ORIENTING THE STUDENT EMPLOYEES AT JAMES WHITE LIBRARY

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Brief Historical Background

- **Introduction to Libraries** *(Freshmen and Sophomores)*
  - Time - met three times a week throughout quarter
  - Teachers - 6 Librarians
  - Textbook - yes
  - Requirements – Pathfinder, passing grade (quizzes, tests, exercises)

Brief Historical Background

- Topics:
    - Library Departments and Personnel
    - Parts of a Book
    - Reference Sources – Print and Electronic
    - LC Subject Headings and Call Numbers
    - Library Services
    - Search Strategy
    - Reference Service
- Methods: lecture, tour, demonstration, exercises

Brief Historical Background

- **Orientation Workshop**
  (*Upperclassmen and Graduates)*
  - Time - met once a week, 7 times throughout the quarter
  - Teachers - 7 librarians
  - Textbook - no
  - Requirements - passing grade (exercises, final test)

Brief Historical Background

- Topics:
    - Patrons are People–Philosophy of Service
    - Overview, Library Locations, Department Functions
    - Books; Library Catalog; Technical Services
    - Reference Service
    - Electronic Reference Sources
    - Periodicals
- Methods: lecture, tour, demonstration, exercises

The Need for a Study

- Why can't there be one class for both graduates and undergraduates?

- Is it possible to give the student assistants an orientation

  - in less time?

  - with less teachers involved?

  - with less busy work?

Developing a New Orientation Program for Student Assistants of James White Library

- Purpose: To develop an orientation program for both the graduate and undergraduate students with the following **objectives**:
    - To give the student assistants a general orientation into the library as their work place.
    - To help them understand the library's philosophy of service and the policies that affect them.
    - To create an opportunity for new student assistants to be acquainted with each other.
    - To make them realize their value in the library.
    - To prepare them for the real work world.
    - To provide them with information useful not only for their job but also for their class work and personal lives.

Hypothesis & Method

- Hypothesis :
  - A short program can be developed for both graduate and undergraduate students.

- Method:
  - Evaluation form

Evaluation of Student Assistants' Orientation Program

DATE: _____

Sessions	Please rate the sessions as indicated below:					The content was helpful for my :		
	5	4	3	2	1	Job	Class work	Personal
Prerequisites: Physical Tour and Emergency Orientation - Preliminary Checklist(Supervisor)								
Diretor's Session (K. Clouten)								
Electronic Resources (C. Helms)								
Branch Libraries (K. Demsky, L. Mack)								
Multicultural Training (G. Oosterwal)								

5 = Excellent   4 = Good   3 = Satisfactory   2 = Fair   1 = Poor

Evaluation of Student Assistants' Orientation Program

1. If this class were reduced by one session, which one would you cancel? Which ones would you consolidate?

    Cancel

    Consolidate

    None

2. Please write down any comments or suggestions.

The Transition Period, 1994-2001

- **Program A (began 1994-)**
  - Topics and Methods
    - Emergency Procedure (once by itself, later combined with other topics) - lecture, demo
    - Main Library - tour
    - Branch Libraries - tour
    - Philosophy of Service - lecture
    - Policies and Perks - lecture, role play
    - CD-ROMs - demo, hand-on
    - Online databases - demo, hands-on
    - Multicultural training - lecture

Comments and Suggestions

- Consolidate
    - Main Library Tour + Branch Libraries Tour
    - CD-ROMs + Online
    - Multicultural Training + Philosophy of Service
    - Tours + Emergency Procedures
   - Philosophy of Service + Policies and Perks
- Cancel
    - Branch Libraries Tour

