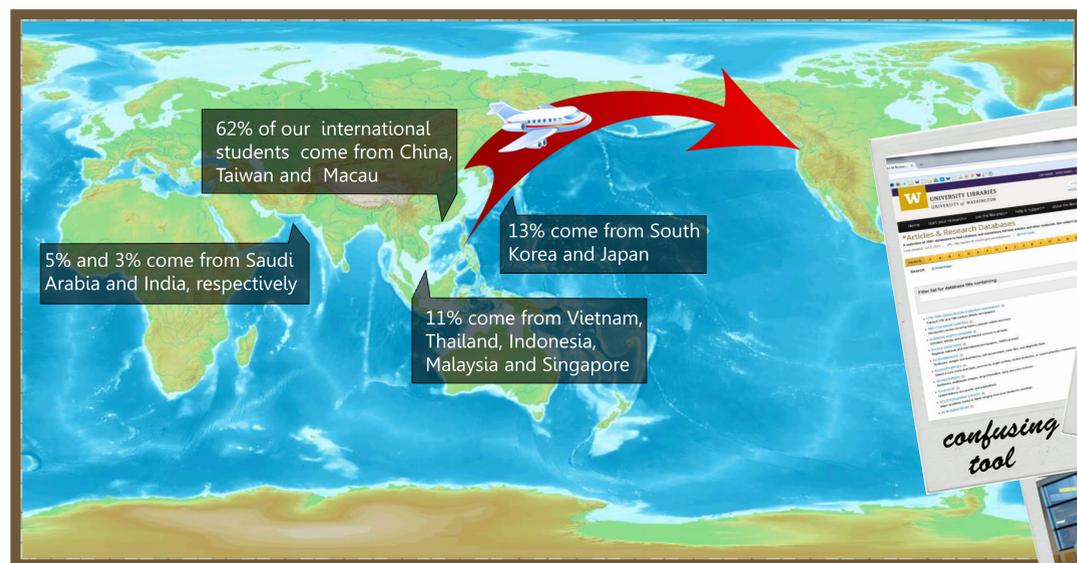


Developing Effective Library Services for a Growing International Student Population through Practical Assessment

Preliminary results and observations

Impacts



- 1) Previous library experience:** Libraries in students' home countries were primarily viewed as places where books are stored, and not as places to ask questions.
- 2) Group work and class expectations:** Communication and the value of being heard were central in students' reactions to group work and class interactions.
- 3) Research resources:** Students used the library homepage as their initial starting place for research, but expressed confusion about how to access online materials, such as articles.
- 4) Campus services:** The most noted service was the campus IT Desk, which students mentioned as their first place for seeking help.
- 5) Study spaces:** Many students studied individually in their dorms and used the library as a place to study in groups.

- 1) Marketing and outreach strategies**
- 2) Teaching and pedagogy of librarians and faculty**
- 3) Training and support for librarians and staff**
- 4) Applications for other units on campus supporting international students**
- 5) Library services and spaces**

Setting

Since 2010, University of Washington Bothell's international student enrollment has increased eightfold, and Cascadia Community College's enrollment has doubled. To address the emerging needs of this population on campus, the Campus Library's Assessment Team sought to determine how international students experience and use library spaces and services, how they seek information, and what barriers they experience to the access and use of library resources, including staff and librarians.



Process

Environmental Scan

- Initiating the project in Fall 2013, we:
- Conducted a literature review
 - Sought out data and questions from institutional partners
 - Observed BCUSP 100, a learning strategies course for international students

Focus Groups

Guided by the priorities identified in Fall, we held two one-hour focus groups in Winter 2014, centering around questions about their coursework, study habits, and research processes.

Photo Diaries

In Spring 2014, we asked four student participants to take photographs in response to several prompts, after which participants sat down with two team members for one-hour follow-up interviews.

