarian accepted another position, and the institution decided to leave that line unfilled—a familiar problem for many institutions. In order to continue to provide a high level of service to our community, I realized I needed to prioritize managing the information literacy program over some of my other outreach duties, and one way I saw a potential for growth was with our student workers. Historically, student workers at our institution focused on basic customer service at the desk, checking out and re-shelving materials. I knew from my own undergraduate library job that our students had so much more potential and that they were capable of handling high-level patron interactions while gaining some invaluable job skills.

I started the work of mapping our strategic plan to areas where we were missing human bandwidth to get the job done. From that work, I found that there were three areas where we could focus students' work while also providing them a beneficial employment and learning experience.

- **Library Student Ambassadors**, to serve as the public face of the library to students, staff, faculty, prospective students and their families, as well as the general community. Ambassadors will advocate for and speak publicly about the library at various campus events.

- **Peer-to-Peer Educators**, to provide in-person and virtual reference services and information literacy instruction for the campus community which allows for both the fulfillment of patrons' and students' information needs, as well as a personal educational opportunity for peer-to-peer educators.

- **Outreach Team Members**, to serve as the event-planning and marketing arm of the library, informing students, staff, and faculty about events, services, materials, and spaces. As the virtual public face of the library, students on the outreach team will advocate for and speak publicly about the library.

Each group was given a semester plan mapped directly to the library's and college's strategic plan. I felt like it was important to inform students about these kinds of documents to help them put their work into context and really understand why their work matters on a larger scale. Plus, it allowed students to gain experience with strategic documents that they will one day interact with in their careers. Students within the groups were largely autonomous—scheduling team meetings outside of regular desk shifts and keeping abreast of campus events and needs. To help manage these groups, I was able to negotiate for one upper-level student to take on the role of Student Supervisor. Our Student Supervisor's role involved attending each team's meetings, reporting out at library faculty meetings, and managing schedules.

Beth Black **How did you support students as they took on this leadership work?**

Amy Pajewsk It was really important to me to give the students autonomy in their work—to really show we valued and respected their ideas and insights while allowing them to take ownership of their successes. However, getting students to feel confident in themselves after years of being relegated to the desk took some time.

Each semester began with a kick-off meeting introducing students to the strategic semester plan and expectations for each group. I also created their own Office 365 space where they were able to connect with one another, take meeting minutes, keep track of deadlines and assignments, and reach out to me when they needed help making a campus connection. We were lucky in that we were able to retain the former Teaching and Learning Librarian's office, so students had their own space and computer to do their work. That space might've been the best perk of the job because often I'd find them in there off-the-clock studying or hanging out.

As the semester went on, additional trainings were conducted for each group. Some of these included public speaking for the Ambassador Team, reference training for the Peer-to-Peer Educators, and event planning for the Outreach Team. Once the teams had the basics, students within their team began cross-training other teams so they were always learning from each other.

My role then became more of a facilitator role—one where I would help guide students to align their work within the strategic documents and teach them how to interact with different campus populations/constituents. At the end of each semester, myself and our Library Technician would conduct performance evaluations which gave students the opportunity to self-evaluate and identify potential areas of growth for the following semester.

Beth Black In your presentation, you noted that you used the AAC&U Essential Learning Outcomes and High-Impact Practices as you designed the experiences of your student employees. Please tell our readers about how you used these key higher education documents.

Amy Pajewsk It was really apparent to me that connecting only with the library and college's strategic plan weren't necessarily sufficient in getting students ready for work outside of academia. I saw the program as a High-Impact Practice in itself. In the broadest sense, it serves as a learning community for our students, and a place where they could explore a common intellectual experience within their work. However when it came to hard, employable skills, I turned to the AAC&U essential learning outcomes and the National Association of Colleges and Employers (NACE) to help align what students were doing within the library to the greater employment landscape. Using the latter two documents as a guide, I created a performance evaluation tool to map areas so students could see where they could improve. But, I think it's important to note that using these documents in a vacuum can seem disconnected—students might not understand why these are the evaluative tools if it's not explained in the beginning how these skills are marketable and how they're obtained through their day-to-day work, whether at the help desk or while speaking at an event.

Before a student graduated, I made sure to sit down with each and work on what I called an exit-interview. Students brought me their resume and we talked about how to frame library work in the context of their field, or internship, or whatever job they would be interviewing at. I think because of the NACE and AAC&U competencies, students had a language to use when talking about their work to potential employers. For example, instead of just putting on an event at the library—students could say they developed communication and public speaking skills as well as learned to work collaboratively with a team.

Beth Black **What are some challenges you have overcome in transitioning your student employee experience?**

Amy Pajewsk When I first started the program, I think I gave students too much autonomy and not enough information. I assumed they'd be able to make the connections on their own between the strategic plan and what that means in real life work. I struggled to give them direction and it took some time and reflection for me to realize that in order for this to work, I needed to be more explicit and honest. I found that actually telling students the mission, vision, plan, and the process by which an institution develops these documents to be essential to providing them some context for WHY they're doing what they're doing. Without explicitly telling students why their work is important, or how it contributes to the mission, the project will fail. I think students need to feel personally invested in the work and have a sense of purpose to fully participate and make it their own.

