



Evaluation Report of the Digital Media Studio Assistant Training Program

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April 4, 2012

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Executive Summary

The Digital Media Studio (DMS) is located at the James E. Walker Library on the campus of Middle Tennessee State University. With a library gate count of approximately 30,000 patrons per week, the DMS is a popular destination for students needing to combine research/projects with high-end technology. The DMS currently has a staff of twenty-eight studio assistants, two team leaders, and two senior level studio managers. The nature of providing a computing area with iMacs, Windows PCs, scanners, Microtext readers, pen tablets, and the latest commercial and open source software demands a level of customer service and technical support that is unique. Studio assistants are the front-line support for students, faculty, staff, and community users who frequent the Studio and must be confident and competent to survive and thrive in a culture of emerging technology.

In the Spring of 2012, a program evaluation was approved by Lynda Duke, Co-Manager of the DMS, to determine if the DMS Studio Assistant Training Program, which exists to train and equip all new and returning studio assistants, is effective. The primary question this program evaluation will determine is: Does the DMS training program produce knowledgeable and trained staff to competently meet client needs? Secondary questions include:

- If yes, what training methods do studio assistants find most effective in preparing them to service end user needs?
- If no, what kinds of obstacles are hindering effective mastery of basic technical support needs?

Both surveys and interviews were used to collect data to delve even deeper to identify and isolate what is working and what is not by asking additional questions such as:

- How did the one-on-one training with your team leader help you?
- How has working shifts with your co-workers prepared you to support patron computing needs?
- How did the DMS Training Manual help you understand DMS policy and procedures?
- What portions of our online training resources did you find most helpful?

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- What is your opinion of the effectiveness of using Lynda.com video tutorials in your training program?
- What do you feel is missing in your training?

Key findings resulting from the data collection instruments revealed that the Studio Assistant Program is good, but has the potential to be great with modifications. Some training tools are working and some are not. Studio assistants and even managers agreed that there are gaps in the training that need to be filled in, and were quick to make recommendations on how to shore up weak areas to take the training program to the next level.

A mixed method approach produced both quantitative and qualitative data which produced easy-to-understand pie charts, line graphs, and statistics. Tables are included listing hardware and software offerings that studio assistants must support to provide the reader with a better sense of the scope of what it realistically takes to stay current with emerging technologies. The data show that the DMS service model values good training and technology as it is delivered in a culture of excellence that places a premium on customer service.

A number of recommendations were collected and reported from the open-ended questions asked in the interview phases (which were digitally recorded and a number of transcription excerpts are provided for the reader). The conclusion provides a summary of the DMS Studio Assistant Training Program presented through the framework grid of Jim Collins' (2001) classic research book, *Good to Great: Why Some Companies Make the Leap and Others Don't*.

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Introduction

Trends in academic libraries continue to provide collaborative and technology rich work spaces for students, faculty, and staff. The James E. Walker Library's Digital Media Studio (DMS) offers Middle Tennessee State University (MTSU) patrons the chance to work with one another in an innovative, media rich environment using 21st century tools. Crucial to the Studio's success is a trained staff that is confident and competent to service the often complex computing needs of patrons. The DMS is committed to providing a Studio Assistant Training Program that will meet this mission objective. This formative evaluation report provides data that measures how various levels of DMS personnel perceive how effective the DMS Studio Assistant Training Program is in its current state.

Background Information

MTSU is located in the exact geographic center of the State of Tennessee. The student body consists of approximately 26,000 students and the library enjoys an average semester gate count of about 520,000 persons (Lambert & Groves, n.d.). The mission statement of the DMS is:

The Digital Media Studio provides knowledgeable staff that offer direction to appropriate resources, train users on the use of media applications, and collaborates on projects. We offer the latest digital tools and unique facilities to enable the exploration of rich digital media for learning experiences, collaboration, and creative expression. The Digital Media Studio is a welcoming, collaborative space for users of all abilities, disciplines, levels, and interests. (Lambert & Groves, n.d., p. 6.)

