



## ARTICLE

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# Explore Your Assessment: Improving Library Orientation Using Longitudinal Data

## ABSTRACT

This article presents a longitudinal assessment of Explore Your Library, an orientation program designed to help Northwestern University students learn about library spaces and services. The program, first launched in 2010, was restructured in 2012 to emphasize fun, discovery, and a welcoming environment. Data collection relies on a simple registration form in which participants identify what they learned, allowing responses to be coded against the four program goals: discovering spaces, learning about services, having fun, and perceiving the library as welcoming. Over more than a decade, the analysis shows consistent achievement of the program's goals, with discovery of spaces and awareness of services most frequently reported. Differences emerge by class year, and chi-square tests confirm statistically significant relationships between class year, program year, and reported learning goals. Recent additions, such as asking participants about their favorite part, provide insight into the role of games and staff interactions in shaping positive experiences. The findings demonstrate how low-burden assessment methods can create a robust evidence base to inform program planning, advocacy, and resource allocation.

## KEYWORDS

library orientation, longitudinal assessment, academic libraries, student engagement, gamification

Every academic library must find ways to orient its users, introducing them to its services, resources, staff, and spaces. Orientation programs take many forms, from simple tours to elaborate scavenger hunts. Plenty of articles and book chapters exist about what these various programs look like and how librarians can replicate them. Presumably, most of these institutions run their orientations yearly. Yet, the literature on these programs over time is sparse.

This paper presents a method of longitudinal programmatic assessment of a library orientation game. It describes a yearly orientation game open to all students, along with the process of collecting and analyzing data related to program success. Using a single question to iteratively assess and improve the program year to year, the authors built a corpus of evidence that has been used to understand program outcomes and improve planning efforts for more than a decade.

## Literature Review

Students' sense of belonging is known to be strongly associated with academic achievement and university success. Ahn and Davis (2020) wrote about four domains of student belonging: social engagement, academic engagement, surroundings, and personal space. Literature about library orientations typically consists of case studies focused on one or two years. These studies often emphasize how to plan an orientation aimed at contributing to students' sense of belonging on campus and academic readiness and/or engagement, such as those collected in the book *Planning Academic Library Orientations: Case Studies from Around the World* (Bailin et al., 2018a). These orientations can take the form of open houses, tours, stations, scavenger hunts, and escape rooms.

Farrell and Mastel (2016) stressed the importance of basing assessment on program goals, and they outlined strategies for implementing such assessments. Open houses have employed participant counts and feedback as evaluation methods (Cahoy & Bichel, 2004; German & LeMire, 2018). Marcus and Beck (2003) compared a traditional library tour to a self-guided treasure hunt tour using questionnaires as an assessment method. Similarly, self-guided tours have been evaluated using questionnaires, participant counts, and focus groups to improve both the event and its promotion (Comer, 2018; Smith & Baker, 2011).

Solicitation of participant feedback via surveys, often focused on satisfaction or critique of the program, is a common assessment method for orientation activities such as scavenger hunts, escape rooms, and stations. (Bailin et al., 2018b; German & LeMire, 2018; Giles, 2015; Rosenstein, 2017; Smith & Baker, 2011). Comer (2018) utilized graffiti paper to gather initial student impressions and later held focus groups with participants. Other libraries have measured educational outcomes via questionnaires, sometimes also measuring attitudes about the event (Marcus & Beck, 2003; Salisbury et al., 2018). Bielat et al. (2018) combined formal and informal feedback, gathering informal feedback at each station and having students answer questions related to each learning outcome after completing the event. Rubrics have also been used to evaluate information literacy goals (Angell & Boss, 2016; Boss et al., 2014).

In their article about a Library Amazing Race orientation, Boss et al. (2014) noted that most assessments of library orientations "do not go beyond measures of student satisfaction" (p. 11). In a 2021 systematic review of library scavenger hunts, Stark et al. (2021) agreed, finding "a lack of published research on scavenger hunts in academic libraries with a rigorous methodological design," even noting that many articles lack "a true n, meaning the number of students who participated in the scavenger hunt" (p. 8). Additional evidence of this is seen in their PRIMSA flow diagram, which indicates that 17 articles about library scavenger hunts passed the abstract review phase, but were excluded from the systematic review during the full-text article review phase due to not being a study or research (Stark et al., 2021, Fig.8).