Beth Black **What are some things I haven't asked that you want to be sure readers know about this topic?**

Amy Pajewsk There is a HUGE time investment in creating a program like this. It took several months of planning on my part just to get the first iteration off the ground, and that first iteration failed. I think what's important here is designing a program that fits your students' needs while aligning with the University's goals. Once you've mapped a plan, ask the administration for what you need. When you use higher ed principles and language, administrators respond, which only leads to more opportunities to grow students into future leaders.

Maximizing Library Instruction for Second-Year Students:

Continuing your FYE momentum for student success

As we've noted elsewhere in this guide, part of the challenge of designing instruction for second-year initiatives is that the students don't sort themselves into easily identifiable groups the way first-year students do. In looking for ideas, I came across an innovative program from two librarians at the University of North Carolina at Chapel Hill. While not exclusively for second-year students, what they're teaching builds off of what students may have learned during orientation, but takes further steps to connect that knowledge to real-world skills—which is an essential component when developing autonomy and self-identity.

Adulting 101: Information Literacy to Help You Live Your Best Life

By Suchi Mohanty and Caitlin Kennedy

Sometimes the best program ideas come from a spark in a casual conversation. Recently, a colleague made an offhand suggestion that we offer adulting workshops because her student staff stressed about responsibilities like filing taxes and understanding their credit reports. At first we laughed, then we realized there were a number of "adulting" responsibilities that students might find more manageable if they understood how information literacy skills could be used outside the classroom. From that staff meeting Adulting 101 was born.

Over the summer of 2018, staff from the R. B. House Undergraduate Library, part of the University Libraries at the University of North Carolina at Chapel Hill, gathered feedback from undergraduate students to understand what adulting meant to them and to identify gaps in their knowledge. Students told us that they wanted the tools and skills that would let them manage a school-work-life balance, be fiscally responsible, and act as responsible campus and global citizens.

In the pilot phase of the Adulting 101 workshop series, we offered six workshops attended by more than 100 students. For each workshop, we created LibGuides and corresponding handouts for each workshop, so students could continue to research and learn about these topics after the sessions. Workshop topics included:

- **Researching health and mental health topics**
- **Voting in the midterm elections**
- **Basic budgeting**
- **Understanding credit reports and scores**
- **Job searching with LinkedIn**

Our initial goal in developing this series was to take a "whole student" approach to undergraduate student learning. During planning, we also uncovered opportunities to communicate the impact of information literacy by working in new ways with campus partners. We collaborated with a total of nine campus partners, including two student organizations and a range of campus offices and initiatives. Drawing on the expertise of our partners allowed us to provide more engaging content and raise awareness about the variety of resources available to undergraduate students on our campus, from mental health support to financial literacy training.

Working side by side as instructional partners also allowed us to demonstrate that libraries provide more than space and resources; we have expertise in finding and evaluating information. After teaching an Adulting 101 workshop about LinkedIn, Tamara Taylor from University Career Services reflected, “I really appreciate the collaboration, high impact practices, and virtual vehicles the Undergraduate Library utilizes to engage students. Working with this series gave me a lot of ideas for our work with students and I hope you all will consider future collaborations with me!” The Adulting 101 program has allowed our library to gain the trust of campus partners, so in the future we can collaborate in new and creative ways. The Adulting 101 series also provided leadership opportunities for students as teachers of the sessions.

Three undergraduate student employees from the Office of the Dean of Students co-taught a workshop about credit reports and credit scores. Additionally, four student employees from University Career Services acted as teaching assistants for the LinkedIn workshop and two student leaders from Active Minds at Carolina spoke at the mental health workshop. These leadership opportunities allow students to connect with their peers and develop their own knowledge and information literacy skills. After teaching a financial literacy workshop, undergraduate student Portia Hardy said, “I admired the fact that while we all collaborated with preparing to teach important materials to the students, we also learned about the topic along the way.”

The pilot workshop series was a success, in large part because of the expertise our campus partners offered and the direct student feedback that shaped program offerings. Students filled out brief surveys at the end of each workshop. One hundred percent of students completing a post-workshop survey answered “yes” or “maybe” when asked if they would attend another Adulting 101 workshop.

In response to the question “What did you learn in this workshop?” students wrote about information literacy skills and concepts. They also shared feeling more welcome on campus and having a space to address “topics that would not otherwise be discussed.” According to one student survey, “Adulting 101 has been teaching us very important skills that are crucial, but we don’t necessarily learn in the classroom.” This was exactly the goal of the series: to support undergraduate students’ learning outside of the classroom and to prepare them for success on campus and beyond.

Collaborations and Partnerships to Advance Second-Year Students' Success:

Expanding the library's role and deepening relationships across campus

Introduction

Because second-year programs are generally much more decentralized than FYE initiatives, collaborating with other departments and offices is crucial. This helps raise awareness of the unique needs of second-year students, while also bringing more resources to bear on the challenges these students face.