Other Comments and Suggestions

- Shows me that library takes us seriously even though we are just student employees.
- I really appreciate the fact that the library desires to train us.
- I would recommend this course to every student assistant.
- I learned a lot.
- Helpful, well-done, and organized.
- Benefited job and personal life.
- Excellent, super.
- Longer computer classes, more hands-on, be on a slower pace.
- Projects shouldn't be time consuming.
- Need more interactive things.
- Too much information.
- Too long. Shorten, condense, direct to the point.
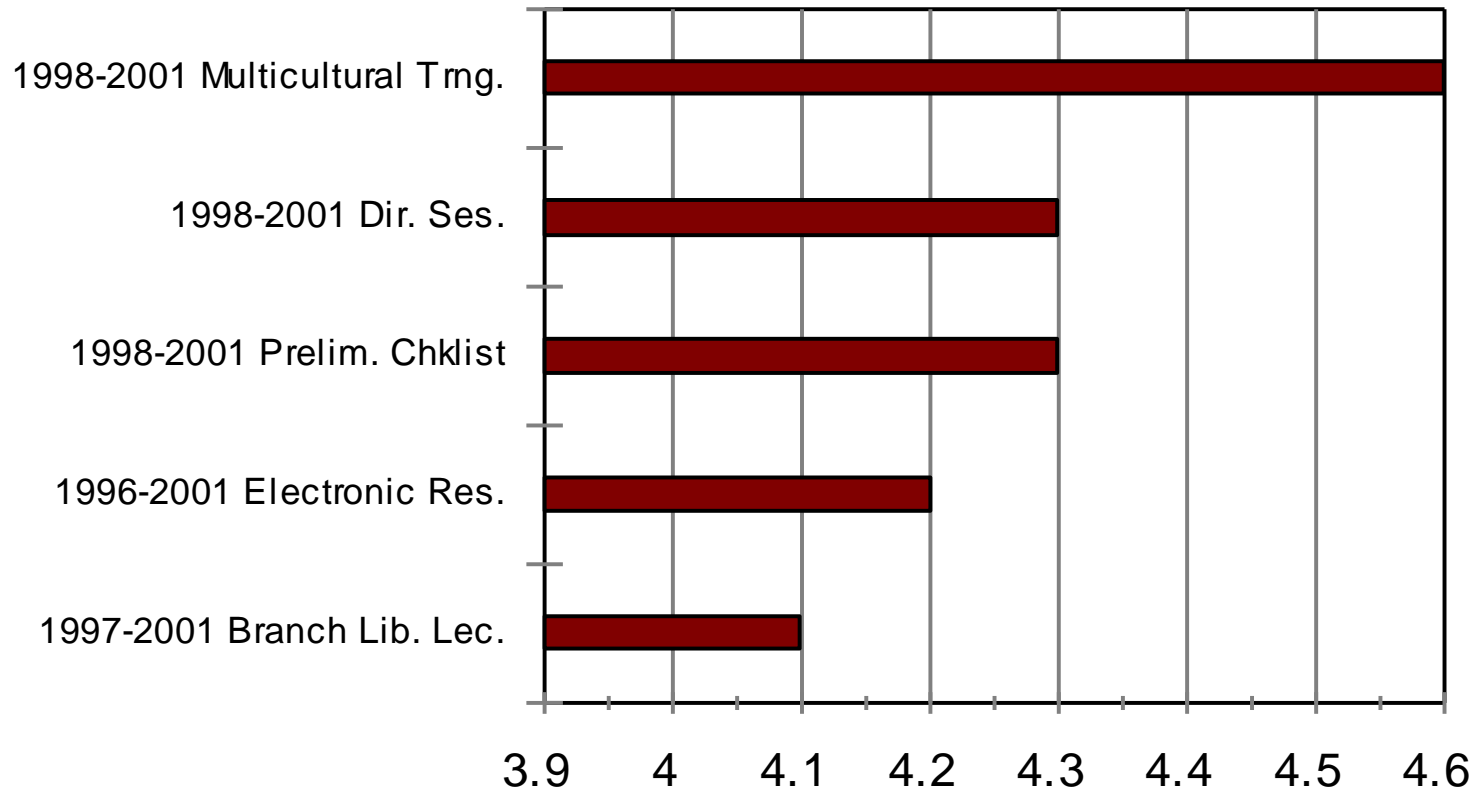
Ranking of Program A
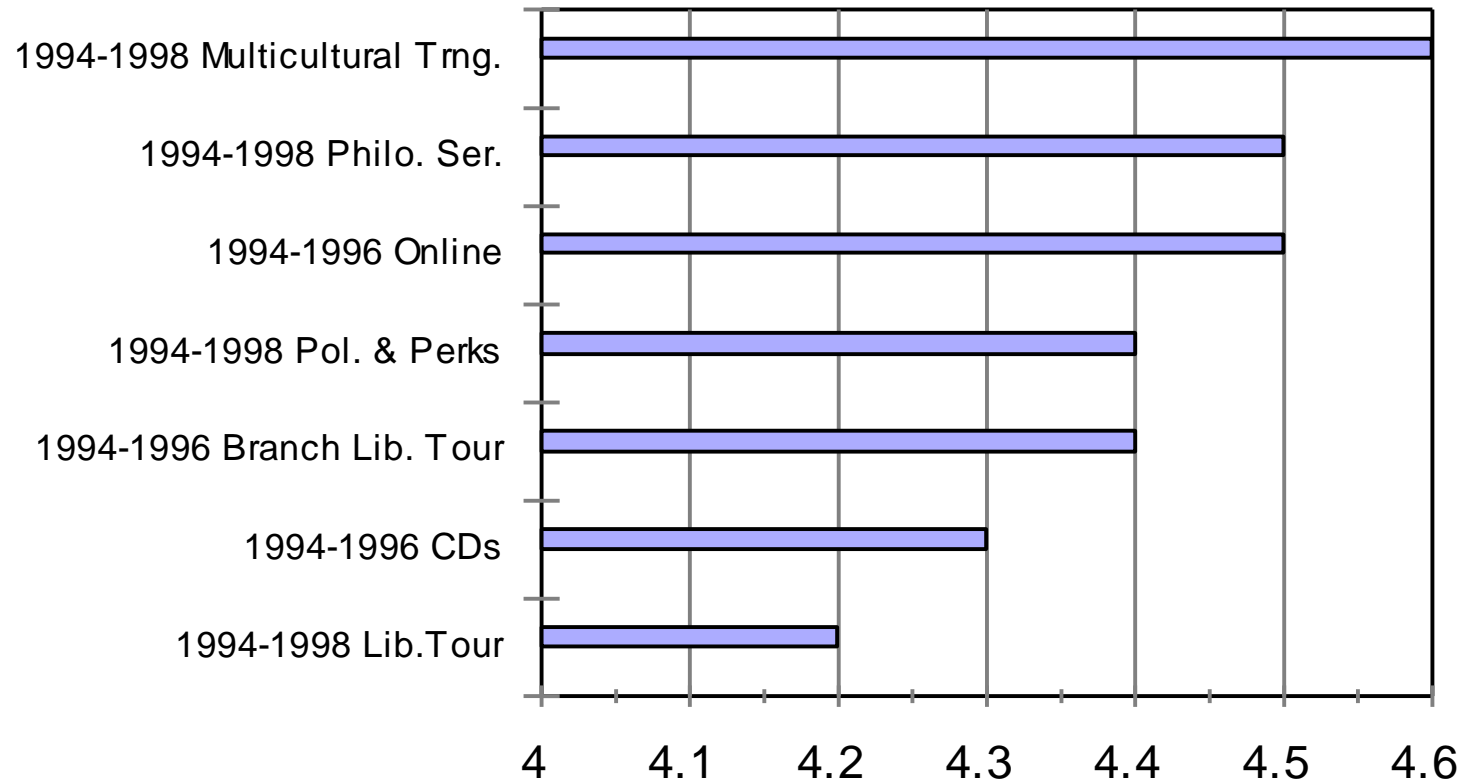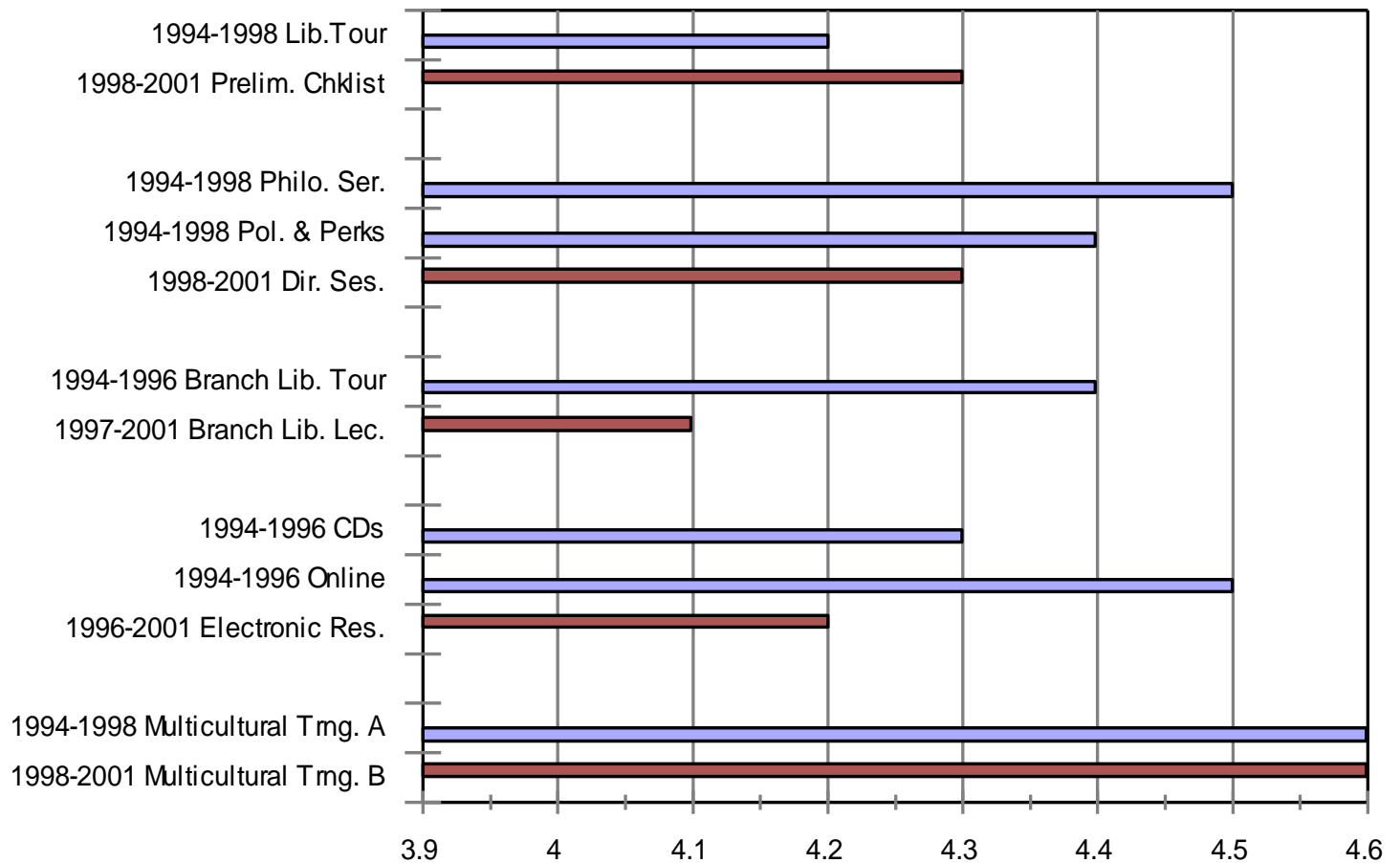
Program B (began 1996-1998)