“Over more than a decade, the analysis shows consistent achievement of the program’s goals, with discovery of spaces and awareness of services most frequently reported.”

## What is Explore Your Library?

This study took place at Northwestern University, a private research university with more than 20,000 students, roughly 8,000 of whom are undergraduates. The main campus is served by four libraries, and its main

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*continued***

library has six levels. With an average of 800,000 visitors a year, the libraries are the heart of campus and its academic hub.

The Explore Your Library orientation first ran in 2010. The goal was to create a fun program to help first-year students navigate a complicated building and learn about its many service points and special libraries. Staff at the library entrance welcomed students with free drawstring backpacks and introduced them to a “Choose Your Own Adventure”-style game that led them to different locations in the library based on a sample research project. Participating students chose a topic and walked to various library service desks. At each location, the students were greeted by staff with trinkets or candy and given a quick bit of information about how that space could help them with their project, after which they received their next location. At the end, players were rewarded with food and prizes from local businesses.

Several challenges emerged during the first year of the event. (Lightman & Ryan, 2011). Although the scenarios were devised to be ‘academically meaningful,’ the overall experience did not convey the feeling of exploration. Participation levels were difficult to predict, and distinguishing first-year students from the broader student population proved challenging. In addition, library staff received few instructions, leaving service points overwhelmed and staff members uncertain of their roles (Lightman & Ryan, 2011).

In 2012, Northwestern University Libraries reorganized its User Services Division. As part of this process, the Libraries created a new librarian position dedicated to considering the student library experience holistically across disciplines, including fall orientation programming. With the new role in place, planning for the Explore Your Library began by addressing the identified challenges.

The first change was the easiest: Students of all years have something they can learn about the library; instead of targeting only first-year students, organizers decided to embrace broad participation. Other changes would require a more significant reworking: How could the program feel more fun? How could the program design reduce the impact on service points? How could library staff better understand their role in the event?

Addressing these issues started with outlining new outcomes that would guide the program’s development and assessment each year. Since 2012, the outcomes for the event have remained the same:

- Have fun
- Navigate the library to discover new spaces
- Learn about the services the library provides
- Find the library to be a friendly, welcoming environment

The program needed to be fun and engaging. It is not an instruction session; it is a game. In addition to new goals, the game structure and assessment changed. First, students would visit game-specific stops, rather than existing service points. Staff were trained in the stops they supported and there for a short, dedicated time. This was superior to trying to help participants while working at a service desk. To determine whether the program met the desired outcomes, participants would be asked to share one thing they learned when they registered for prizes at the end.

With these factors in mind, the new Explore Your Library launched. EYL is run annually as part of the library’s multi-part fall orientation programming. The theme and promotional name change from year to year. The name Explore Your Library is used only for internal communications.

Although specific activities change yearly, the fundamental organization and development remain consistent. The locations of the stations encourage students to navigate the large building. Stations are designed to highlight one of the following: quiet study spaces, collaborative study spaces, key service points, and rare and unique collections. Each location has an activity, usually a mini game, that needs to be completed before proceeding to the next location. Previous activities include library trivia, spot the difference, word jumbles, and a challenge to find a specific book on the shelf.

Altering the yearly activities allows the game to feel different to participants who have played in previous years. Over time, the game structures used to promote and market the program can be classified into four broad categories:

- Treasure Hunt – The Great Library Hunt, Explore Your Library
- Find the Space – Spot the Cat, Library GO
- Olympic Games – Library Olympics, Amazing Race
- Solve a Mystery – CLUE, Across the Library-Verse

To encourage participation, EYL offered prizes and snacks to students who completed the registration form at the end of the event.

Rather than relying on frontline staff at service points, library staff throughout the organization sign up to work at specific stations for an hour or two, running those games or activities and giving participants directions to the next location. All staff working on the program are trained so they understand the program as a whole, know what is expected of them, and feel prepared to assist students. This ensures that staff are comfortable and confident when interacting with players.