Collaborations and Partnerships to Advance Second-Year Students' Success: Expanding the library's role and deepening relationships across campus

Laying the Groundwork for Meaningful Campus Collaborations

No library is an island, and building a strong network of support helps ensure more uptake and better results for your programming, whether you're focused on the FYE, second-year transitions, or information literacy instruction. But these productive, mutually beneficial relationships don't just fall out of the ether. Here are a couple of pointers to get you in the best position to attract meaningful partnerships.

Step 1: Show Up

A critical step in making connections outside of the library is showing up: to events, to conferences, to meetings. Watch campus newsletters and calendars for events being hosted by units with whom you'd like to partner. Attend them and make sure to introduce yourself to the folks holding the event. Not every gathering or presentation will lead to something—and you certainly can't attend everything—but enough will bear fruit to make it worth it.

Watch for calls for service on campus-wide committees, and volunteer yourself in areas that overlap with the library's goals. Depending on your status (faculty/staff/combo), you'll be eligible for different committees. Even if you don't land a spot on the first one, keep trying. Once you get a seat at the table, be sure to attend consistently. It always amazes me how many committee members don't attend regularly. Through my consistent attendance on a variety of university-level committees, I've made great friends and critically important connections.

Step 2: Be Interested in Them First

At professional development events that attract staff and faculty from both within and outside the library, sit with non-library colleagues. I know this is a hard step, so go in planning to be brave and sit with strangers. (I sometimes warn my library colleagues ahead that I will be doing this so they aren't offended.)

Start conversations. Be interested in their work BEFORE sharing what you have to offer. Ask positive follow-up questions. Only then, pivot the discussion to your work in the library. Doing this has led to fascinating interactions that increased my understanding of other roles on campus and important opportunities for broadening the views of colleagues on campus who had a very narrow view of what the library and librarians can offer.

Collaborations and Partnerships to Advance Second-Year Students' Success: Expanding the library's role and deepening relationships across campus

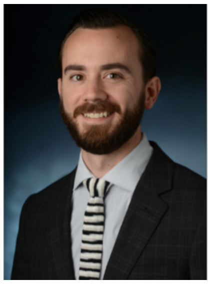
Partnering with Undergraduate Research Professionals: An Interview with Tim O'Neil

Featuring Tim O'Neil, Assistant Director of Special Undergraduate Enrichment Programs at the University of Colorado, Boulder

I spoke with Tim about the process of helping undergraduates see themselves as scholars, and how libraries can work with undergraduate research offices as partners and collaborators.

Beth Black **Research is a word we use a lot in libraries, but I think sometimes the research we are talking about is different from the research students are engaging in through undergraduate research programs. Have you encountered this? How do you explain research to students and colleagues?**

Tim O'Neil I frequently encounter the cognitive dissonance students experience as they negotiate the discourse about university research, scholarly, and creative work, which can lead undergraduates to crises of confidence that are routinely articulated in paralytic terms of uncertainty: "I don't know what to do"—an unfortunate consequence to the definition dilemma in our conversations about undergraduate engagement in the academic and creative life of the university. I believe this dissonance is due, in part, to overlapping (and occasionally competing) approaches to defining undergraduate research—namely, those that organize around project outcomes and others that focus on learning outcomes.



Tim O'Neil helps nurture students' personal and professional growth with contemplative, inquiry-based practices and funding opportunities that engage students in questions among academic, professional, public, and global contexts. Tim facilitates the Curiosity Lab, which foregrounds creativity, empathy, and play to expand information literacy and cultivate a deeper sense of interconnectedness and social awareness. With the Lightbulb Moment video series, he promotes narrative thinking to provide conceptual pathways into undergraduate research, scholarly and creative work by focusing on the personal stories behind project outcomes.

The Council on Undergraduate Research (CUR) primarily employs a project-oriented definition and sets the threshold for "undergraduate research" at making "an original contribution to the discipline," which can exclude what we often refer to as "library research" and other models, such as some course-based experiences or arts and humanities work. Considering learning outcomes, such as those highlighted in work on high-impact practices (HIPs), the differences are less distinct—if not irrelevant. The Association of American Colleges & Universities (AAC&U) declares the goal of undergraduate research is to "involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions." While still project-oriented, the AACU's definition points to learning outcomes and sets the threshold for inquiry at "important" rather than "original"—an open door for "library research."

Collaborations and Partnerships to Advance Second-Year Students' Success: Expanding the library's role and deepening relationships across campus

Given the wide range of experiences possible and the myriad learning outcomes that can result from active participation in the academic and creative life of the university, it seems problematic to draw boundaries around "undergraduate research" based solely on project outcomes. CUR's recent White Paper No. 1 (2019) (pdf download) frames these learning outcomes as workforce development, noting students develop "perseverance, communication within groups, and ability to collaborate with others in ways that help them work confidently with peers and supervisors in the workforce." Students can acquire these and other widely transferable skills by participating in a spectrum of inquiry-based activities. The context, duration, and publishable outcomes of these experiences are, to me, less important than the conceptual pathways these experiences open for students to see themselves as participants in a community of professionals—to find belonging. The common ground is inquiry—for both an inclusive definition of undergraduate research and, more importantly, student-faculty partnerships.