Studio Manager and Emerging Technologies Librarian, Heather Lambert, writes, "To fulfill our mission, it was critical to have knowledgeable staff" (Lambert & Groves, n.d., p. 6). This statement has become the catalyst for the program evaluation.

The Software Technology of the Digital Media Studio

The nature of the Studio is to continuously be on the cutting edge of technological discovery and advancement. The DMS studio assistants are required to support the commercial and open source software packages shown in Table 1 below.

Table 1	
<i>Digital Media Studio Supported Software</i>	
Commercial Software	Open Source Software
Adobe Creative Suite 4 for PC; Adobe Creative Suite 5 for Mac	GimpShop PC, Gimp Mac
iLife for Macs: iPhoto, iMovie GarageBand, iWeb, iDVD, Quicktime Player	DVDStyler
iWork for Macs: Pages, Numbers, Keynote	Audacity
Office 2007 for PC; Office 2011 for Mac: Word, Excel, PowerPoint, Access	Greenshot
Power DVD	Scribus
Roxio Easy Media Creator	PrimoPDF
	KompoZer
	Nvu (PC only)
	Open Laslo
	Blender
Table 1: Software listing from DMS web site at: http://library.mtsu.edu/digitalmediastudio/equipment.php	

The Hardware Technology of the Digital Media Studio







The DMS is home to a variety of sophisticated computer hardware that the studio assistants are required to support. It is imperative that each studio assistant is capable of knowing the basics of how to operate the computer equipment and other functional aspects of the DMS to service patron needs. Table 2 below showcases some (not all) of the hardware of which studio assistants are expected to have a working knowledge.







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Table 2 <i>Digital Media Studio Supported Hardware</i>	
8 Dell PCs with 22" monitors	Pen tablets
14 iMacs with 27" monitors	Headphones
Flatbed scanners on all PCs and 5 Macs	1 black and white printer / 1 color printer: academic use only, .50 cents per page
SD card readers	ScanPro 2000 micro text readers

Table 2: Hardware listing from DMS web site at: <http://library.mtsu.edu/digitalmediastudio/equipment.php>

Table 3 below showcases photographs of some (not all) of the hardware and equipment that the DMS offers patrons. All digital images were taken by the evaluator in the Spring semester of 2012.

Table 3 <i>Digital Media Studio Hardware and Equipment</i>		
Tech		
		
DMS – a welcoming workspace	8 Dell Windows XP Workstations	14 iMac Workstations
		
Epson Scanners	HP Black & White Go Print	HP Color Printer

		
Finishing Station	Laminator	ScanPro 2000 Microtext Reader
		
Microtext Holdings	Practice Presentation Room	DMS Help Desk
Table 3 – All digital images taken by David Robertson, author of the program evaluation, Spring Semester, 2012.		

Program Overview

The DMS prefers the term “studio assistant” over “student worker,” and this terminology preference will be reflected throughout this report. The DMS team consists of two (2) senior leadership studio managers, two (2) supervisory team leaders, and twenty-eight (28) studio assistants (see Appendix F, Reference Artifact A). The Studio Assistant Training Program is an intentional and intensive attempt to train and cross-train studio assistants to serve the basic and advanced computing needs of thousands of MTSU students, faculty, staff, and community users that frequent the DMS. Training components addressed by this evaluation report include:

- A mandatory orientation with the Studio Co-Manager
- One-on-one training by team leaders
- On-the-job training with fellow studio assistants
- A required series of video tutorials delivered via a subscription-based online training Web site
- Required review of DMS training manuals and web links

These elements are part of the established training strategies currently employed by the DMS architects. This program evaluation has determined what is working and what is not, and offers recommendations to potentially improve the training program. The DMS program administrators have been receptive and cooperative to the program evaluator. The results of this program evaluation will be of interest to library officials because of the sizeable financial investment into the DMS program as a whole.