## Methodology

This article aims to describe the long-term assessment of a library orientation game while clearly delineating how the findings impact event planning. To determine how well the program met its goals each year, the authors built assessment into the required registration form that participants complete at the end of the event to be entered into the prize drawings. Students are asked to indicate their class year (first- through fourth-year, new graduate student, returning graduate student), to name one thing they learned about the library, and to share how they learned about the event. Although graduate students were encouraged to participate in the event and included in internal analyses, their responses are not represented in this article<sup>1</sup>.

Using over 10 years of data, this analysis addresses the following questions for the purpose of program improvement and advocacy:

- In any given year, does the event meet its goals with undergraduate participants?
- Do participants from different undergraduate class years report learning related to different event goals?
- How are undergraduate users finding out about the event over time?

## Coding Process

Students reported what they learned in open-ended text boxes. Some students provided brief responses such as “Music Library” or “how to find a book!” Others wrote more complicated responses such as “I never knew [X]”

<sup>1</sup> Because undergraduate programs are more common across higher education institutions, the authors believed that focusing this analysis on undergraduates would make the findings most broadly applicable to other researchers and practitioners.

and [Y] Libraries were connected through the basement!!! And I love the [X] Reading Room on the 3rd floor of [Z] Library!!!!” and “I found out about who to find if I want to learn more about finding relevant information and journals specific to my major.”

To analyze participant responses, the authors coded responses against the goals of the program, following other approaches to content analysis (Hsieh & Shannon, 2005; Schreier, 2012). The authors created a codebook to ensure common understanding and consistency of encoding. Top-level codes corresponded directly to the four program goals: Discovery of Spaces, Services the Library Provides, Welcoming Environment, and Having a Good Time. However, not every response related to an event goal. During pilot coding, codes were created for Other/Didn’t Answer, and Nothing—students specifically indicating that they learned nothing. (For additional details, see the codebook in the Appendix.)

Secondary, more granular, codes were developed to allow for a deeper understanding of aspects of the yearly program. For example, responses related to learning about a reading room, how to navigate the library, and identifying study spaces all map to the primary code, Discovery of Spaces. Secondary codes were developed and defined based on a single year of responses, with each author looking at half of participant responses. The codebook included definitions, examples, and instructions to clarify differences.

To ensure consistency, the authors used a multi-step review process, like the pilot phase described by Schreier (Schreier, 2012). First, each author coded the same year of results independently and then compared their coding. In cases where responses were coded differently, the authors came to a consensus and used those instances to further clarify the codebook. This full review of codes occurred for two years of data. In subsequent years, after EYL concluded, the authors reviewed the codebook together and then divided participant responses for coding. These annual coding efforts produced the longitudinal dataset

discussed here.

After a decade of using this model, the authors wanted additional information from participants; in 2024 they added the question “What was your favorite part?” to the registration form. The authors updated the codebook to capture these responses and coded them for that year’s internal analysis (See Appendix). In this article, we report on this single year of responses alongside the longitudinal dataset.

The present analysis focuses on the top-level codes, which map directly to the program goals and are less influenced by yearly

**Table 1.**  
*Undergraduate Participants by Year and Class Year.*

Year	Total	First-year		Second-year		Third-year		Fourth-year	
		n	%	n	%	n	%	n	%
2012	194	45	23%	43	22%	44	23%	62	32%
2013	219	67	31%	42	19%	41	19%	69	32%
2014	221	93	42%	39	18%	34	15%	55	25%
2015	107	43	40%	27	25%	14	13%	23	21%
2016	187	59	32%	56	30%	36	19%	36	19%
2017	208	93	45%	51	25%	26	13%	38	18%
2018	92	33	36%	22	24%	15	16%	22	24%
2019	171	66	39%	49	29%	30	18%	26	15%
2021	213	84	39%	61	29%	27	13%	41	19%
2022	220	87	40%	37	17%	61	28%	35	16%
2023	247	101	41%	54	22%	43	17%	49	20%
2024	192	70	36%	45	23%	47	24%	30	16%

Note: Percentages are calculated from reported class year each year.

changes in activities. While secondary codes remain valuable for internal use—particularly for understanding how changes to spaces or activities affect responses—they are not central to the research questions of this article, which focus on the program’s stated goals.