In my experience, undergraduates tend to matriculate with the expectation that their education will follow a familiar paradigm in which they will be asked to learn, synthesize, and recall information to answer questions on an exam. And many experiences confirm this expectation. But as students encounter new pedagogical models (e.g. inquiry-based learning), they must find ways to negotiate the often difficult psychological development from "student" who answers questions to "scholar" who asks them—a developmental process that requires new ways of thinking about the self. The shift can be paradigmatic: from students working independently with collective knowledge to scholars thinking independently while working collaboratively to create new knowledge.

As I talk about undergraduate research, I often cite Ralph Waldo Emerson's "The American Scholar" to provide a functional definition of research by way of the "scholar"—a shift from "What is research?" to "Who does research?" Emerson says a scholar is one who "takes up all the ability of the time, all the contributions of the past, and all the hopes of the future to become universities of knowledges." I explain these three components as aspects of the academic life of the university: "all the ability of the time" is everyone around them (peers, faculty, etc.), "all the contributions of the past" is our cumulative knowledge (e.g. the stuff in the library), and "all the hopes of the future" is everything they bring to the conversation. The threshold of becoming "universities of knowledges" seems out of reach—as research often does to students—until we return to the first part of the definition: a scholar "takes up." I talk about the activity of taking something up as both a process of inquiry that engages an expansive community of experts and a singularly personal experience in that to take something up is to take ownership of it. When viewed through the lens of scholar development, the difference between "library research" and "undergraduate research" is semantics.

Beth Black **What is your role at the University of Colorado, Boulder?**

Tim O'Neil As the Assistant Director of Special Undergraduate Enrichment Programs "SUEP," I help oversee the Norlin and Boettcher Scholars programs, which support about 200 students throughout their undergraduate careers with merit-based scholarships, mentoring, invigorating courses, and a wide range of co-curricular programming.

I also manage two student and faculty grant programs (the Undergraduate Research Opportunities Program and the Professional and Academic Conference Endowment, known here as UROP and PACE) that annually provide over half-a-million in funding to support more than 500 student-faculty partnerships for research, scholarly, and creative projects in all fields of study as well as participation in professional and academic conferences and exhibitions.

Beth Black **At Oklahoma State University, your previous institution, you worked with Matt Upson and other colleagues at the library on several projects. What should we highlight from that work for our readers?**

Tim O'Neil Working with Matt and the OSU Libraries enabled a more broadly inclusive approach to engaging students in the academic and creative life of the university. At the time, no comprehensive curriculum existed for all students in our programs to develop the information literacy necessary to translate their isolated experiences with faculty into the design of projects—namely, "big picture" ideas. The [Inform Your Thinking] video series allowed these students (spread over a wide spectrum of disciplines) to grapple with conceptual challenges in the academic discourse while learning to negotiate the institutional environment.

The videos have also provided opportunities for the wider campus community by offering a common, accessible vocabulary for students to engage in discussions and conceptual pathways to see themselves as potential participants. The most useful component of the series, for me, has been "Scholarship as a Conversation," which connects print to practice by allowing students to think about the academic discourse as both recorded in journals and an active community dialogue—accessible by talking to faculty on campus, which I encourage them to do in route to the development of projects. The videos provide a useful way for students to enter the conversations that matter most to them without being prescriptive about the process.

Beth Black **What do you wish librarians knew about working with units like yours on their campuses?**

Tim O'Neil I would like librarians to see undergraduate research offices as partners and collaborators, and I'd like librarians to see themselves as mentors. With many parallel objectives from information literacy to the creation and dissemination of scholarship, I see significant potential for collaboration that provides inclusive and budget-friendly pathways for students to explore their interests and develop projects.

For example, our office recently partnered with CU Boulder Libraries' Special Collections, Archives and Preservation to support [workshops in letterpress print technology], which provided students active learning experiences that allowed them to connect course concepts to archival research and creative practice. With help from the local Book Arts League (Lafayette, CO), students from a wide range of disciplines engaged in semester-long, in-depth explorations of letterpress technology that drew enthusiastic reviews from faculty and students alike.

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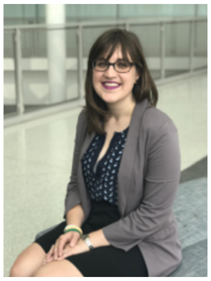
"Spark"-ing new collaborations with the University Fellowships Office: A Conversation with Hailley Fargo

Featuring Hailley Fargo, Student Engagement Librarian at Penn State University

Recognizing that underclassmen students at Penn State University were often overwhelmed by the process of identifying and applying for fellowships, student engagement librarian Hailley Fargo teamed up with Caitlin Ting, director of the University Fellowships Office, to create the Spark Program. I spoke with her about how they launched their collaboration, what inspired them, and how the program has evolved.



