From the Ground Up: Creating a Sustainable Library Outreach Program for International Students

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Abstract

In spring 2014, the Henry Madden Library at Fresno State implemented an outreach program for incoming international students, consisting of a campus orientation presentation, library orientation and tours, information literacy workshops, and international peer advisor training. Assessment as a result of the program has shown a high level of use of help services among international students, as well as modestly higher use of several services and resources amongst students who attended the library orientation.

List of keywords

international students, library outreach, information literacy, partnerships, sustainability

Authors' Footnote

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Introduction

International students are a fast-growing demographic at many academic institutions in the United States. International student enrollment in U.S. higher education has steadily increased over the past five decades, and in 2013-2014 rose to a total of 886,052 students (Institute of International Education, 2014). California State University, Fresno (Fresno State) currently enrolls nearly 700 graduate and undergraduate students from over 60 countries. While the International Student Services and Programs Office (ISSP) addresses many of the institutional and daily living challenges these students face, the academic literature has demonstrated that many of these students are unfamiliar with Western libraries and the role of librarians in their education.

Prior to 2014, the Henry Madden Library at Fresno State offered no coordinated outreach or information literacy programs to this special population. To remedy this, two public services librarians, with the support of library and campus administration, collaborated with ISSP and designed a pilot project of library orientation and a series of information literacy workshops targeted specifically at the international student population. These programs were first implemented in the spring 2014 semester and continue to the present. Assessment of the program has been conducted at various points.

This article presents a case study of an academic library initiative that supports international students' library and information literacy needs, and explores sustainable library programs for this student population. Potential audiences of this article are librarians, student service professionals, and administrators, or anyone with a desire to more effectively reach out to international students on their campuses. Our goal is to showcase replicable ideas about creating sustainable library programs that encourage international students to use the library effectively, and increase their academic success.

Literature Review

There is a considerable body of literature that discusses the challenges of international students in a Western academic environment. Coming from diverse backgrounds, many international students face difficult adjustments to American culture. Challenges include language barriers and communication issues, different educational and learning systems, and other social and personal issues such as shyness, loneliness, fear of academic failure, and anxiety about whether they will be able to succeed in the new country (Baron & Strout-Dapaz, 2001; Chen & Van Ullen, 2010; Jackson, 2005; Mu, 2007; Wang, 2008).

Adjusting to different academic environments and learning styles, which may include active involvement in class discussions, creative thinking, problem-solving exercises, and evaluation of information, can be a significant challenge for international students. For example, in many Asian countries, libraries may not play an important role in completing assignments, which are mainly based on textbook information. But in a Western university many assignments are

essay-based, which require the students to have good library research skills (Mu, 2007). Therefore, it is critical to the academic success of international students that they learn to use the resources and services in an academic library to effectively conduct research.

The library literature provides consensus that the cultural barriers international students experience in Western academic institutions include the library (Knight, Hight, & Polfer, 2010). Library services such as research assistance by appointment, interlibrary loan, and live online reference are a few examples of potentially new concepts to international students (Jackson, 2005). Moreover, international students often avoid integral library services such as reference (Knight, Hight, & Polfer, 2010), making library outreach essential.

To proactively reach out to international students to meet their needs, a variety of library outreach approaches are observed in the literature. One of the most common is to host a library orientation and tours designed specifically for them (Hensley & Love, 2010; Jackson, 2005; Ruswick, 2010). Although it is undoubtedly beneficial for the library to take part in campus-wide new international student orientations, an in-house library orientation along with tours of the library facility provide an invaluable opportunity to directly connect students to librarians, library staff, library programs, services, and collections. Providing library instruction and workshops for international students is another broadly-adopted approach for meeting their research needs. Common topics include information about the structure and function of the library, how to conduct research using the library resources and beyond, citation management, and how to avoid plagiarism (Chen & Van Ullen, 2010; Hensley & Love, 2011).