### Limitations

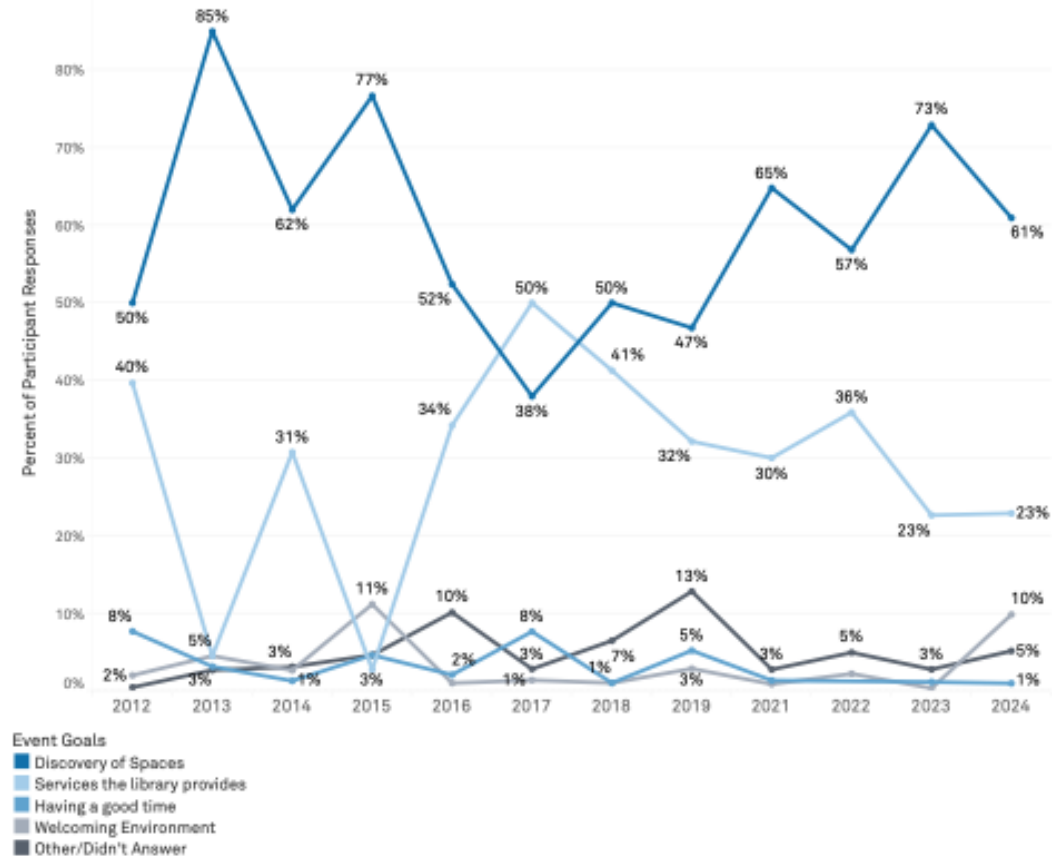
This process examines only the immediate success of this annual program, not the long-term impact that participation may have on students. By design, it identifies only what participants reported foremost on their minds at the end of the program. Even in cases where students reported more than one goal, only the first response was recorded, as opposed to using a more “all that apply” approach. Because the challenges and stations change year to year, this analysis does not attempt to measure whether one specific activity is more impactful than another.

### Results

Between 2012 and 2024, approximately 190 undergraduates participated in EYL most years, with some fluctuation as shown in Table 1. The program was not run in 2020 due to the COVID-19 pandemic. Participation dropped sharply in 2015, when the event overlapped with a campus career fair, and again in 2018, when it was scheduled later in the term; in both years, students reported being deterred by competing obligations. By contrast, participation in 2023 reached a historic high, possibly due to the program’s thematic connection with a popular movie.

Participation is distributed across class years (Table 1). First-year students were typically the largest group by percentage of participation (23%–45%). Third-year students were often the least likely to participate (13%–28%). Fourth-year students once accounted for a quarter to a third of participants (25%–32%) but have declined in recent years to the high teens (15%–20%).

