

Learning Outcomes for Library Student Workers:

The Assessment Cycle in Identifying Needs and Documenting Value

Goals

To provide value to student workers beyond convenience and flexible hours, with the ultimate goal of a long-term relationship between library and student worker equivalent to alumni relationship in the colleges.



Benchmarking

In Spring 2011, the Libraries partnered with Campus Life to survey student workers concerning their perceived learning as a result of working in Campus Life and in the Libraries. 76% of library student workers responded. This was followed in the Fall with an internal survey of both student workers and student supervisors on what skills they considered important for student workers.

Findings



What students valued about library employment

According to comments in the **Spring 2011 survey**, student workers most valued the flexible hours and the convenience of a campus location.



Outcomes of campus employment (Spring 2011 Survey)

Top 5:

- 1) Ability to work with others
- 2) Problem Solving
- 3) Appreciation for human differences
- 4) Ability to plan and organize
- 5) Greater affinity for UNLV

Lowest: skills for academic achievement and future career



What students wanted to learn as a result of library employment (Fall 2011 SELG Survey)

Eight skills topped both lists. The two library skills both groups considered important:

- 1) How to search the catalog
- 2) What resources are available at the Libraries

General skills include: how not to plagiarize, time management skills, studying effectively, prioritizing, problem solving and follow-through, and oral communication. MS Word was on the student worker list, though not on the supervisor list.

Response:

SELG pilot training sessions in **Spring 2012** on study cycle, time management, MS Word, and resume writing, each of which was followed by a survey on the workshop's value.



"Resume workshop was awesome and really helpful."
(Several students noted that since attending the training, they have been working on revising their current resumes.)

"MS Word workshop provided me skills for research school and research papers."

"The time management workshop helped because I'm a procrastinator. I use the checklist to break bigger tasks into smaller tasks."

Outcomes:

The Spring cycle of action/assessment concluded with a focus group on the value of the training. One question: How has the training program changed how you think or feel about the library?

"Training shows the library and staff want me to succeed academically and be all around better."

"Reminds of convenience of working where I go to school"

"Gives added value to the job"

"The training translates into a lot more. I appreciate the job more."

"Makes working at the library feel like there are additional opportunities"



Next Phase

- 6 workshops Fall semester
- Student Assistant Professional Development Certificate
- Exploring ways to develop individual self-awareness

Credits and Contributions

*Patricia Iannuzzi, Dean of Libraries: shared her vision that library student employment can become a "value-added" experience that creates long-term connections between library and student worker by addressing academic and workforce skills.

* SELG (Student Employee Leadership Group): responsible for developing, testing, and implementing the Student Assistant Development Program and the Student Assistant Professional Development Certificate. SELG works with UNLV campus units and throughout the University Libraries to provide development for student assistants in academic, professional, and personal areas, as well as baseline training in library functions. SELG chairs and members from 2010 onward are: Chairs: Ernesto Hernandez, Amanda Melilli, Rosan Mitola, and Greg Voelker; Members: Terry Deem, Carrie Gaxiola, Amy Hunsaker, Kim Kaplan, Katherine Keller, Pat McCarty, Marice Seda, and Yuko Shinozaki.

*Sunny Gittens, Director of Campus Life Assessment: invited the Libraries to join in their annual survey of learning outcomes for Campus Life student workers.

*UNLV Office of Information Technology and Academic Success Center: presented some of the training sessions.

*Jeffrey Agne, Libraries Assessment Unit student worker: produced the poster.

*Jeanne Brown, Head of Assessment: collaborated with Campus Life Assessment Director to survey library student workers, worked with SELG on survey and focus group questions at various stages, and provided text and layout for this poster.