The literature also emphasizes collaboration and partnerships with various departments across campus as essential to successful library programs for international students (Chen & Van Ullen, 2011; Hensley & Love, 2010; Jackson, 2005; Ruswick, 2010). Without the cooperation of international student services and other key campus units such as the offices of student affairs, admissions, and pre-college ESL institutes, libraries cannot provide quality programs to meet the needs of these students in a sustainable manner. As Hensley and Love (2011) point out, these partnerships "also generate new marketing opportunities for the library's programs and services for international students." It is worth noting that "s[S]tudent support departments can sometimes fail to see how libraries are important to the initial success of a new student, so it is the library's responsibility to enlighten them" (Ruswick, 2010).

A number of studies recommend that the library appoint a librarian responsible for developing and coordinating international student programs and outreach (Jackson, 2005; Kumar & Suresh, 2000; Mu, 2007). As identified in the literature, this assigned librarian can help facilitate communication as the single point person of the library, increase the awareness of international students' unmet needs, improve library services, programs, and collections for these students, and enhance the reputation of the library in supporting the university's effort of recruiting students from overseas. Singer (2005) and Gale (2006) describe their experiences of taking on such a role at their institutions and provide insightful advice.

About Fresno State

Fresno State enrolls over 23,000 students, and is part of the 23 campus California State University system. From 2012 to 2014, the international student population at Fresno State has increased 52.6% from 364 to 691 students, and this upward trend looks to continue in the near future. In most aspects Fresno State is a typical institution regarding international student demographics, as we closely mirror the current trends. 69% of our students are enrolled in programs within the School of Business, College of Engineering, or College of Science and Mathematics. The top countries of origin for our international students are India (23.3%), Saudi Arabia (23%), China (15.2%), and Japan (6.7%). Approximately two-thirds are undergraduate, with the rest enrolled in graduate programs. (Fresno State Office of Institutional Effectiveness, 2014)

The Henry Madden Library is the sole library facility at Fresno State. Having undergone an extensive $105 million dollar renovation in 2009, the library is the center of campus life and in the last academic year had over 1.3 million visitors. The Madden Library utilizes a liaison structure, with librarians serving designated colleges. Public services librarians interact with our students mainly through their liaison responsibilities and at our reference desk, called the Start Here desk. During reference desk duties we regularly observed international students in the library, but we noticed that they rarely approached us with questions.

Despite the lack of a dedicated outreach program, there had been a history of successful collaboration between the library and ISSP. The most successful example is a long-running event called International Coffee Hour. First launched in 1993 and held weekly in the library, International Coffee Hour features international students giving hour- long presentations on their home countries. Well-attended by students, faculty and staff, as well as many members of the community, International Coffee Hour gives international students the opportunity to practice their presentation and language skills, and allows attendees to learn first-hand about the country and culture of the presenter. Members of the Library Diversity Committee volunteer at each International Coffee Hour event, helping ISSP staff with set up and coordination. Through this collaboration, relationships between staff of both the library and ISSP Office have been cultivated and the groundwork for future collaboration well established.

Program Background

In fall of 2013, we began investigating options for an outreach program specifically targeting international students. Our objectives were to increase international student use of our help services, increase awareness and use of library services and resources, and increase their research and information literacy skills. Because our international students are here for varying durations, we decided to focus the majority of our efforts on incoming students in their first semester. With this approach, over time we would reach all international students in a way that was sustainable and manageable, given our other work responsibilities. The program we

envisioned was similar to the multifaceted approach taken by librarians at the University of Illinois at Urbana-Champaign (Hensley & Love, 2010), and included:

- a presentation at the campus-wide, general international student orientation
- a library orientation for international students
- information literacy workshops
- library tours
- training for international peer-advisors

Now in it's third semester, our outreach program has been possible only with a great deal of assistance from both library and campus administration. At all stages, our Library Dean has been generous in funding a library orientation and in providing student incentives. At the campus level, we received an "Innovation Grant" of $5,000 from the Provost's Office, which has funded professional development opportunities in this area. In addition, the ISSP Office has been an incredible partner as we both strive to support student success. What follows is a description of the various components of our outreach program, assessment of the level of success we have achieved, and suggestions we would make to those considering a similar approach.