**Figure 1:**  
Percentage of Respondents Reporting Each Learning Goal, 2012–2024



Note. Percentages are based on coded participant responses to a registration question asking participants to name something they learned about the libraries.

### Reported Learning

Student responses to what they report learning took a variety of forms. Some examples include the following:

- **Discovery of New Spaces:** “There’s a whole world in the basement”; “There’s so many great study spaces”
- **Services the Library Provides:** “Librarians can tell you about resources the library has that may help whatever project you’re working on”; “The Writing Place is awesome”
- **Having a Good Time:** “I love this—this is the best orientation”; “it’s fun.”
- **Other/Didn’t Answer:** “I’m worse at math than I thought”; “nothing lol I didn’t really notice anything I don’t notice normally”

Table 2. Reported Learning Goals by Class Year, 2012–2024 (Count and Percentage)

Event Goals	First-year		Second-year		Third-year		Fourth-year	
	n	%	n	%	n	%	n	%
Discovery of Spaces	546	65%	308	59%	238	57%	273	56%
Services the library provides	221	26%	166	32%	131	31%	144	30%
Welcoming Environment	24	3%	14	3%	13	3%	19	4%
Having a good time	19	2%	15	3%	11	3%	23	5%
Other/Didn’t Answer	31	4%	23	4%	25	6%	27	6%

Note. Percentages are based on participant-reported class year each year.

Comparing the compiled, coded responses of what participants report learning to the program’s goals, Discovery of New Spaces is the event goal most often mentioned by participants, while learning about Services the Library Provides is the second most mentioned goal (see Figure 1). The goals around Having a Good Time and Welcoming Environment are reported

considerably less often, with both responses generally under 10%. Having Fun never rises higher than 8%. In 2022, no participants gave responses that would be coded as Having a Good Time.

Not all participant responses map to the program’s desired outcomes. Most years, fewer than 5% of participants gave responses that did not align with event goals. However, in 2016 and 2019, this proportion spiked, largely due to participants entering irrelevant text (e.g., their own name).

### By Class Year

Discovering new spaces was the most likely learning goal to be reported for each class year for the past 12 years (Table 2); between 56% and 65% of each class year reported this goal. Because station locations change each year, there are a lot of variations within this goal, from learning about the availability of reservable study rooms to the existence of a particular reading room. Second-, third-, and fourth-year students were more likely than first-year students to report learning about the services the library provides, with 30%–32% of participants in those class years reporting this goal compared to 26% of first-year students. Fourth-year students were most likely to type a comment related to the goal of Having a Good Time.

These differences are unlikely to be due to chance. A chi-square test was performed to test the null hypothesis that class year and reported learning goal were unrelated. Results indicated a statistically significant relationship between class year and reported learning goal,  $p = .021$ .

Similarly, testing the null hypothesis that program year and reported learning goal were independent yielded a significant result,  $p < .001$ . In both cases, we rejected the null hypothesis, concluding that the variables have a statistically significant relationship.

### Event Promotion

For six iterations of the event (2017–2019, 2021–2023), the registration form asked participants how they learned about the event. This question was added to better understand which marketing efforts influenced participation. By 2024, the available options were rewritten for clarity, with the least-selected options removed. Between 2017 and 2023, over two thirds of students reported playing because they were already in the building (see Table 3). Signs (22%), word of mouth (14%), and, to a lesser extent, fliers (10%) are also drivers of event participation. International Student Orientation and Norris @ Night (which influenced 1% of participation) are campus orientation activities in which the library historically participated but no longer does. Because the library does not maintain a direct user email list, the “email” option (0.9%–7% of participation) referred to campus-wide newsletters.

### Favorite Part

As noted earlier, the goal of having fun was not often reflected in the registration question, likely because it asked about learning. Anecdotal evidence, however, indicated that students were having fun participating each year. Staff members who observed and talked with participants, particularly at the end of the event, reported that students were generally effusive when talking about the event or playing.

To capture this more directly, a new question was added to the 2024 registration form: “What was your favorite part of the Library Olympics?” The responses were coded against the original codebook with additional options for each challenge and the incentives. Responses referencing a specific station, such as “Math puzzle,” or “doing the 60z bean thing,” were mapped to Specific Game Station. Responses such as “Doing the puzzles was super fun.

