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

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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
February 10, 2012
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.

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

*ACT Policy Report (2004)*
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>
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</thead>
<tbody>
<tr>
<td>Report written on the benefits of FYE</td>
<td>Freshman Academy implemented</td>
<td>Housed under Academic Advising</td>
<td>Run by 3 person committee</td>
</tr>
<tr>
<td>Not implemented until 2002</td>
<td>Required for students and faculty</td>
<td>Ten sections offered</td>
<td>Faculty and staff volunteer instructors</td>
</tr>
<tr>
<td>Elective class</td>
<td>Poorly planned and executed; considered a failure</td>
<td>2 pilots run simultaneously – one with faculty instructors, one with student affairs instructors</td>
<td>Symposium and assessment required</td>
</tr>
<tr>
<td>Volunteer instructors</td>
<td></td>
<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”
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 growth, build on reciprocal marketing</td>
</tr>
<tr>
<td>* Continued funding during economic freeze</td>
<td>* Dry-run for Academic Excellence Showcase</td>
</tr>
<tr>
<td>* Marketing and growth for next fall</td>
<td>* Proven example to show potential partners on campus</td>
</tr>
<tr>
<td>* Symposium will be required in future terms</td>
<td>* Model for future projects, better planning</td>
</tr>
</tbody>
</table>
# Takeaways from pilot

<table>
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<tr>
<th>FYE Program</th>
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<tbody>
<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