Make an Impression - The Campus International Student Orientation

While investigating outreach options, it quickly became apparent that the best opportunity to reach large numbers of students was the campus international student orientation. Held the week before classes, this event is an all-day affair and is required of all incoming international students at Fresno State. After meeting with ISSP staff, we were able to gain a valuable 10 minute timeslot in the schedule. Due to the limited time and the fact that students would be bombarded with information all day, we decided to keep our presentation simple and high-energy. Our goal was to portray ourselves as friendly and helpful, and the library as a place students can get what they need, whether that be resources, services, or spaces to study. We also wanted to use our presentation as a marketing opportunity for our library orientation.

First, we introduce ourselves and invite the students to a "Welcome to Fresno State Party" held in the library, where they will have the opportunity to meet fellow international students, library staff, and learn about the services and resources the library provides. There is free food, and student could win an iPad or Starbucks gift cards. The party is exclusive, limited to only new international students, and registration is required due to limited space. Handouts with party information are also provided. By framing the event as a "party" rather than an "orientation", we hope to appeal to a wider audience. We then present the "Top 5 Things to Know About the Library", highlighting some of our most popular services and stressing that librarians are here to help.

This basic information is intended to provide a brief glimpse at what the library offers and what librarians do to assist students. This approach has been well received by ISSP, and in the days

following our presentation we noticed more international students approaching us at the Start Here desk with questions. In a later survey, 83% of students who saw our presentation reported having "gotten help from a librarian with research, using the library, finding sources, etc.", indicating that a presentation at the campus orientation is an effective way to promote library help services (see Appendix B for survey results).

In our experience, the campus-wide orientation is a prime opportunity not to be missed, as you can reach all new international students in their first weeks on campus. Even with only a few minutes, you can portray yourselves and your library in a way that will get the students interested in your services and resources and, most of all, make them feel comfortable asking for help when they have questions.

"Welcome to Fresno State Party" - Our Library Orientation

Held in the second week of the spring semester, the library orientation represents the centerpiece of our outreach efforts to international students and builds off our previous presentation. Our learning objectives for the orientation include:

1. Introduction to Fresno State librarians, what we do, and how we can help
2. Overview of library website and services
3. How to find books and articles at Fresno State and request items we do not own

We market the orientation as a "Welcome to Fresno State Party" to increase interest in attending, and ISSP helps get the word out with emails and postings to Facebook and other social media. We provide food and refreshments, and raffle off an iPad and Starbucks gift cards to attendees. The orientation begins with approximately 30 minutes of meet and greet, which allows time for students to sign in, eat, talk with fellow students, and meet librarians in an informal atmosphere. This has proven to be a perfect time to casually introduce ourselves and tell students about the library and what we do. They usually have lots of questions, and are often excited about discovering that there is a librarian who works specifically in their subject area!

The meet-and-greet is followed by 45 minute presentation. We show them how to use the library web page to access popular services such as reserving study rooms, locating borrowing policies for materials and equipment, and course reserves. We then show how to conduct basic searches for books, how to locate books in the library, and how to request items through interlibrary loan. Finally, we demonstrate how to find articles with our federated search tool, how to locate subject specific databases, and encourage them to contact their subject librarian for help with in-depth research in their discipline.

Following the presentation, we allow time for questions, hold a raffle for the prizes, and offer an optional library tour. We just finished our third library orientation, and we have been pleased with the attendance numbers:

- Spring 2014: 55 attendees
- Fall 2014: 44 attendees
- Spring 2015: 45 attendees

This library orientation for internationals was completely uncharted territory for us, so assessment was essential. To date, we have conducted two surveys to gather assessment data. The first survey was sent out in August 2014 to attendees of the fall library orientation, and received 17 responses. Using a Likert scale, we asked students to rate their comfort level with our four objectives before and after the orientation. Students overwhelmingly indicated a higher level of comfort in all categories post-orientation. Students also reported that the orientation had been helpful, as 65% of rated the information provided during the orientation as "Very Useful", and 35% rated it as "Useful" (See Appendix A for full survey results).

