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Building on Success: Using Assessment to Expand Library Outreach Services

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How can we use the positive results of assessment to expand outreach to student support communities?

Discussion
• A needs assessment intake form standardizing program director interviews is important; original system of interview notes was not viable long-term
• Workshops were well-attended when marketed to students who were rewarded for attendance: TLC primary audience in fall, Comp II in spring
• Unpopular fall workshops were removed from the spring schedule
• Because roving was less successful at OMVS we will teach library skills to their peer tutoring staff
• Data sharing with OMVS uncovered unfulfilled need; led to outreach plan to support underachieving Comp II students

Programs Involved
• Project Achieve - Local TRIO program
• Thompson Learning Community (TLC)
• Office of Military and Veteran Services (OMVS)
• Intensive English (ILUNO)

Phase One Methods
• One librarian provided roving research assistance at the Project Achieve office three hours per week for an academic year
  • Students completed pre- and post-assessment surveys rating their satisfaction, confidence, and use of library resources

Phase One Results

Phase Two Methods
Conduct needs assessment interviews
30- to 60-minute discussions with program directors
• Program mission and outcomes
• Student population/demographics
• Typical service models (programs, advising, etc.)
• Opportunities for the library to align with mission

Plan interventions
• Roving (Project Achieve, OMVS)
• Undergraduate workshop series (TLC, open to all)
• Outreach programming (ILUNO)
• Online tutorials and guides (multiple)
• Training for library and OMVS staff (OMVS)

Conduct follow-ups
• Reevaluate interventions
• Share data
• Confirm next steps with programs

Phase Two Results

Outreach by the numbers

Programming
7 Events
78 Attendees

Orientation
5 Events
140 Attendees

Programming n = 7 ILUNO Conversation Hours
Orientations n = 1 ILUNO, 4 OMVS

Roving comparisons

Workshops by the numbers

Fall 2016
5 Workshops
65 Attendees

Spring 2017
3 Workshops
57 Attendees

Fall 2016 in-class assessments and Spring 2017 exit slips determined Fall 2016 attendees were primarily TLC students and Spring 2017 attendees were primarily students receiving extra credit