What the Literature is Saying

What are the relevant questions that need to be answered in order to determine if the DMS's approach to training is effective? Are training methods up-to-date or antiquated? While there are primary and secondary questions that are addressed in this report, still room had to be left to accommodate unpredictable discoveries. As authors Kaufman, Guerra, and Platt (2006) warn program evaluators: "Note that additional questions can be added to the list at any point in the study to accommodate unforeseen events" (p. 63). Susan Rawlins (1982) reported that traditional training methods such as lectures, "read-the-manual," one-time demonstrations, and on-the-job training are not as effective as alternatives. One author maintains that competency-based training (CBT) is the best way to go (Beile, 1997). Another author contends that year-round, ongoing training provides the key to effective student worker training (Neuhaus, 2001). A pair of authors did extensive research and reported that student learning styles, attitudes, and perspectives about information and communication technology is a major variable in how students learn best (Shaw & Marlow, 1999). Maxey-Harris, Cross, and McFarland (2010) go so far as to say that student workers (in this case studio assistants) should be groomed to become career professionals in the academic library. So what are academic libraries doing to train their student workers? Are best practices emerging? Do learning styles play a part in the training strategy? These and other relevant questions are explored in this program evaluation.

The Evaluator

The program evaluator enjoys many factors that work together to strengthen the evaluation process. The evaluator spent six months of practicum studies in the James E. Walker Library during his Master's Degree program learning how the Library culture functions. Three months of the practicum was

spent assisting the Studio Managers in the launch of the Digital Media Studio in the Fall semester of 2010. The success of this relationship led to a part-time job offer as an evening shift team leader in the DMS. Happily, the evaluator enjoys a good working relationship with the studio assistants. The program administrators have kindly granted the evaluator total access to the DMS archives since its inception, as well as the ability to survey and interview the target population of studio assistants.

The Evaluation Client

Lynda Duke is the Studio's Co-Manager. Lynda is a long-time Library staff member with a history in human resources. Lynda is responsible for the hiring of all studio assistants. She recruits, supervises, trains, and dismisses if necessary, the Studio's student workforce. The evaluation client has intimate knowledge of the Studio from conception to its present-day operations.

The Stakeholders

The presence of a successful Digital Media Studio affects a number of stakeholders. These include:

- Students – any student with a valid MTSU student I.D. is welcome to enjoy full use of the Studio
- Faculty – professors and adjuncts can send their students to the DMS to complete projects requiring advanced hardware and software
- Staff – university staff may come and utilize the equipment and skills of the Help Desk workers for personal and professional enrichment
- Community Users – as a public university, members of the community are entitled to visit the DMS to take advantage of equipment that public libraries do not offer
- Team Leaders – the day- and night-shift supervisors are both graduate students who leverage the Studio's assets to complete advanced degrees
- Studio Managers – the partnership that the pair of Studio Managers enjoy enables them to benefit from each other's strengths to deliver a cutting edge educational experience

- Library Executive Staff – the presence of a center for technical innovation which is ever-growing in popularity with student is helping to change the stereotypic perspective that the library is limited to research

Purpose

The purpose of conducting a formative evaluation of the DMS's Studio Assistant Training Program is to determine if new and returning student workers are confident and competent to meet the computing needs of the clientele. Roberts and Weaver (2006) agree that constant evaluation of technology-rich learning spaces must occur. The pair of authors write: "Many universities and colleges are investing in major projects to redevelop existing spaces to create new spaces to provide responsive learning environments that meet learners' needs and reflect changes in pedagogy and technology" (p. 95). This is precisely what the Digital Media Studio has attempted to do by re-structuring the Microtext space in the MTSU Library. The effects of this type of progressive thinking are far reaching. Like a pebble in a pond, the stakeholders in an academic library setting reach out in ever-widening concentric circles. Starting with the studio assistants, who are all students themselves, the impact potentially reaches out to the entire community of Rutherford County, Tennessee, who enjoy full access to the DMS and its technological offerings. Tens of thousands of people stand to benefit from a fully-functional, fully-equipped, and fully-trained staff in the Digital Media Studio.

The "Good to Great" Lens

The program evaluation views collected data through the lens of Jim Collins' (2001) research framework published in his bestselling book, *Good to Great: Why Some Companies Make the Leap and Others Don't* (see Figure 1).