Figure 1

Question. Before/after attending the library party, how comfortable were you with the following?

Objective		Not at all comfortable (1)	Somewhat comfortable (2)	Comfortable (3)	Very comfortable (4)	Mean	Difference
Finding what I need on the library homepage	Before	1	11	5	0	2.24	
	After	0	1	8	8	3.41	+1.17
Locating books at Fresno State and other libraries	Before	5	7	5	0	2.00	
	After	0	1	6	10	3.53	+1.53
Finding articles	Before	9	3	5	0	1.76	
	After	0	1	8	8	3.41	+1.17
Knowing how a librarian can help me	Before	4	7	4	2	2.24	
	After	0	0	12	12	3.71	+1.47

In December 2014, we sent out a second survey to: 1) new students from spring or fall who attended the library orientation (as the subject group); and 2) new students from spring or fall who did not attend (as the control group) to determine if there were any differences in library usage. The survey received 23 responses from orientation attendees and 48 from non-attendees (See Appendix B for full survey results). The results showed similar usage between the two groups for most categories, but students who attended the library orientation reported significantly higher usage of books/ebooks, interlibrary loan, and laptop lending. These three services and resources are covered in depth during our library orientation, but only briefly mentioned in our presentation at the campus orientation, suggesting that the library orientation was successful in increasing usage of these services and resources.

Figure 2

Question. How often do you utilize the following library resources and services?

Service or resource	Attended library orientation?	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Mean	Difference
Books or ebooks	Non-Attendees	8	11	14	15	2.75	
	Attendees	0	5	9	9	3.17	+ .42
ILL or Link+	Non-Attendees	31	6	7	4	1.67	
	Attendees	8	6	6	3	2.17	+ .50
Laptop Lending	Non-Attendees	26	5	8	9	2.00	
	Attendees	5	7	3	7	2.55	+ .55

Based on attendance numbers, survey data, and very positive feedback we have received from students, we believe the library orientation has been a successful outreach tool to our international student population. When planning a library orientation, put much thought into your marketing effort. By labeling the orientation as a "party," we try to appeal to a wider segment of students who might not otherwise attend, but this approach might not be for everyone. If possible, market directly to students at their general orientation, as we have had the highest number of students register in the first 24 hours after our orientation presentation. Bring flyers to the general orientation and leave them in the international student services office. Prizes are helpful in getting students in the door, but they do not have to be big-ticket items like an iPad. Small denomination gift cards to favorite destinations on campus like coffee shops or dining options are also popular among our students. Have students register beforehand so you have a headcount and send a reminder email. Finally, be realistic with what you can cover during the orientation. It is better to cover a few things well than many things poorly.

Building Relationships - Library Tours

The Henry Madden Library at Fresno State is expansive, made up of two wings, four floors, and over 300,000 square feet of floor space. The library has always offered tours to students as well as to community groups as part of our outreach efforts. We have found in-person tours to be an excellent opportunity to build relationships with students and increase their comfort level with the library. For the first semester of our outreach program, we offered a single library tour at the conclusion of the library orientation, and around 10 students accepted. Students who took the tour gave very positive feedback and noted how helpful it was, but some expressed that they wished they could have taken a tour before the semester began. Also, some of the students who attended the orientation had to leave for class and were unable to attend the tour. Due to this feedback, we expanded this aspect of the program in following semesters and offered more tours. In coordination with ISSP, we arranged to offer optional library tours to international students over a period of days prior to the beginning of classes.

In fall 2014, a total of 8 tours were offered, with 43 new international students attending. Once again, feedback from the tours was positive, and we believe students gain much more than just spatial knowledge of the library. As pointed out in the literature, in-person tours provide a unique opportunity for experiential learning (Hickok, 2011), something hard to duplicate with a virtual tour or a map. For example, rather than just telling students that the main book collection is located on the lower level, we can show them how the compact shelving is operated, and how to find their books on the shelf.

