

APPENDIX A

Analysis of Comments from Student Supervisor Service Quality Interviews

The following data was taken from interviews held by Committee members with student employee supervisors.

- Rated on a scale of excellent, good, fair, and poor, 77% of supervisors rate student performance as excellent and good. Twenty-three percent rate student performance as fair.
- Supervisors note the following student strengths: students are trainable, can relate to other students, and have a positive attitude.
- Supervisors cite the following student weaknesses: lack of knowledge of the collection, lack of reference skills, and lack of experience.
- Approximately half of the student supervisors interviewed were aware of the Smathers Libraries' "Guidelines for Behavioral Performance of Service Providers." These results are skewed since four of the supervisors interviewed were on the SESQ committee and had been working with the guidelines.
- Supervisors report the average length of student employment at approximately two years. This reflects disparate numbers of students in various departments. Departments with fewer students seem to have a higher rate of student retention.
- Supervisors report students work an average of twelve hours per week.
- Supervisors ranked six qualities of student employees and ranked them in the following order of importance:
 - 1) Public service experience
 - 2) Previous job experience
 - 3) Resume
 - 4) Level in school; appearance (tie)
 - 5) Major
- All supervisors use a job application for student hiring. About 30% of responding supervisors either do not have or do not use a job description. Some say they have no job description because job demand makes it unnecessary to post positions.
- When asked about hiring procedures, most supervisors point to the general administrative paperwork done through personnel, and some supervisors mention staff discussion of applicants. Librarian involvement in hiring is much more prominent at branch libraries.
- Some supervisors report having no training program some report basic training, and some report advanced training. Various methods are noted: orientation, tours, shadowing of experience workers, handouts, computer quizzes and/or tutorials, mini-classes.

- Supervisors report various degrees of formal and informal orientation for student employees that occurs on the job.
- Most supervisors say they have received no training regarding student employee supervision and training.
- Most supervisors use verbal rewards, some use food and candy rewards, and some throw parties for graduating students.
- Most supervisors use some form of counseling/warning/discussion to address student performance problems.
- Most supervisors hold students responsible for finding replacements when they cannot work their scheduled shift. Three supervisors report that they find replacements for the absent student.
- In terms of making students feel they are an important part of the library, supervisors talk to the students about their lives, provide group birthday cards, give them verbal expressions of appreciation, and treat them with respect as equals.
- Communication between student assistants and permanent staff takes many forms: direct communication, bulletin boards, referral forms, e-mail and web logs, and lunches.
- Supervisors ask that when students are "in doubt" or get any questions "beyond general," "beyond their knowledge," that are "reference," or that they "can't answer," they are to "leave a note" use a "referral sheet" or refer directly to the supervisor or librarian.
- Twenty percent of supervisors hold regular student employee meetings.
- Asked how to improve the quality of student work, supervisors mention recognition and appreciation, training, incentives, more responsibility, increased pay, paraprofessionals group, and banning of instant messaging and computer games.