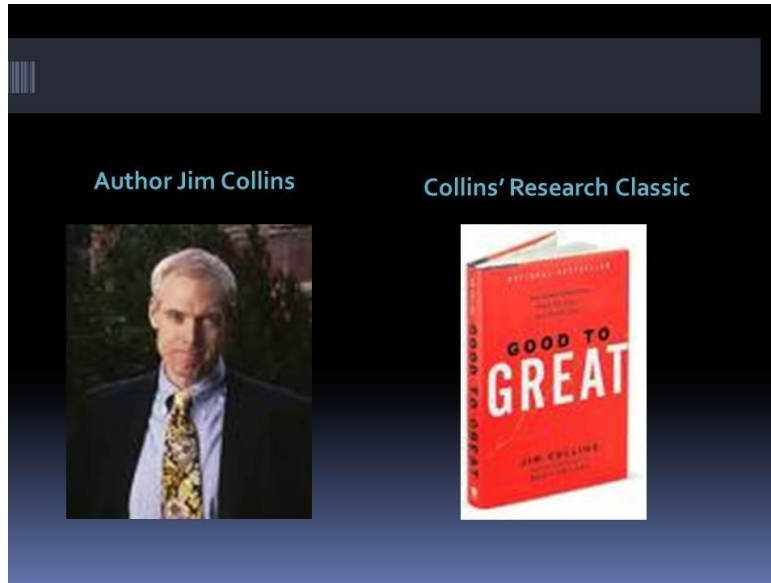


Figure 1 - Jim Collins and his bestselling book

The illustration below (see Figure 2) taken from Collins' research, served as a template for how the Digital Media Studio might improve the Studio Assistant Training Program.

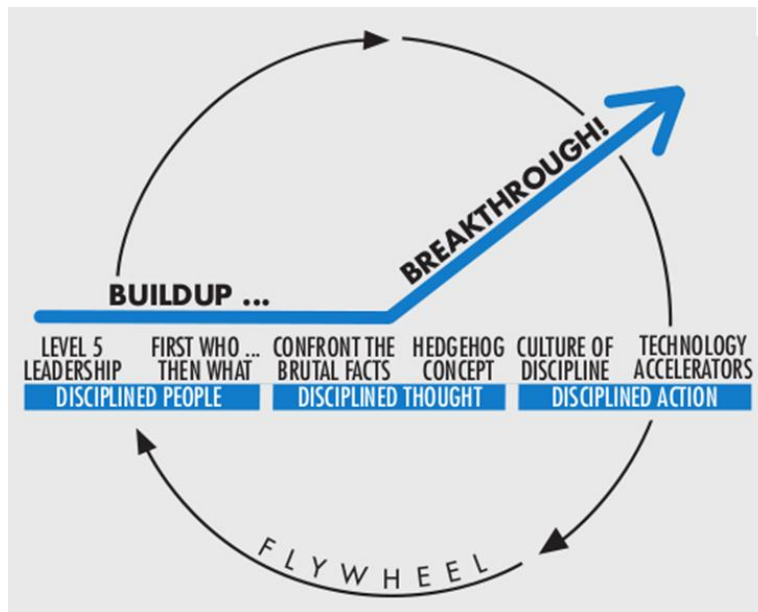


Figure 2 – The Good to Great Framework (Collins, 2001, p. 12)

A model emerges in Collins' book that is worthy of investigation as to how his research team's findings transfer to the Studio Assistant Training Program. Collins (2001) says that the transformation process of companies going from good to great involves three general stages: Disciplined People,

Disciplined Thought, and Disciplined Action. Within each of these three stages, there are two key concepts. Collins (2001) identified the key concepts for Disciplined People as (1) Level 5 Leadership, (2) First Who...Then What? Disciplined Thought: (1) Confront the Brutal Facts – the Stockdale Paradox, (2) Hedgehog Concept; and Disciplined Action: (1) Culture of Discipline; and (2) The Flywheel/Technology Accelerators. This framework serves as a lens through which potential DMS training transformation is viewed because Collins' research team invested five years of reliable and valid research methodology to create the framework. As it relates to the DMS, this framework is discussed at the conclusion of the report.

