

## Program Outcomes Findings FY18

### Digital Learning

To capture outcomes in digital learning, we used modified Project Outcome surveys in the programs and for follow-up 3-4 weeks later. Of the 124 participants in 29 programs:

- 95% felt more knowledgeable about using digital resources
- 88% felt more confident when using digital resources
- 90% intended to apply what they learned

Of the 26 participants who submitted follow-up surveys:

- 100% considered the program effective at helping them to achieve their personal goals
- 38% had completed a task they could not do before the class (50% still intended to, even though they had not yet)
- 42% had used their new skills to do something new or different (46% intended to)
- 35% had used another library service or resource (42% intended to)

Daytime classes had a slightly higher proportion of attendees who intended to apply what they learned than attendees in evening classes. This could indicate that fewer “digital tourists” and more patrons seeking specific skills are taking classes during the day.

Immediately following a tech class, **90%** of participants intend to apply what they've just learned.

One month later, **42%** of participants have used their new skills.

### Wellness Initiative

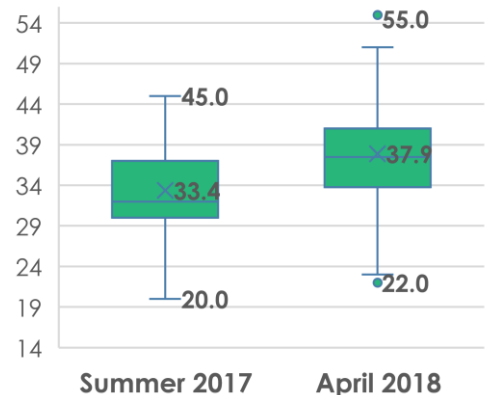
The FY18 Goal 2 Objective 1 outlined a wellness initiative for the public and staff. The public initiative included 8 programs with goals to increase patron confidence, knowledge, and practice around mindfulness. 80 of 127 program attendees returned surveys, indicating that:

- 89% felt more confident in their understanding of mindfulness after attending a program
- 94% learned something about mindful practices
- 95% intended to try at least one thing they learned in the program

Staff wellness initiatives began with a two-week residency with visiting scholar Beck Tench in the summer. Of the 73 staff who participated in at least one summer session, 77% reported they had taken time to be mindful after working with Tench—an increase of 51% over reported pre-residency contemplative practice.

We used a mindfulness inventory tool to track staff progress with mindfulness from Tench's first visit through the end of the fiscal year. The tool returns a maximum possible score of 56, with 56 indicating an extremely mindful person. Staff saw significant increases in overall mindfulness throughout the year. This increase signals that mindfulness and wellness are a more prominent part of the library culture, positively affecting staff wellness.

Staff showed increases in mindfulness over the year, with higher averages and range on the mindfulness inventory.



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### Career 1:1 Sessions

Through follow-up interviews with 13 career 1:1 session participants 6 months after their appointments and coding the subjects of appointments from late November through early February, we have identified that:

- 23% of participants opt to pause their job search after their 1:1 appointment
- When career 1:1 participants continue job seeking after an appointment, 50% successfully achieve their desired job status
- 77% of participants schedule repeat appointments
- 60% of career appointments pertain to general job/career guidance; 54% to working on resumes or cover letters; 34% to filling out job applications; 31% to interviewing practice; and 23% to looking for job listings

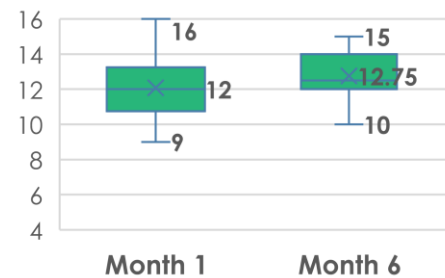
Both tutors and patrons who take part in career 1:1 appointments report that they frequently have broader conversations about career goals within their sessions. Career 1:1 appointments are providing compassionate support with practical skill-building. The fact that the majority of career 1:1 participants use the service for resume and cover letter support suggests that more frequent workshops on resumes or cover letters may be successful.

### ESL 1:1 Sessions

ESL 1:1 participant confidence and skill were measured through tools administered with both student and tutor participants over 6 months. Regardless of the length of time they've spent in the program, 100% of students report an increase in confidence due to participation. Student confidence using English in their work and on the phone, as well as in their overall fluency, universally increases over multiple months of participation in the program.

Tutors report incremental increases in participant comprehension, pronunciation, and overall conversation over multiple months of participation in the program. These findings indicate that ESL 1:1 classes significantly improve students' confidence in their English abilities as well as their English language skills overall.

ESL 1:1 tutors rated their participants' English skills incrementally higher after 6 months' participation in the program. A score of 12 (on a scale of 4 to 16) on the rubric indicates advanced English skills.



The FY18 Outcomes Oversight Committee included Holly Jin, Mick Jacobsen, Amy Koester, Laura McGrath, Devan Parkison, and Mimosa Shah. The Outcomes Oversight Committee also helped to capture and analyze outcomes data for Summer Reading, the Media Literacy @ Your Library grant programs, and the Be the Chef grant initiative in FY18. Findings are available on each initiative's individual reports.