The First Year Student Experience at DePaul University

Chicago Quarter: First-year students were introduced to DePaul by a faculty member, a staff member, and a student leader. Peer leaders lead discussions and deliver content on a variety of topics.

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Rubric rating: Average = 3.67

Most students were not able to articulate in what ways academic libraries were different than libraries they had previously encountered, but nearly half of them expressed other ways in which our library was different than libraries they used elsewhere. In other words, even though most students didn’t articulate what made a library unique, they did think about what was different or new to them about our experience in our library.

This library was so much bigger and it really wasn’tudent to understand the library, because it was just really well organized. The way the books are set up really helped...

Most students (n=60, 75%) at least express a basic evidence of articulating. 20 students provided basic evidence, 8 selected additional resources and services, such as study spaces, research help desks, etc.

Student feedback was mixed. Many students felt it was beneficial, but some found the assignment to be too overwhelming and difficult to complete.

"I hope to learn more on the issue so I can develop my own opinions based on facts from this book." (18)

Conclusions & Recommendations:

We hope to continue to use the DePaul University Libraries as a tool for student success.

We are looking forward to using qualitative analysis in order to:

Future Directions:

What can we learn from what students say? We are looking forward to using qualitative analysis in order to:

Build an empirical basis for understanding how first-year students may engage with ACRL threshold concepts in information literacy in their own words.

Explore how new college researchers navigate their academic identities through narrative.

Understand how libraries can build on this experience as they deliver library instruction in subsequent quarters.

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