Further, the program evaluation closely follows what authors Kaufman et al., (2006) contend would help evaluators formulate a hypothesis when they write: "As issues emerge, the evaluation team can formulate ideas on what appears to be working and what is not, and why. These ideas will later play a role in formulating recommendations at the conclusion of the study" (p. 179). The evaluation concurs with Mary Schneider Laskowski (2000) of the University of Illinois who writes that academic media centers seem to be in a constant state of flux. There is evidence to support this statement in the newly-released Practice Presentation Rooms (PPR's) which the studio assistants must ultimately support. The PPR's represent yet another progressive idea brought from concept to reality in the DMS to meet evolving patron needs. As Forrest and Hinchliffe (2005) write, "Students need space to meet, to talk, and to collaborate" (p. 296). The DMS is an ever-growing, student-centered hub where innovative technology and a leading edge customer service model intersect.

At the completion of this formative evaluation project, the DMS program administrators will have a better picture of how the Studio Assistant Training Program is working. The data collected during this project provides important feedback that may inform or contribute to the improvements of the training process of studio assistants.

Organizational Elements Model

Kaufman, et al. (2006) provide an excellent framework in which to understand program evaluation concepts. Table 2.3 on page 38 of their book, *Practical Evaluation for Educators*, shows examples of how

an Organizational Elements Model (OEM) might help an evaluator to better see their own program evaluation in light of the important concepts they teach. Table 4 below takes these concepts and applies them to the DMS program evaluation.

Table 4		
<i>Organizational Elements Model for the Digital Media Studio</i>		
Name of the Organizational Element	Name of the Level of Planning and Primary Focus	DMS example
<i>Outcomes</i>	Mega (Societal)	External clients like citizens of Rutherford County, Tennessee, and all academic libraries in the U.S. and abroad stand to gain from the successful diffusion of the DMS innovation
<i>Outputs</i>	Macro (Organizational)	MTSU students, faculty, and staff on campus stand to gain by completing assignments more efficiently using DMS technologies, thus passing courses, and ultimately earning their degree(s)
<i>Products</i>	Micro (Individual and Small Groups)	Studio assistants being cross-trained in a number of hardware and software applications builds a strong resume and through mastering these skills earns them useful letters of recommendation upon exit
<i>Processes</i>	Process (Means, Activities, Programs)	The Studio Assistant Training Program employs a diverse number of methods to train students to be confident and competent to work in the DMS
<i>Inputs</i>	Input (Resources, Organizational Ingredients)	A sizeable financial investment to purchase state-of-the-art equipment and a commitment to keep hardware and software current ensures that the DMS remains relevant
Table 4: Adapted from Table 2.3 on page 38 of <i>Practical Evaluation for Educators</i>		

Evaluation questions

In their book, *Practical Evaluation for Educators*, Kaufman et al. (2006) contend that above all, an effective program evaluator must make "...sure the evaluation questions we ask and answer are useful.

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To be useful, we ask questions not only about the intended results of educational programs but also about the legitimacy of the results as well” (p. 3). In this spirit, this evaluation report endeavors to ask the right questions to find out what works and what does not work in the Digital Media Studio Training Program.

Primary Question

Does the DMS training program produce knowledgeable and trained staff to competently meet client needs?

Secondary Questions

- If yes, what training methods do studio assistants find most effective in preparing them to service end user needs?
- If no, what kinds of obstacles are hindering effective mastery of basic technical support needs?

Qualitative data collection questions

Studio assistants participated in a voluntary interview to collect data using the following open ended questions:

- How did the one-on-one training with your team leader help you?
- How has working shifts with your co-workers prepared you to support patron computing needs?
- How did the DMS Training Manual help you understand DMS policy and procedures?
- What portions of our online training resources did you find most helpful?
- What is your opinion of the effectiveness of using Lynda.com tutorials in your training program?
- What do you feel is missing in your training?