- Topics and Methods
  - Preliminary Checklist: Tour and Emergency Information - tour, emergency worksheet
  - Branch Libraries - lecture
  - Electronic Resources - demo, hands-on
  - Multicultural Training - lecture
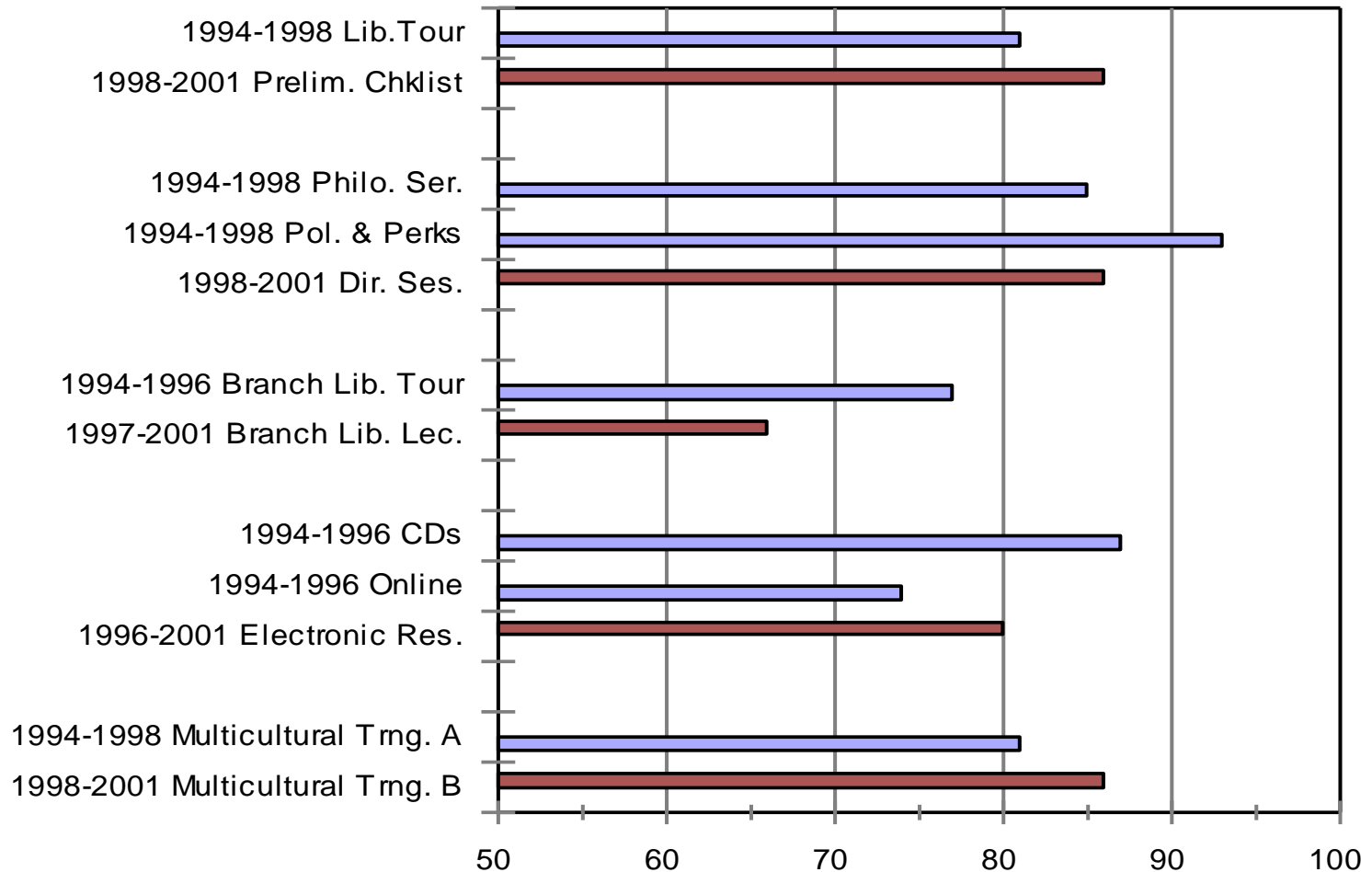 - Director's Session - lecture