We highly recommend offering in-depth library tours to incoming international students as part of your outreach efforts. Coordinate with your international student services office to schedule tours at a time that is convenient for students, and ask for assistance in marketing. In our experience, new students are curious about nearly everything, so do not make assumptions about what they may already know. This is also another great opportunity to market your services or library events, so take advantage. Our tours have been done by librarians and library staff, but there is no reason why friendly and energetic student assistants could not assist in this aspect of outreach.

Developing Information Literacy Skills - Library Workshops

While our presentation at the campus-wide orientation, library in-house orientation, and library tours were designed to give an introduction to library services and resources, library workshops were envisioned as a way to go into greater depth and build information literacy skills. We faced a number of questions and challenges when planning for the workshops. Should we target undergraduates, graduates, or both? Should workshops be general or targeted for students in specific disciplines? Which topics would be of most interest to international students? When in the semester would workshops be most useful? How do we market these workshops in a way to make them attractive to international students?

After reviewing the literature and much discussion, we decided to cast a wide net and market to international students of all disciplines and grade levels. The workshop topics we selected were general in nature, marketed solely to our international student population, and included: 1) plagiarism and citations, 2) finding books, theses and ebooks, and 3) finding articles in specific subject areas. Assessment of learning outcomes consists of pre- and post-tests administered during the sessions. We decided on a "just in time" approach for the workshops, and scheduled them for the middle of the semester, hoping the timing would coincide with when students were beginning to prepare for research papers. In coordination with ISSP, marketing for the workshops consisted of emails to international students, flyers posted in the ISSP office, and announcements at various ISSP events. And because we had collected contact information at our library orientation, we also directly marketed to these students. To incentivize participation, two Starbucks gift cards would be raffled away at each workshop. Unlike the orientation, these workshops were marketed to all international students, not just those in their first semester.

In the first semester of our program, we conducted one workshop for each topic. Despite our marketing efforts and incentives for participation, attendance was low, with ten students total attending the three workshops. On the positive side, the small workshop size allowed for individual attention, and we were encouraged by significant gains in the post-test scores. When planning workshops for the fall, we consulted with international student peer-advisors for advice on how to make the workshops more attractive and increase attendance. They thought the topics for the workshops were appropriate but recommended doing multiple workshops for each topic to give students more opportunities to attend, and spacing workshops out over a month. Additionally, to further incentivize participation, we were able to secure funding for the purchase of an iPad to be raffled away at the conclusion of the workshops.

Figure 3

Average Pre-/Post-Tests Scores. Spring and Fall 2014 Combined
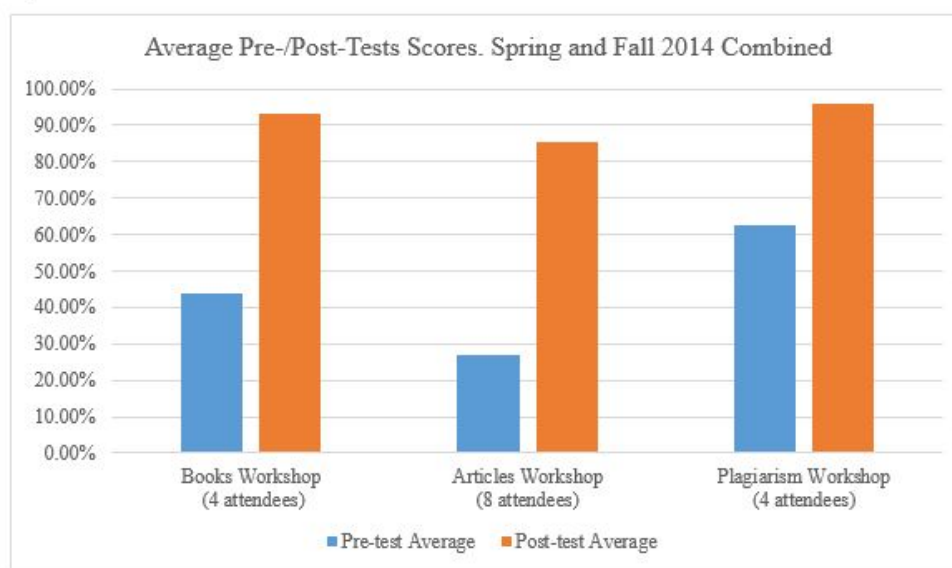
In fall 2014, we conducted a total of six workshops throughout October. Despite doubling the number of workshops, attendance was only seven, with some workshops having no attendees. We were a bit baffled at the lower attendance despite the increased number of workshops offered and the possibility of winning an iPad. Conference poster presentations on our program have led to informal conversations with other librarians who also reported poor attendance at international workshops, so perhaps our results are more the norm than the exception. Regardless, further exploration needs to be done on possible reasons for low attendance, and on creating strategies for appealing to wider audiences regarding marketing.

