How Institutional Repositories Provide a Digital Complement to the First Year Experience

Valerie Bagley  
*Western Oregon University*

Erin Passehl  
*Western Oregon University*

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How Institutional Repositories Provide a Digital Compliment to the First Year Experience

Valerie Bagley and Erin Passehl
Western Oregon University
Online Northwest
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Established in 1856, Western Oregon University (WOU) is the oldest public university in Oregon.

WOU is located in the Willamette Valley, near Salem (16 miles).

National leader in teacher preparation.

Student Population at WOU

* Fall 2010 enrollment: 6,233 [5,318 undergrad, 915 grad]
* 85% of undergraduates were from Oregon
* Over 50% of undergraduates were first generation to college
* 1 out of 2 incoming students receive Pell grants
Serving traditionally underrepresented groups

- In fall 2010, 24% of entering freshmen class were comprised of students of color
- 52% of undergraduates were first generation to college
- Ranked in the top ten universities in the U.S. in closing the gap in graduation rates between white and Hispanic students (#1 in OUS)
Academic Libraries, Student Retention and Student Success

<table>
<thead>
<tr>
<th>Building</th>
<th>Instruction</th>
<th>Information</th>
<th>Non-Academic Factors</th>
<th>Future</th>
</tr>
</thead>
</table>
| • Information Commons  
• Orientations  
• Tours  
• Tutoring/ Writing Center  
• Accessible hours  
• Group study rooms | • Information literacy  
• Embedded librarians  
• Liaisons to academic departments  
• Tools  
  • LibGuides  
  • Websites | • Access to information  
• In-house materials  
• Consortia  
• ILL  
• Database and serial subscriptions  
• Tools  
  • LibGuides  
  • Websites | • Student jobs  
• Confident research skills  
• Self-confidence  
• Social support  
• Institutional commitment  
• Supportive academic environment  
• Empowering students | • Look beyond public services  
• Educate on publishing, copyright, IRs |

First Year Experience at WOU

* General college success seminars open to all first-year students
* 2 credit elective course
* 13+ sections taught in Fall term and two sections in Winter term
* Academic skills: note taking; study skills; how to talk to a professor; academic resources; public speaking
* Student life skills: conflict management; balance; student involvement; study abroad
## History of the FYE Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-2004</td>
<td>• Report written on the benefits of FYE</td>
</tr>
<tr>
<td></td>
<td>• Not implemented until 2002</td>
</tr>
<tr>
<td></td>
<td>• Elective class</td>
</tr>
<tr>
<td></td>
<td>• Volunteer instructors</td>
</tr>
<tr>
<td>2005</td>
<td>• Freshman Academy implemented</td>
</tr>
<tr>
<td></td>
<td>• Required for students and faculty</td>
</tr>
<tr>
<td></td>
<td>• Poorly planned and executed; considered a failure</td>
</tr>
<tr>
<td>2006 - 2010</td>
<td>• Housed under Academic Advising</td>
</tr>
<tr>
<td></td>
<td>• Ten sections offered</td>
</tr>
<tr>
<td></td>
<td>• 2 pilots run simultaneously – one with faculty instructors, one with student affairs instructors</td>
</tr>
<tr>
<td>2011 +</td>
<td>• Run by 3 person committee</td>
</tr>
<tr>
<td></td>
<td>• Faculty and staff volunteer instructors</td>
</tr>
<tr>
<td></td>
<td>• Symposium and assessment required</td>
</tr>
<tr>
<td></td>
<td>• 13 sections with 250 students served</td>
</tr>
</tbody>
</table>

“The Freshmen Year Experience courses are undergoing extensive review and enhancements that will lead to increased success in future years.”
A New Partnership Emerges

Hamersly Library & FYE Program

* Linked together through library liaison/coordinator
* Both the repository and the FYE program are starting fresh
* Shared marketing and promotional goals
* Recognized need to develop archives, repository, and connections on campus
This isn’t new for University Archives...

Student published poetry, 1975

1948 thesis
Problems with documenting only “the best and the brightest”

OSNS Student artwork, 1914

OSNS student herbariums, 1898
Digital Commons @ WOU: Starting with student scholarship

http://digitalcommons.wou.edu/
Preparing for Symposium

**Coordinators**
- Planning meeting
- Interest in participation form
- Create student permission form

**Instructors**
- Midterm meeting
- Concerns of plagiarism
- Quality of student work

**Assumptions**
- Formats of final student work
- Flow of Symposium event
10 out of 13 FYE classes participated (not mandated but encouraged to present)

Approximately 100 projects presented

Around 200 people in attendance, including upper administration
Capturing work on the spot
What we ended up with

http://digitalcommons.wou.edu/fye/
## How do we measure success?

<table>
<thead>
<tr>
<th>FYE Program</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Some statistics (GPA, retention in 2nd year)</td>
<td>* Developed relationship with FYE program for continued</td>
</tr>
<tr>
<td>* Continued funding during economic freeze</td>
<td>growth, build on reciprocal marketing</td>
</tr>
<tr>
<td>* Marketing and growth for next fall</td>
<td>* Dry-run for Academic Excellence Showcase</td>
</tr>
<tr>
<td>* Symposium will be required in future terms</td>
<td>* Proven example to show potential partners on campus</td>
</tr>
<tr>
<td></td>
<td>* Model for future projects, better planning</td>
</tr>
<tr>
<td>FYE Program</td>
<td>Library</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>• Require instructor participation in symposium and partnership</td>
<td>• Liaisons involved to find opportunities</td>
</tr>
<tr>
<td>• Design of final projects</td>
<td>• Involve all stakeholders early in the process</td>
</tr>
<tr>
<td>• Illustration of FYE mission</td>
<td>• Get into the classroom if possible to allow time for students to ask questions</td>
</tr>
<tr>
<td>• Encouraging creativity</td>
<td>• Get permissions ahead of time</td>
</tr>
<tr>
<td>• Enhanced marketing</td>
<td>• Preference of born digital materials</td>
</tr>
</tbody>
</table>
Ongoing Challenges

- Continued link to student retention, assessment?
- Getting people on board, buy-in from stakeholders
- Educating campus about repository, publishing content online and copyright, plagiarism
- Look beyond public services library links to students – what can other departments in library offer?
- Funding
References