Bio: Hailley Fargo is the Student Engagement Librarian at Penn State University - University Park campus. This role is a liaison with non-academic units, collaborates with colleagues to create an aligned approach to student engagement, and explores ways to enhance library student employment. Hailley's research interests include peer-to-peer services in academic libraries, information literacy, and undergraduate research. Hailley is a co-founder of The Librarian Parlor, a blog dedicated to building community around LIS research. Check her out on Twitter @hailthefargoats.

Beth Black **Thanks for talking with me! How did you and Caitlin come to work with first- and second-year students on the issue of fellowships?**

Hailey Fargo Caitlin and I became friends in 2017 after sitting next to each other at a student resource fair. Our conversations helped us realize that we wanted our undergraduate students to be more aware of our services in order to take full advantage of our resources during their time at Penn State. From these conversations, the Spark Program was created. We've led the Spark Program three times and continue to refine and enhance the collaboration between our two offices.

Beth Black **Where did your inspiration come from, and how have you structured the program?**

Hailey Fargo Our inspiration for Spark came from the University of Buffalo's Spark program. We borrowed their 7-week model for our first Spark cohort. In preparation, we drafted learning outcomes for what we hoped participants would achieve:

1. **Recognizing their eligibility for fellowships,** and identifying the process and resources for applying.
2. **Being able to construct a strong personal statement** that leverages their strengths and showcases their experiences.
3. **Discovering new opportunities** at Penn State to be engaged and involved with their community on a campus, local, or global level.
4. **Viewing the Libraries as a partner/collaborator** in the process of applying for fellowships, conducting independent research, and other academic work.

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Beth Black **Can you share some of your experiences with the program so far?**

Hailey Fargo Our first iteration of Spark had 21 first-year students who learned about writing personal mission statements, how to overcome obstacles throughout their college career, how to get started with undergraduate research, and how to get involved locally and globally. Our end-of-program survey shed a lot of light on what worked well, and how Caitlin and I could improve for future iterations. We realized the first-year program should focus less on the fellowship process and more on gaining a holistic picture of the institution, while making sure the students understood the Fellowships Office and Libraries were here to support them throughout their entire undergraduate career.

In fall 2018, we hosted Spark 2.0 for sophomore students interested in applying to a fellowship opportunity. This 7-week program focused on how to write a compelling personal statement, how to ask for reference letters, and how to showcase your experience. It was a smaller cohort, but this allowed Caitlin and I to support these students more fully as they worked their way through a fellowship application.

This spring we led a revised version of our first-year Spark program. With this set of 22 students, we presented our offices on day one, and used the next weeks to bring in a wide variety of guest speakers. They provided great insight and advice on topics like undergraduate research, study abroad, internships, how to use the Writing Center, and more. In my co-lead role, I also had the chance to meet individually with all 22 students and connect each student to a variety of library resources (group study rooms, subject librarians, interlibrary loan, etc.).

Beth Black **What's next for your program?**

Hailey Fargo We continue to brainstorm new ways to enhance the Spark Programs. We are considering half-day workshops, adding another session of the program at a different time, and bringing in new guests, based on the feedback from our participants. I believe the University Fellowships Office is a valuable connection for the Libraries and have gotten a lot out of this collaboration. If you're interested in this work, feel free to contact me to discuss Spark further, or go talk to your local Fellowships Office!

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Connecting With Different Departments Across Campus

The strength of your programming grows exponentially with each partner you add to your efforts—which is why it's a good idea to cast a wide net when looking for collaborative opportunities on campus. In this section we'll explore four key departments that will help bolster your second-year programming efforts: writing centers, service learning, student learning support centers, and student affairs.

Writing Centers

Writing centers and libraries seem to be natural partners. Academic writing requires use of a variety of sources that students are often required to find through the library. Related, there is much overlap between the work of writing center personnel and librarians in supporting students in learning the conventions of academic writing and information literacy. Unfortunately, this overlap can be invisible or, worse, conflicting and confusing to students.

How have librarians worked successfully with writing centers? A study by Elise Ferer (2012)[1] provides a good summary of the many ways in which libraries and writing centers can work together for student success. Her article inspired these categories and examples:

- **Regular meetings and getting to know one another:** This is how partnerships begin. And it might be all that is needed to identify overlaps and ensure each is providing good services to students.
- **Training personnel in each unit on the others services:** This was the most common collaboration between writing centers and libraries that Ferer found. This is often a next step after the regular meetings.
- **Outreach partnerships:** Use cross-promotion to the wider campus community and include each other in outreach events.
- **Sharing space:** Some college writing centers are physically located inside or nearby campus libraries. The close proximity can encourage additional collaboration. At Ohio State University, the Writing Center offers services in multiple locations, one of which is a library. Librarians in the writing center can take a variety of forms such as office hours and workshops. Shared space supports this form of collaboration as demonstrated by Holly Jackson's (2016) research poster[2] about the history of the partnership between the Library and Writing Center at Wright State University. The Writing Center began offering hours in the library in 2009 and by the fall of 2016, when Jackson presented the poster, there were four librarians and two students working in the Writing Center four days a week.