Of all the components of our program, these workshops required the heaviest time commitment in planning, preparing, marketing, and conducting them. Because of that and the low attendance for two straight semesters, we were prompted to reconsider offering them, and will not be doing so in the near future. To meet our goal of increasing information literacy skills for international students, we are currently exploring a combined approach of 1) online tutorials for basic library skills marketed directly to international students, and 2) increased emphasis on

department-level information literacy instruction, as most of our international students are concentrated in certain academic programs. By targeting introductory and research component courses that are required of students, information literacy instruction can reach international students who are enrolled at Fresno State in long term programs. In addition, the library offers other information literacy workshops that often draw sizable numbers of international students, including a series of business/economic research workshops called "Business Wednesday Workshops" and "Graduate Student Success Series" workshops targeted at graduate students. We believe putting our focus on these areas will ultimately be more beneficial than the separate international student workshops.

The Potential of Peer Learning - International Peer Advisors

One of the benefits of our regular close collaboration with ISSP was our serendipitous discovery of their international peer advisors program. It was not until we had already launched our outreach program that we identified international peer advisors as a group that could be valuable in our efforts. International peer advisors, who are international students employed by ISSP, play an important role by helping new students acclimate to Fresno State, and serve as a mentor and contact persons throughout their time at the university. These peer advisors regularly assist with ISSP events such as registration, orientation, and International Coffee Hour.

Before the fall semester, we arranged to meet as a group with all the international peer advisors and their supervisor, which proved to be very fruitful. We were able to introduce ourselves and tell them about what we do and the role we have in the university. We also outlined our outreach program and what we hoped to accomplish. But most importantly, this meeting was a two way exchange of information. We were able to gain feedback on their experiences as international students at Fresno State, including their use of the library, and what challenges they experienced as new students. They provided input on our program, making suggestions for how we could better market to international students and make our program as relevant as possible.

While we have not yet fully determined what direction our work with the peer advisors will take, we are intrigued by the possibilities offered by peer learning (Bodemer, 2014), and believe this part of our outreach may have great potential. After all, international students are likely to approach their peers for help before seeking out a librarian (Liu, 1993), so turning peer advisors into advocates for the library would naturally seem beneficial. While not all academic institutions may have international peer advisors, they will have advisors of some sort, and identifying and connecting with them is beneficial in a number of ways. By providing information about how the library can serve international students, advisors can then serve as an ally, promoting the library directly to students. And since the advisors have direct contact with international students on a regular basis, they can provide information on the unique challenges these students face at each institution and how the library can help.

Conclusions

Now in its third semester, our outreach program has targeted all incoming international students with a general orientation presentation, 144 students with a library orientation, and dozens more with library tours and workshops. With the assistance of library administration and ISSP, we are well-positioned to continue to reach new international students during their first weeks on campus.–Our program has proven to be sustainable in terms of the time required, as we are able to coordinate these outreach efforts without compromising our regular job responsibilities. Our assessment has shown high levels of use of our help services among international students, as well as somewhat higher use of several library services and resources among students who attended our library orientation. Further assessment needs to be done in this area–to confirm these initial findings. Low attendance at information literacy workshops has prompted us to reconsider this aspect of our program, and we will be exploring new directions when we launch our program again in fall 2015.

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Appendix A. August 2014 survey of fall library orientation attendees. Response rate = 38.6%

Q1. What is your grade level?

Grade Level	Responses	%
Undergraduate	4	24%
Graduate	13	76%
Total	17	100%

Q2. Overall, how useful was the information provided during the library party?

