Building on Success: Using Assessment to Expand Library Outreach Services

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Recommended Citation
Bishop, Katie and Owens, Tammi, "Building on Success: Using Assessment to Expand Library Outreach Services" (2017). Criss Library Faculty Proceedings & Presentations. 82. https://digitalcommons.unomaha.edu/crisslibfacproc/82

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Building on Success: Using Assessment to Expand Library Outreach Services

Katie Bishop & Tammi Owens, University of Nebraska at Omaha

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 unfilled 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

- Roving comparison
- Correlation between satisfaction and confidence

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

Programs by the numbers

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

Phase Two Results

- Roving comparisons
- Roving growth primarily at Project Achieve/TRIO with addition of second librarian; roving was less successful at OMVS

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