Ranking of Program B

	3.9	4	4.1	4.2	4.3	4.4	4.5	4.6
1998-2001 Multicultural Trng.								4.6
1998-2001 Dir. Ses.					4.3			
1998-2001 Prelim. Chklist					4.3			
1996-2001 Electronic Res.				4.2				
1997-2001 Branch Lib. Lec.			4.1					

Comparison of the Two Programs
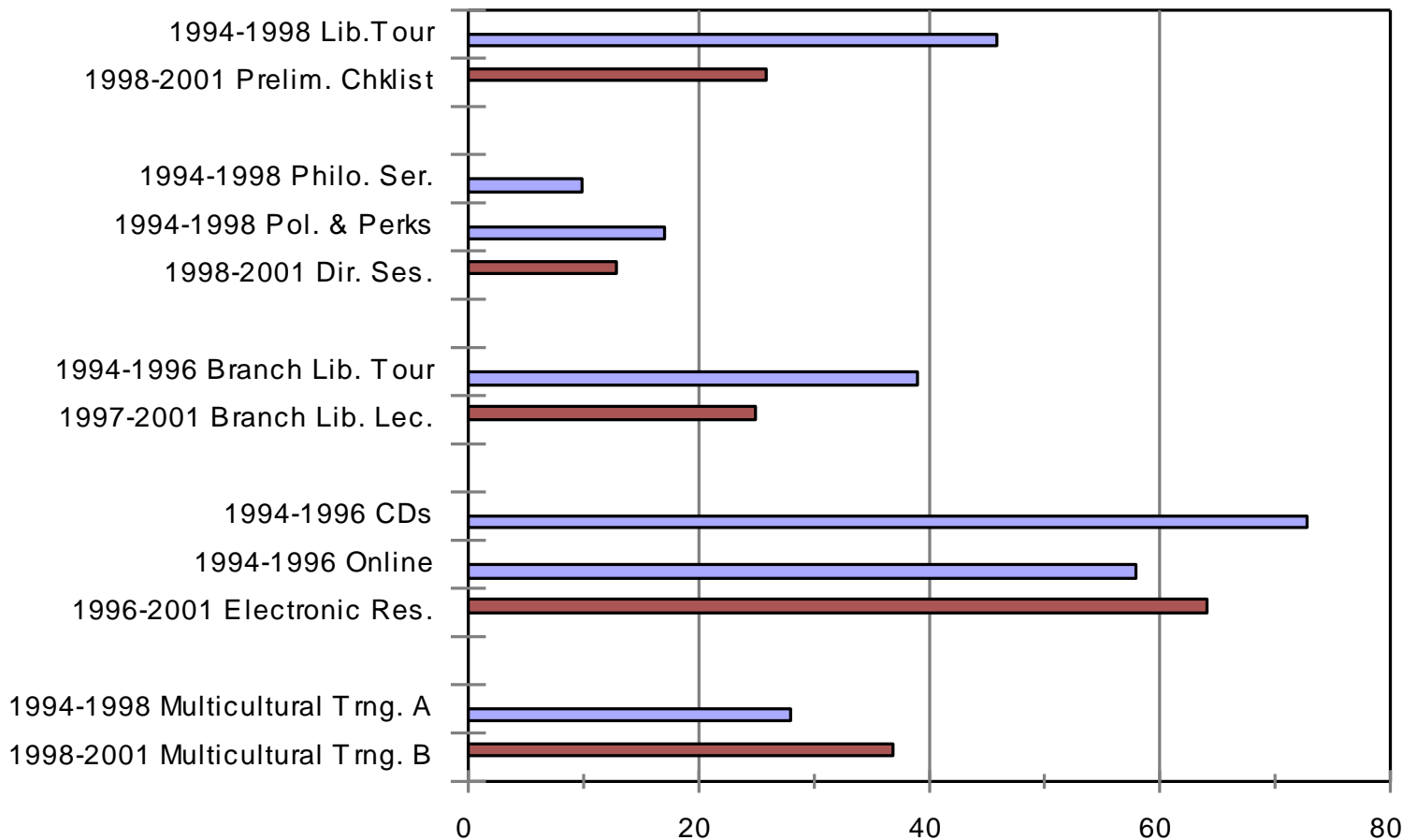
DURING THE TRANSITION PERIOD