Answer	Responses	%
Very Useful	11	65%
Useful	6	35%
Somewhat useful	0	0%
Not at all useful	0	0%

Q3. What are three things you learned? (Open ended responses. Responses were coded and aggregated)

Response	# of responses	Response	# of responses
What librarians do / getting help	11	Finding articles	4
Interlibrary loan	7	Laptop borrowing	4

Finding books	7	Library spaces	3
Library webpage / resources	7	Book renewal	2
Study rooms	4		

Q4. Do you have any general comments about the library party? (Open ended responses. Responses are presented verbatim.)

It was avery good experience. Came to know about all the facilities available On the Library premises and as well as on the portal.
its pretty big and librarians are awesome
Friendly staff and good food :)
it will be better if we open the library for 24 hours
It was fun to know about the library and its useful features.
it was such a great party to meet up all the other international students , curious to see much more events like these in the future
Pretty good and clear. I like the tour and I finally find out something about the lady wearing red on the screen.
Firstly we were very excited about winning ipad. Secondly the information provided was very helpful being a new student at fresno state.
It is really helpful to us.
I wish they would give hand out to keep.
Its just a nice experiance..
It was Great
it was good and thoughtful
It was nice.. Good job
it was good

Appendix B. December 2014 survey of international students first enrolled in spring or fall 2014. Comparison between students who attended library orientation and those who did not. Attendee response rate=28.8%. Non-attendee response rate≈ 17.7%

Q1. What is your grade level?

	Attendees	%	Non-attendees	%
Undergraduate	10	43%	23	48%
Graduate	13	57%	25	52%
Total	23	100%	48	100%

Q2. Have you ever gotten help from a librarian with research, using the library, finding sources, etc?

	Attendees	%	Non-Attendees	%
Yes	19	83%	40	83%
No	4	17%	8	17%
Total	23	100%	48	100%

Q3. Have you ever taken a library tour?

	Attendees	%	Non-Attendees	%
Yes	20	87%	28	58%
No	3	13%	20	42%
Total	23	100%	48	100%

Q4. How often do you utilize the following library resources and services?

Resource or service	Attended library orientation?	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Mean	Differ-ence
Article databases	Non-Attendees	9	12	11	16	2.71	
	Attendees	1	9	5	7	2.82	+ .09
Books or ebooks	Non-Attendees	8	11	14	15	2.75	
	Attendees	0	5	9	9	3.17	+ .38
Group or individual study rooms	Non-Attendees	7	10	18	13	2.77	
	Attendees	3	5	4	10	2.95	+ .18
ILL or Link+	Non-Attendees	31	6	7	4	1.67	
	Attendees	8	6	6	3	2.17	+ .50
Laptop Lending	Non-Attendees	26	5	8	9	2.00	
	Attendees	5	7	3	7	2.55	+ .55
Printers, copiers, and scanners	Non-Attendees	10	2	12	24	3.04	
	Attendees	2	5	6	10	3.04	=
Student log in computers	Non-Attendees	6	5	15	22	3.10	
	Attendees	2	5	5	10	3.05	- .05
Start Here desk	Non-Attendees	6	12	15	15	2.81	
	Attendees	2	7	8	6	2.78	- .03

Q5. Do you agree or disagree with the following statements?

Question	Library orientation attendee?	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	Differ-ence
The library has the proper resources needed for my research	Non-Attendees	3	1	7	15	19	4.02	
	Attendees	0	0	2	13	8	4.26	+ .24
I feel comfortable using the library building	Non-Attendees	3	0	1	13	28	4.40	
	Attendees	0	0	4	9	10	4.26	- .14
I feel comfortable using the library webpage and electronic resources	Non-Attendees	3	0	8	11	23	4.13	
	Attendees	0	1	0	14	8	4.26	+ .13
I feel comfortable asking a librarian for help	Non-Attendees	3	1	6	10	25	4.17	
	Attendees	0	0	1	11	11	4.43	+ .23

Note: Three non-attendee students did not complete this question.