**Table 3.**

*Percentage of Respondents Reporting How They Learned About the Event, 2017–2023*

Found Out Via	2017	2018	2019	2021	2022	2023	Average Selected
I was in the Building	56.7%	70.7%	69.6%	77.0%	78.6%	74.1%	71.4%
Signs Outside the Library	28.8%	45.7%	18.1%	25.8%	13.2%	14.6%	22%
A Friend Told Me	17.8%	7.6%	15.2%	14.6%	12.3%	13.4%	14%
Fliers	21.2%	17.4%	12.3%	7%	4.5%	5.7%	10.4%
Social media	8.2%	6.5%	4.7%	1.9%	4.1%	4.9%	4.9%
Email	5.8%	4.3%	7%	0.9%	4.1%	3.6%	4.2%
Other	3.8%	0%	0%	1.9%	2.7%	4.5%	2.5%
International Student Orientation	0.5%	1.1%	1.2%	0.5%	0.5%	2%	1%
Norris @ Night	1.9%	0%	1.8%	0.9%	1.8%	2%	1.6%

*Note.* Percentages are based on participant responses on registration form asking how they learned about the event. Participants could select more than one option; therefore, percentages do not sum to 100.

They were not too difficult, but they got my brain moving a bit,” and “Talking to all the new people I haven’t met” were mapped to Having a Good Time.

A plurality of answers (43%) was about one of the stations and coded as Specific Game Station, while slightly more than a third (34%) were coded as Having a Good Time (Figure 2). A small number of responses related to other program learning goals. Nine percent of participants reported that Discovering New Spaces was their favorite part of the game. All comments related to the library being welcoming (4%) were directly related to staff members.

## **Discussion**

When analyzing the fluctuation in overall participation rates, it is essential to note that external factors influence engagement. Some factors are beyond the library’s control; a rainy day might keep people away from the library, while a beautiful day may keep people outside. Other factors can be managed; for example, avoiding conflicts with major campus events helps encourage participation. After noting the drop in participation in 2018, planners surmised that scheduling too late in the quarter makes students too busy to take part. Holding the event within the first two weeks of classes resulted in increased participation.

Overall, student responses indicate that the event met its goals each year. Even without an explicit academic framework, EYL participants often reported learning something in addition to having fun.

While there are patterns in the data, there are also anomalies, such as in 2017 when services ranked higher than discovery of spaces. This could be attributed to that year’s game content, as the activities were closely connected to library services. Some examples of those activities included library trivia and a game wherein players matched subjects with the corresponding subject librarian.

In 2014, the authors noted an increase in participant responses related to the Library Services goal. That year, planners placed posters along the program route which marketed library services such as scanner locations and iPad availability. Participant responses cited ideas in these posters—ideas not present in the program challenges. This suggested that activities do not need to be library-related for students to learn about library services. As a result, EYL later incorporated tasks such as logic puzzles and math challenges as activities and kept the informational posters. An added benefit of the posters is that all users—not just participants—can benefit from reading them.

Looking at participants’ responses across class years supports the hypothesis that the event offers something for all students and is valuable to all class years (Table 2). The data about class year by event goals (Table 2) indicate that, while Discovering New Spaces is the most frequently reported goal overall, second-, third-, and fourth-year students are more likely to report other goals. The chi-square test showed a statistically significant relationship between learning goals and both reported class year and program year. While the authors cannot determine the source of that relationship, they conclude it remains worthwhile to encourage participation from all class years. This finding also supports the importance of making the theme and activities different each year, which can encourage repeat participation.

The following comment illustrates that it is never too late to learn something about the libraries:

I’m a fourth-year undergraduate student who has never made much use of the library, its spaces, or its resources. However, through playing Library Clue ... I learned librarians can help finding specific resources for my research topics ... I’ve a better idea how to access certain materials.

In addition to demonstrating the value of all student years participating, quotations like this qualitatively demonstrate the value of EYL participation, supplementing the quantitative analysis described within this article. Together, this evidence can justify the resources allocated for the program, including time for planning and funding for incentives and marketing materials.

