Assessing Archival Outreach to the Greek Community: Adding SPICE to Evidence Based Librarianship and Information Science for Program Development

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Disciplines
Archival Science | Library and Information Science

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ASSESSING ARCHIVAL OUTREACH TO THE GREEK COMMUNITY:

Adding SPICE to Evidence Based Librarianship for program development
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

Objective formulated as a question:

What was the best way to reach the Greek community to create a sustainable partnership with students and alumni in order to help preserve Greek records?

What was the best method to assess Greek students’ and alumni’s learning and interest in archives?
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

Evidence Based Librarianship

Five Steps

• Formulating a well defined question(s)
• Search the literature
• Appraise the evidence
• Assess the benefits of particular plan of action
• Evaluate the implementation

(Eldredge, 2000)
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

SPICE

- Setting
- Perspective
- Intervention
- Comparison
- Evaluation
# Archival Outreach to the Greek Community

## SPICE

<table>
<thead>
<tr>
<th>Setting</th>
<th>ISU, Archives, Assessment Program, &amp; Greek Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
<td>Archives can preserve Greek history</td>
</tr>
<tr>
<td>Intervention</td>
<td>Develop outreach program using an assessment tool</td>
</tr>
<tr>
<td>Comparison</td>
<td>Compare participants knowledge before &amp; after:</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assess challenges, successes, to develop a future action plan</td>
</tr>
</tbody>
</table>
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

- SPICE: Setting

Iowa State University

Greek Community

ISU Archives

Assessment Program
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

- **SPICE: Perspective**
  - Preserve history & educate
  - Learn
  - Collaborate
  - Access
  - Authentic Assessment

Greek Community

Continuous program improvement.

Midwest Archives Conference

Sarah Passonneau & Michele Christian
Iowa State University Library 4/30/2011
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

- **SPICE: Intervention**

  - **Goal**
  - **Measure**
  - **Action**
  - **Pre- & post-survey**
  - **IRB**
  - **Develop a collaborative outreach program**
  - **Implement workshops**

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Iowa State University Library 4/30/2011
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

- SPICE: Intervention Pre-survey

- Please take the time to fill out this pre-survey. There are no right or wrong answers. Please be as accurate and detailed in your written responses as possible. Your participation in this survey is completely voluntary. You can choose not to complete this form. You can choose to participate but you can skip any question(s).

- Gender: Female → Male

- Major and degree acquired:

- Year Graduated:

- Profession:

- 1. What are Special Collections?

- 2. What do you think is the role of Special Collections at Iowa State University?

- 3. Where do you think Special Collections is located on Iowa State campus?
Pre-survey

Please take the time to fill out this pre-survey. There are no right or wrong answers. Please be as accurate and detailed in your written responses as possible. Your participation in this survey is completely voluntary. You can choose not to complete this form. You can choose to participate but you can skip any question(s).

Gender:
FemaleMale

Major and degree acquired:

Year Graduated:

Profession:

1. What are Special Collections?

2. What do you think is the role of Special Collections at Iowa State University?

3. Where do you think Special Collections is located on Iowa State campus?
Pre-survey

Would you make a recommendation to your organization that it store its materials in Special Collections? Please explain below.
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

SPICE: Intervention Post-survey

5. Would you store your organization’s materials in Special Collections? Please explain below.

6. If you think your answers are different from your pre-survey can you explain why?

7. Have your attitudes regarding Special Collections changed? Please explain below.

8. What important factor or skill did you learn in regards to preserving your organization’s history? Please explain below.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Would you store your organization’s materials in Special Collections? Please explain below.</td>
<td></td>
</tr>
<tr>
<td>6. If you think your answers are different from your pre-survey can you explain why?</td>
<td></td>
</tr>
<tr>
<td>7. Have your attitudes regarding Special Collections changed? Please explain below.</td>
<td></td>
</tr>
<tr>
<td>8. What important fact or skill did you learn in regards to preserving your organization’s history? Please explain below.</td>
<td></td>
</tr>
</tbody>
</table>
Post-survey

1. What is the most important information that you learned from this workshop?

2. Would you store your organization’s materials in Special Collections? Please explain below.
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- SPICE: Compare Pre-survey to Post-survey data

Results for the question:

What is the most important information that you learned from this workshop?
What is the most important information that you learned from this workshop?

<table>
<thead>
<tr>
<th></th>
<th>Combined Number</th>
<th>Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>24</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned about SC</td>
<td>25%</td>
</tr>
<tr>
<td>Felt empowered to correctly store</td>
<td>33%</td>
</tr>
<tr>
<td>their own history</td>
<td></td>
</tr>
<tr>
<td>Can store chapter materials at SC</td>
<td>21%</td>
</tr>
<tr>
<td>Can collaborate with SC</td>
<td>08%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
ARCHIVAL OUTREACH TO THE GREEK COMMUNITY

- SPICE: Compare Pre-survey to Post-survey data

Results for the question:

Would you store your organization’s materials in Special Collections? Please explain below.
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<tbody>
<tr>
<td>Total Responses</td>
<td>25</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive change: Recommending storage of chapter materials at SC</td>
</tr>
<tr>
<td>Positive / no attitude change</td>
</tr>
<tr>
<td>Negative / no attitude change</td>
</tr>
<tr>
<td>Maybe &amp; no attitude change</td>
</tr>
<tr>
<td>Already store materials at SC</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>
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SPICE: Evaluation

Challenge

Evidence of success

Outcomes

Future

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- Conclusions
  - Reiterative process
  - Evidence of success
  - Future
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- Model EBL
- Objective *slide 2* (CM)
- Methodology/Model: EBL *slide 3 – 4* (SP); *slide 5* (CM & SP)
  - Setting *slide 6* (CM & SP)
  - Perspective *slide 7* (CM); *slide 12* (SP)
  - Intervention *slide 8 -10* (SP);
  - Comparison *slide 11 & 12* (CM & SP)
  - Evaluation *slide 13* (CM & SP)
- Conclusions *slide 14* (CM & SP)