1 Ferer, Elise. (2012) "Working together: library and writing center collaboration", Reference Services Review, Vol. 40 Issue: 4, pp.543-557, https://doi.org/10.1108/00907321211277350

2 Jackson, H. A. (2016). The Write Time to Collaborate: Strengthening the Ties between the Library and Writing Center. https://corescholar.libraries.wright.edu/ul_pub/1

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Co-teaching and assignment design: Janelle Zauha (2014) encourages moving beyond sharing space to shared teaching and programming to "breach the traditional boundaries"(p.5) of each and build meaningful learning communities among students.[3] The example shared in her article was a series of WriteNight research and writing clinics at Montana State University. At Ohio State, a librarian and the leader of the Writing Across the Curriculum Center, are co-designing a professional development course for faculty on meaningful inquiry.

Writing Centers and Libraries are natural partners, yet the form these partnerships take must match the culture and needs of the institution. I hope these few examples help to inspire additional versions.

Service Learning

Service learning, or community-based learning, is one of the High-Impact Educational Practices identified by George Kuh (2008), therefore there are programs to support these learning experiences on many campuses. The idea is for students to get direct experience applying what they are learning in an experiential way with a community partner and then to reflect on that experience in a classroom setting. Often (but not always) these are course-based experiences. At Ohio State University, students can participate in service learning through courses or through co-curricular programs; the common elements are direct experience outside of a classroom and guided reflection about that experience afterward.

A key element of service learning is taking classroom knowledge and applying it to a 'real-world' problem or challenge working with a community partner. This provides a valuable opportunity for information literacy as students grapple with how information is produced and valued in these different contexts. The frame Authority is Constructed and Contextual aligns well in these cases, as students have the opportunity to learn from authorities who likely aren't formal instructors or experts, but are still leaders in their communities and tackle challenging issues.

Librarians also have the opportunity to teach information search and evaluation techniques that are distinct from the research article search techniques taught for many course research projects. This locally focused research might not even be in support of a research project, as Anne Marie Gruber, Angela Pratesi, and Angela Waseskuk (2017) of University of Northern Iowa described in a presentation at the Iowa Library Association conference.[4] In their art-focused service learning course, they supported students in preparatory research about the area in which the students would be working and the value of the arts in community engagement. These librarians also supported the course through tech support, space for a community-course program, and archiving of the student produced films in their institutional repository.

3 Zauha, J. M. (2014). Peering Into the Writing Center: Information Literacy as Collaborative Conversation. Communications in Information Literacy, 8 (1), 1-6. https://doi.org/10.15760/comminfolit.2014.8.1.160

4 Gruber, Anne Marie, Angela Pratesi, and Angela Waseskuk. 2017. Evidence and Empathy: Library Support for Service - Learning in the Arts. Presentation at the Iowa Library Association - Association of College and Research Libraries Conference, May 19, 2017 in Des Moines, Iowa. https://ir.uiowa.edu/ilaacrl_conference/2017/spring/3/.

One way to start to engage with these programs is to find the service learning support on your campus and inquire about what they offer instructors of service learning courses. Often there are regular gatherings of the instructors to talk over common challenges. After attending several and hearing some common themes, I hosted one of the gatherings at the library and shared supports the library offered to all instructors, but with a focus on the unique challenges they faced. It was a well-received start we've continued to build upon to this day.

Student Learning Support Centers

Learning supports are those activities and resources provided to students beyond the prescribed content of the course that contribute to an individual student's learning and achievement.[5] See this helpful website, which among other resources, delves deeper into underpinning definitions: Learning Support Centers in Higher Education. These supports can take many forms: tutoring, coaching, workshops, courses. They might be associated with a specific discipline, such as math or chemistry tutoring services. They might be dedicated for specific groups of students, such as student athletes. They can also offer services to all students. Large schools, like Ohio State University, often have all of these.

Library connections with learning supports are as varied as the supports themselves. Space and resources are common connectors. Some learning centers and tutoring offices are located in libraries. The library also owns materials that are valuable to students as supplementary sources and the tutoring centers can help make students aware of these items. For example, Danny Dotson, the subject librarian for Math at my institution, has created a Mathematics & Statistics libguide with selected study guides, practice problems, and instructional videos. He includes a referral to the Mathematics and Statistics Learning Center on campus and they include a referral to his resources page on their site.

The Student Athlete Support Services Office finds online instructional offerings from the library valuable to the students they support because these students are often traveling. Newly enrolled student athletes have been assigned Out Loud: The Library Assignment, an entirely online assignment delivered through the learning management system. This assignment supports students in their transition to college with engaging, scenario-based modules that teach skills in research and information seeking.

