



Survey Implications for Marketing and Outreach to Adult Learners and Faculty of the Metropolitan College at Johnson C. Smith University

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ABSTRACT SUMMARY

- Creating partnership between the library and the Metropolitan College
- Creating a larger demand for the library services
- Creating an assessment standard which can be implemented for the traditional students

THE PROCESS

- Made connections with the Metropolitan College Administration
- Worked with Institutional Planning
- Created survey of 11 question

SURVEY RESULTS

- Received a 18% response rate from Metropolitan students
- Students relied on Google to find information
- A large majority have never had a JILL instruction class
- Most don't know about library resources and services

OVERALL OUTCOMES & KEY INNOVATIONS

- Survey development
- Creation
 - Faculty Toolkit
 - Student Impact Cards

CHALLENGES

- Time
 - Survey development
 - Authors Experience
 - Faculty engagement
 - Current faculty
 - New faculty
 - Limited student participation
 - Non-traditional students
 - DNC



STAKEHOLDERS

- Metropolitan students
- Metropolitan College
- James B. Duke Memorial Library
- The University

GOALS NOT ACHIEVED

- We were unable to create a demand at this point in time
- We were unable to develop a focus group



UNIVERSITY STRATEGIC PLAN

- Aligns with the library's strategic goal of fostering a culture of awareness of the library's resources
- Creating partnerships between the library and faculty

CONCLUSION

- Utilizing different methods for survey distribution
 - Administer twice a semester or twice a year
 - Consider print or electronic formats
 - Conduct impromptu surveys outside of typical learning environments
 - Elicit the aid of the Student Library Advisory Board
- Survey faculty
 - Print or Electronic
 - Library town hall meeting
- Focus groups
 - Students
 - Faculty
 - Library town hall meeting
- Educate the faculty about the library resources and services
 - Meet & Greets
 - Departmental meetings
 - Faculty orientations

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QUESTIONS

Now is the...

