

## Findings Report

### Introduction

To discover the needs and gaps for the standardized orientation and training program geared towards library work-study student staff the team ran a ten question survey and held two focus groups. The results from both user research methods are included in this document. The survey was sent out to current student assistants via email and garnered 25 participants. One focus group included three senior student assistants all having been employed with the library for over two years and with previous experience training new hires. The second focus group included five student assistants who have been recently hired within the past six months.

### Survey Results

The ten question survey asked the student assistants about their preparedness for various parts of their job including overall organizational knowledge, helping users and knowledge of services and resources.

The survey results show a need for improved training on a few key areas:

Preparedness to answer questions about library resources:



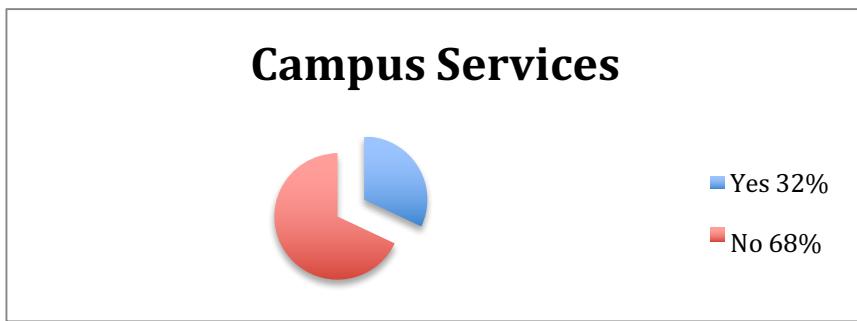
Preparedness to answer questions about the building and facilities:



Preparedness to answer questions about policy and procedures:



Preparedness to answer questions about campus services:



The survey highlights the need for more intensive and structured training for campus and library related resources and services. With only 32% of participants feeling prepared to answer user's questions regarding services on campus this area is an immediate need to ensure users are receiving better customer service. The need for training and more information for the other survey questions also showed room for improvement in areas such as preparedness for required job duties and understanding supervisor expectations.

#### Focus Group Findings

The senior level students shared many ideas and some concerns regarding training. All three felt similarly across the board on the following issues:

- Organization of training
- Current status of student in training
- Follow up from supervisor on understanding of training concepts
- Standardization of procedures
- Scheduling new students with a mentor

The group feel newer students need more support during training and need to be scheduled when senior students or supervisors are available to mentor and watch

the trainee. They felt standardized procedures would help ease training because everyone would learn the same thing the same way.

The second focus group made up of students who were recently hired and trained shared their thoughts and concerns regarding training. Many ideas overlapped those of the senior students:

- Confusing schedule
- Not sure when to ask questions
- Not sure who to ask questions
- Want more support during beginning stages of training

Overall, both groups wanted more structure with assigned mentors while the new hires were still learning the basics of the library facilities, services and procedures.

### Recommendations

Based on the survey data and the comments and ideas from the two focus groups it is important the standardized training reflects the needs of the users. Those needs include:

- Better understanding of job duties
- Better understanding of supervisor expectations
- Better understanding of library resources
- Better understanding of campus services
- Better understanding of library policy and procedure

The training needs to be more structured to ensure all new student assistants learn the same information about the library and campus. Some gaps stem from being trained by various supervisors and the inability to see the real time status of students while they are in the process of being trained.

The training must include checkpoints where supervisors check the understanding of the student to ensure the student is learning what is expected of them. This part is crucial to identify what information gaps have formed and where the student needs more information and training on specific topics.