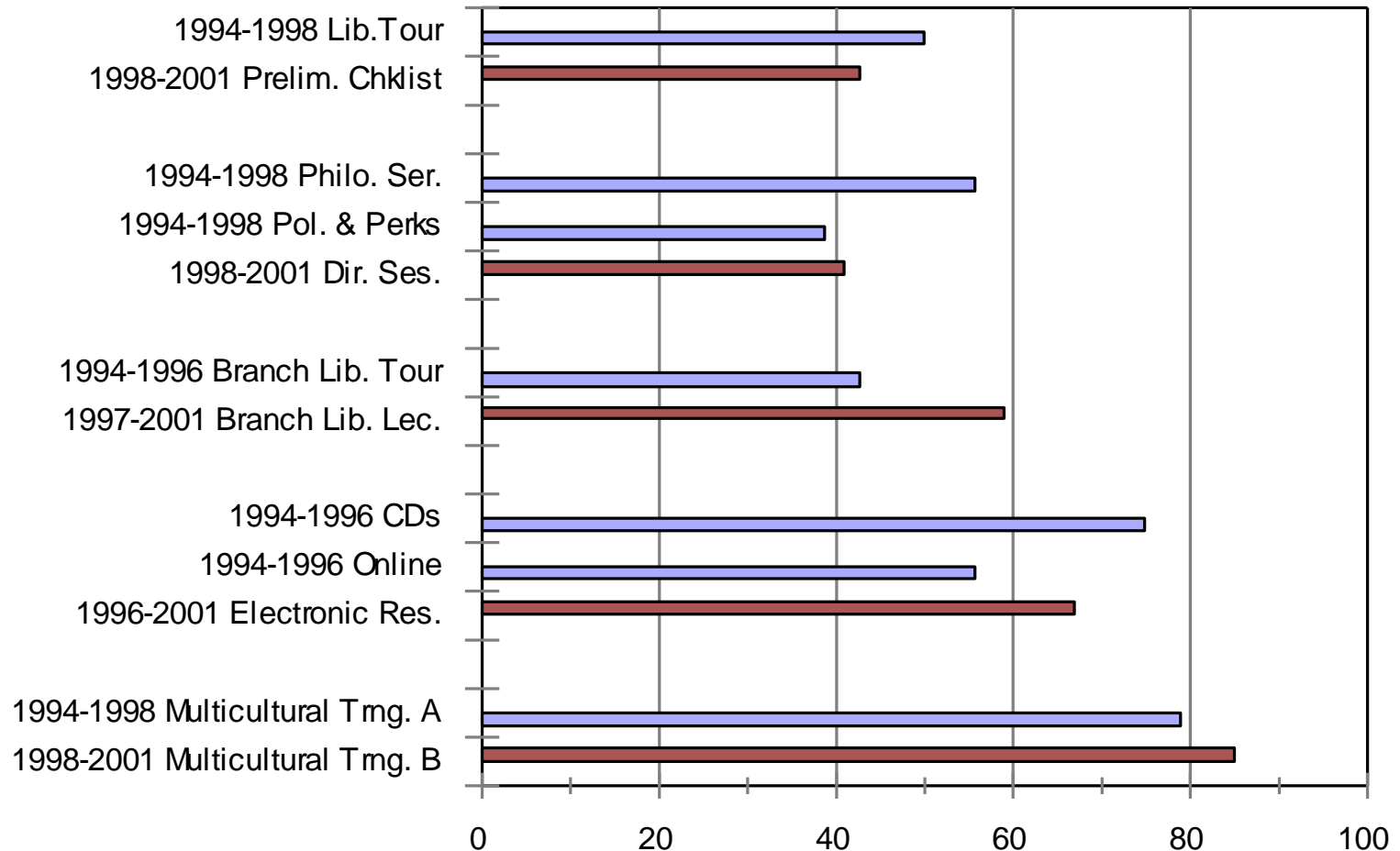# Relevance to Job

DURING THE TRANSITION PERIOD

Relevance to Class Work

DURING THE TRANSITION PERIOD

Relevance to Personal Life

DURING THE TRANSITION PERIOD

Summary of the Transition Period, 1994-2001

- Time
  - 1994-1997: 6-7 class periods throughout the **quarter**
  - 1997-1998: 6.5 hours class time in one **day**
  - 1998-1999: 4 hours class time in one day
  - 2000-2001: 3.5 class hours in one day
- Teachers
  - 5-7 librarians, 1-2 support staff, 1 guest

Summary of the Transition Period, 1994-2001

- Textbook
    - None. Students encouraged to read the JWL Student Handbook and the Department's Handbook.
- Requirements
    - Attendance. No Pathfinder, quizzes, tests.
- Objectives
    - Same

What We Learned from the Study

- Tours
    - Library tour and branch libraries lecture rated lowest.
    - Preliminary checklist outside class time preferred.
- Philosophy of Service
    - Philosophy rated higher than Policies and Perks.
    - Keep combination in the program.
- Computers in Libraries
    - Online ranked higher than CDs.
    - Keep combination in the program.

What We Learned from the Study

- Multicultural Training
  - Highest rating.
- Emergency and Safety Procedures
  - Lecture boring.
  - Better when integrated with the tour.
- Time
  - Keep it short and sweet.
- Methods
  - Use a variety of methods.
  - Interactive method is preferred.
- People involved
  - Keep the teaching team small.

Conclusions

- One orientation program can be offered to both graduate and undergraduate student assistants.

- Shortening the time period can be accomplished by changing the methods of presentation and combining certain sessions.

- Tours and emergency procedures can be done outside class as a preliminary checklist.

- Keep the Multicultural Training as a separate presentation with different method.

- Continue to make the class meaningful by making it relevant the students' job, class work, and personal lives.

Current Orientation Program 2001 ~

- Time