At Ohio State, the Dennis Learning Center supports the academic success of all Ohio State students through elective courses, individual academic coaching, group workshops, and scientific research. One of their courses assigns readings from *Choosing and Using Sources: A Guide to Academic Research*, an open-access textbook authored by University Libraries' faculty and staff, and has a librarian-led class session each semester. When the learning center and the Office of International Affairs designed a course focused on academic success strategies for International Students a few years

5 Green, M. and L. Milbourne. (1998). Making Learning Support Work. FE Matters; v2 n6 1998. ED417345

ago, a librarian with expertise in supporting international students was on the design team and served as an embedded librarian for several offerings. Today, due to staffing changes at the library, there is only one librarian-led session but the assignments and course-specific libguide continue to support students in this course.

At a minimum, it is important that learning support personnel and library personnel on campuses know about each other's resources and services so they can knowledgeably refer students. In the best cases, both groups integrate these supports to seamlessly contribute to student success.

Student Affairs

Those of us working in the FYE and Second-year spaces are often working in collaboration with student affairs professionals on our campuses. Our professions have a lot in common, even the timing of our national conferences: NASPA and ACPA, two of the leading organizations in student affairs hold their conferences in the spring. In 2017, I attended ACRL Wednesday through Saturday morning and on Sunday began attending sessions at the ACPA conference that had begun the day before.

What is student affairs? Student affairs is a young profession. The 1937 report, *Student Personnel Point of View*, by the American Council on Education, emphasizing the education of the whole student — intellect, spirit, and personality — is seen as foundational setting of the profession's core values (Long, 2012).[6] The professionals working in the complex array of campus operations outside of academic coursework focused on students belong to student affairs. They focus their efforts on the student learning and development occurring outside of the classroom.

Attending student affairs conferences. Student affairs conferences are great places to learn about the co-curricular aspects of college, social justice, student development research, and assessment. Learning about these concepts critical to my own work, yet independent of the library's focus on information, has helped me to find common ground in our shared interest in preparing young adults for a complex world.

6 Long, Dallas. (2012). "The foundations of student affairs: A guide to the profession." In Lisa Janicke Hinchliffe and Melissa Autumn Wong (Eds.), *Environments for student growth and development: Libraries and student affairs in collaboration* (pp. 1- 39). Chicago, IL: Association of College and Research Libraries.

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Student affairs conferences are great places to share how librarians and libraries make good partners in supporting student success. To attract attention, be thoughtful about connecting to themes and needs beyond the library. Many of these colleagues are happy to collaborate once we make them aware of what we have to share. In 2016, I presented at NASPA about an online assignment we offer for first-year students designed to support students in the transition from high school to college. The assignment addresses the intersection of information seeking and help seeking and its design relies on research from transition literature and library science literature. The presentation was well received and many in attendance reported they would seek out the librarians on their campus.

In addition to NASPA and ACPA, the National Resource Center for The First-Year Experience and Students in Transition hosts two conferences annually: the Students in Transition conference in the fall and the conference on the First Year Experience in late winter/early spring.

Connecting With Faculty Through Teaching and Learning Centers

Most campuses have centers focused college teaching and faculty development. Collaborating with these centers is a good way for librarians to reach faculty and to integrate information literacy into courses and curriculum. Some academic libraries are heavily involved in the work of college pedagogical practice improvement toward better student learning outcomes, such as Purdue University, where librarians are members of the management team for IMPACT (Instruction Matters: Purdue Academic Course Transformation), a program to help Purdue faculty and instructors to improve their teaching for better learning outcomes (McMurtrie, 2018).[7] Since the program began in 2011, the library has been a critical partner; in addition to members on the management team, there are several librarians involved with the program.

There are other ways to engage with teaching improvement work on our campuses. On a much smaller scale, at Ohio State, we have an hour in the course redesign institute held by our University Center for the Advancement of Teaching during which we introduce the frames from the *Framework for Information Literacy for Higher Education*, and share highlights from the many ways librarians can support faculty teaching and student learning.

Another way to engage with teaching and learning centers is through a shared interest in the scholarship of teaching and learning (SoTL). The products of this evidence-based study of teaching and learning is often scattered and can be difficult to find. Beyond reading the literature, doing research on teaching practices is a tangible way for faculty to combine their research and teaching roles. To learn more about SoTL, I encourage you to check out the Scholarship of Teaching and Learning guide created by the ACRL Student Learning & Information Literacy Committee.

7 McMurtrie, Beth. October 21, 2018. "How Purdue professors are building more active and engaged classrooms." *Chronicle of Higher Education*, https://www.chronicle.com/article/How-Purdue-Professors-Are/244824.

Connecting With Parents and Families of Students

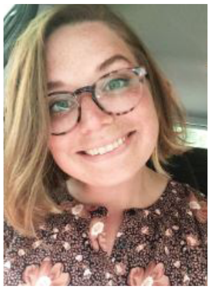
A few years ago my colleague attended new student orientation with her niece. She was struck by how much information is given to students in such a short period of time. It is overwhelming! We took this insight and looked at what we were providing during orientation for students and realized we were just adding to the information overload. A student's main objectives for orientation are taking the required placement tests, getting appropriately enrolled, securing financial aid, learning how to pay tuition and fees, and registering for classes. The library and library services are not on this list.

We began to explore other ways to reach students. Our colleagues who manage orientation had a different problem. They needed something for family members who are accompanying students during orientation to do while their students met with their academic advisors to schedule classes for their first semester. Family Lounge in the library was born!