Marketing can take significant staff time to develop and implement, and printing comes with both financial and environmental costs. By analyzing how participants learned about the event, the authors were able to right-size the marketing budget and staff time allocations. The data indicate that the primary driver of participation is “I was in the building.” The second most common response, “Signs outside the library,” refers to a multi-windowpane set of posters facing a campus thoroughfare between the library and the student union. Overwhelmingly, proximity to library is a huge influence on participation. The third most selected response, “A friend told me,” serves as both a free source of marketing and an indicator of satisfaction in the program. Students enjoy it enough to encourage their peers to come to the library and play. This also highlights the element of community being brought into the library through the program.

This knowledge takes the pressure off creating a large-scale marketing plan. Fliers are created only to be distributed during Orientation Week, reducing the budget requirements. Because of consistently low connection to EYL participation, the library stopped participating in Norris @ Night event, which came with a high cost in both giveaways and staff time during the campus orientation week. Social media, which typically drives less than 5% of participation, is now limited to day-of posts. This is a more sustainable approach given staff workloads at the start of fall term.

Adding the question about the favorite part of the Library Olympics, 2024’s theme, offers valuable insight. Over 40% of answers mentioned a specific challenge or mini game. This data will be used when planning specific activities in future EYL programming. Beyond selecting fun games, the data also illuminated the importance of people, something not evident in the original “What did you learn” question. Many of the Having a Good Time responses referred to community, such as “meeting new people,” “meeting a new friend,” and “running around the library with my friends.” All responses mentioning staff were coded as Welcoming Environment, including “Everyone is so friendly,” “The attendants were very friendly and energetic,” and “I liked the comradery with all the library staff.” These reinforce the importance and value of the staff investment in this program.

## Conclusion

This article lays out a model for longitudinal assessment of library orientation, showing that analysis of simple questions in the registration form can build a powerful corpus of evidence—one that can demonstrate continued impact and drive improvement. The authors believe that a similar approach could be applied to other regularly collected data assessing library programs.

Simple additions can help improve understanding of who participates and whether the program meets its goals. While this analysis focused primarily on aggregate codes, direct quotes from participants can be coupled with code counts in internal reports to tell a compelling story.

Future research into this program could more closely examine the Favorite Part question, particularly responses coded Having a Good Time or Welcoming Environment, many of which highlight the role of community and staff. Providing a more nuanced relationship of how fun things drive relationships with users helps tell the story of the impact of the programming and justifies the

allocation of resources. Finally, exploring how rotating event themes influence outcomes and how participation shapes long-term library use would provide further insight into program impact.

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## Appendix

### Codebook

Top Level Code	Secondary Code	Examples
Discovery of Spaces	New Space/ Reading Room	Student discovered a space and named it: Core; Basement; Café; Transportation
Discovery of Spaces	Library Navigation	Finding Materials; It's so big; Towers structure; Call Numbers; Bathrooms; Water Fountain
Discovery of Spaces	Study Space	Place to study; Reservable Study Rooms; Study Rooms;
Having a good time	Comment on Game/Fun	Fun; Any other comment directly about that year's game
Services the library provides	Available Resources / Collections	Special Collections; Citation Mgmt; We have so many databases; Mitchell (DVDs); iPads; Chargers; Umbrellas; Lockers
Services the library provides	Technology	Plotter; Poster Printer; Printers/ Copiers; Scanners
Services the library provides	Services and Support	Circulation Desk; Writing Place; Research Consultations; Call/ texting/chat service
Welcoming Environment	Staff	Staff are nice; Subject Librarians
Welcoming Environment	Aesthetics/View	Library is pretty; Good views; it's great
Other/Didn't Answer	Other	Indicated learning something else
Other/Didn't Answer	Didn't Answer	Blank or Unclear
Other/Didn't Answer	None	Indicated they learned nothing
Specific Game Station	Measuring	
Specific Game Station	Jumble	
Specific Game Station	Wheel	
Specific Game Station	Difference	
Specific Game Station	Math Challenge	
Incentives (Prizes, Food)	Incentives (Prizes, Food)	