  - Preliminary Checklist (tour and emergency information) - 1 - ½ hours outside class time
  - Class meets 2 ½ hours. Each student receives a packet containing the following:
    - Name tag
    - Welcome letter from Library Director
    - JWL Organizational Chart
    - Outline of the Class
    - Library Computer Use Policy
    - Policy Regarding Use of Keys by Student Assistants
    - JWL Library User's Guide

Current Orientation Program, 2001 ~

- Teachers
  - 1 support staff = checklist
  - 2 librarians, 1 support staff = class
- Textbook
  - None
- Requirements
  - Attendance, participation. No project, quizzes, or tests.
- Objectives
  - Same

Student Assistants' Orientation Class

- Instruction Lab(5:00-6:30)
  - Welcome (10 min.)
    - Check on Preliminary Checklist; Purpose of the class; Self-introduction: name, department, country of origin, currently enrolled in what program
  - Multicultural Training (60 min.)
    - Individualized "Self-Assessment Checklist for Communicators"
    - Video - "Communicating Across Cultures" HF5549.5 .M5V25 1992 v. 3
    - Divide into groups to discuss reactions to video and applications to library
    - Share group discussions with class

- Electronic Resources (20 min.)
    - Lecture - Computer Policy, Missing Book, Rush Cataloging Request, Staff vs. public mode, what's new
    - Demonstration
    - Hands-on

- Room 350
    - 6:30-7:00
        - Supper (30 min.)
    - 7:00-7:30
        - Director's Session (25 min.)
            - Lecture with Power Point
        - Awarding of Certificates (5 min.)

How We Value Student Employees

- Orientation Incentives
    - Free supper
    - Paid work time
    - Certificate of completion
    - First pay raise upon completing the program

How We Value Student Employees

- Other Ideas
  - De Haan awards
  - Pay raise - after completing the class, merit raise based on evaluation
  - Birthdays - cards, parties, balloons
  - Graduation
  - Appreciation Day - Progressive Party
  - Work opportunities in other departments
  - Training sessions

Share your ideas and experiences!

The END