Family Lounge is designed to be a quiet, relaxing "home base" for families attending orientation. We emphasize that it is centrally located to most orientation events, and therefore a convenient meeting spot between activities, is co-located with a café for snacks and drinks, and offers informational displays and brochures describing how University Libraries can help students from day one. On the orientation schedule, it is highlighted as a place where family members can go while their student is meeting with their academic advisor. We hope that by providing information about the library to family members, they will pass key information, such as textbooks on reserve and reference assistance, on to their students at the moment of need.

The success of Family Lounge led to us providing articles for the monthly newsletter published by our Office of Student Life Parent and Family Relations. We focus on messages timed to the time of the semester, such as study room availability during mid-terms and extended hours during finals. Our colleagues in the Parent and Family Relations office appreciate the quality content for their newsletters and we appreciate this additional way to help get the word out about library services and resources. While we don't have any formal assessment, I have had several students tell me they found out about some particular services through their parents.

Connecting With Families of First-Generation College Students



This section was co-authored by Amy Pajewski, Student Success Librarian at West Chester University of Pennsylvania. See her interview on student employment as a high-impact practice in **Section 2** of this guide.

Families of first-generation college students often feel disconnected from their student and anxious they'll be unable to assist with decision-making and navigating college life. Students whose family members did not attend any form of higher education can have a difficult time navigating the process of completing paperwork, including FAFSA requirements, adjusting to the rigors of college-level courses, and helping their families understand what they are experiencing in college. While most colleges and universities run programs for first-generation students, many struggle with reaching their parents. Libraries are well positioned to collaborate with Student Success leaders across campus to ensure parents feel confident in supporting their student, and ultimately improving retention among first-gen students.

Nearly 24% of students at West Chester University (WCU) identify as first-gen, so Student Affairs and Academic Affairs collaborated to launch an intentional program designed to support these deserving students and their families. In 2019, WCU was recognized by NASPA and the Suder Foundation to its inaugural cohort of First Forward Institutions for its work and long-term commitment to first-generation college student success. NASPA and the Suder Foundation are both well-known in the Academic Affairs field as "the premier source of evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students."

The Libraries at WCU partnered to support parents of first-gen students through a series of events held on campus and then were invited to participate on the official West Chester's First University Committee. As a first-generation college student myself, I was excited to get involved helping families get acclimated to academic life and culture and feel comfortable knowing that we care about their students' success.

At our opening event, in collaboration with Academic and Student affairs, we invited faculty, staff, and upper-level undergraduate first-gen students from across campus to a families luncheon. Families could talk to the WCU community in a low-stakes environment and were encouraged to ask questions and learn more about the student experience at WCU. Because we timed this event to occur on move-in day, there was a significant turnout. We then invited families back for Family Weekend during Homecoming and had a special picnic for first-gen families. From these events and subsequent surveys, we learned that many first-gen families struggled with understanding some of the academic terminology across campus—such as "bursar," and "registrar."

This sparked us to come together to create a glossary of common academic and WCU-specific terms. Not only will this be beneficial to our first-gen students, we hope that it'll make families of first-gen students more comfortable speaking to people on campus and providing their student with advice. So much of the difficulties parents face is the feeling that they lack the knowledge and experience to help their student, however with this tool, families can begin to feel confident in assisting their student in the future.

By fostering communication about first-gen students and their families' needs, the library was invited to a permanent seat on a university-wide committee to continue to lead these efforts. Libraries and librarians are excellent partners in first-gen initiatives because we can provide the space for events, and the resources for their students to succeed.

Conclusion

The second year of any college student's journey is a time of great personal and academic transformation. How we support these students can have a profound impact on their persistence, grades, and graduation rates—and can also shape how they view themselves and their community. While second-years currently represent the most frequently overlooked cohort on campus, the library's unique role offers several opportunities to address this shortcoming. With the right programming, strategies, and instruction, librarians can build off of the momentum established in the first-year experience, and propel students successfully into their chosen disciplines and beyond.

Further Reading

- 2014 National Survey of Sophomore-Year Initiatives, from National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina.
- “Sophomore Success: Making the Most of the Second Year,” edited by Laurie A. Schreiner. 2018
- “Staying Smart: How Today’s Graduates Continue to Learn Once They Complete College,” Alison J. Head. Project Information Literacy, Passage Studies Research Report, January 5, 2016.
- “Helping Sophomores Succeed: Understanding and Improving the Second-year Experience,” edited by Mary Stuart Hunter, Barabara F. Tobolowsky, John N. Gardner, et al. 2010
- “Student Success in College: Creating Conditions That Matter,” by George Kuh, Elizabeth Whitt, Jillian Kinzie, and John H. Schuh. 2005
- The Credo FYE Guide: Practices for Enhancing Instruction, by Raymond Pun. 2018
- The Credo IL Strategy Handbook, From Planning to Assessment: A Guide to Creating a Successful IL Program, by Henrietta Verma, 2018