Quantitative data collection strategy

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The evaluator used a five-level Likert Scale to obtain data measuring the DMS training program effectiveness. The rationale for using a Likert scale is presented in the “Procedures” section of this report. Following is an actual question taken from the survey:

Please circle the number that best indicates how you feel about each of the following statements using the scale below:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

The one-on-one training orientation with a team leader was beneficial to me.

1 2 3 4 5

The use of a Likert scale provides quantitative data that is useful to data collection and converting to percentages to provide DMS administrators with valuable feedback.

Methods

This program evaluation utilizes a mixed methods approach. According to Johnson and Christensen (2012), mixed research is used when one combines research methods (in this case, qualitative and quantitative). The authors suggest that each approach presents pros and cons. By using numerical and non-numerical data collected from interviews and surveys, this mixed approach should yield more balanced findings. The program evaluation includes interviews and surveys that provide answers to the evaluation questions regarding the effectiveness of the DMS’s Studio Assistant Training Program.

Participants

The target population includes every active member of the studio assistant workgroup on both the day- and night-shifts. Participation in the evaluation was voluntary and conducted during normal working hours. This group included three types of studio assistant: (1) scholarship students, (2) work study students, and (3) hourly undergraduate students. Scholarship students are required to work a minimum of

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seventy-five (75) hours per semester in the Studio. These students, not surprisingly, are very bright and typically come to the DMS with strong computer skills. They are quick learners, and are usually very articulate, possess good writing skills, and have excellent interpersonal skills. Work study students are industrious and hard-working, and are usually eager to learn all they can. They typically work up to fourteen (14) hours per week. The last type of studio assistant, hourly workers, have found the Studio to be an outstanding place to work on campus while they are completing their undergraduate degree. They often work as many hours as their schedule and DMS needs permit. All studio assistants are undergraduates with the majority being freshmen or sophomores. Demographic surveys are used to gather data on class, age, and other pertinent information. Studio assistants are permitted to do their homework at the DMS help desk, with full access to Studio hardware, software, printers, and Internet (headphones and cell phone usage are prohibited). The target population generally has a positive attitude and accepts the daily technical challenges the Studio invariably produces easily and with little stress. The program evaluation called for a purposive sample (minimum of thirty percent) of individuals from the target population that provided key data in terms of the effectiveness of the DMS Studio Assistant Training Program.

Program Evaluation Design

A variety of activities were designed to address the objectives outlined in the program evaluation. Two types of data were collected. First, a qualitative research approach was used to summarize data from surveys (Appendix A / C), interviews (Appendix B / D), and a review of key training tools (Appendix E). Kaufman et al. (2006) assert that a qualitative approach to evaluation is valuable. This collection of qualitative data is essential to the success of this program evaluation. The survey contained one open-ended question: "Is there anything else that the DMS can do to better train you?" The interview consisted entirely of open-ended questions which generated plentiful data. The evaluator anticipated much unscripted dialogue to occur (captured on a digital voice recorder) that provided the opportunity for candid insights to be shared. The evaluation included survey instruments that catered to the collection of words, perceptions, and both positive and negative training experiences in the DMS.

Secondly, quantitative data were gathered using a Likert scale. The evaluator desired that the results be presented as a discussion of trends and/or themes based on words, not statistics. The evaluation was inductive in nature rather than approaching the evaluation task with preconceived notions based on published theory and prior research.

Procedures

A survey instrument, approved by the evaluation client, was developed and delivered to each studio assistant's MTSU email account with an attached informed consent form. The survey was designed to answer the primary and secondary evaluation questions (see Table 5 below). The survey contained six demographic questions, eight statements to document their level of agreement on training issues for quantitative analysis using a Likert scale, and one open-ended question for qualitative data. The Likert scale, invented by Rensis Likert in the 1930's, was useful in this program evaluation. Five options on the scale gathered levels of agreement ranging from "strongly agree" to "strongly disagree" with the survey statements (including a "neither agree nor disagree" option that captured neutral attitudes). This provided valid and reliable quantitative data for numerical analysis.

Many of the statements were converted to open-ended questions in the interview to provide studio assistants the chance to verbally elaborate on survey responses. Each interview was recorded using a digital voice recorder. Students were reminded that the interview was voluntary and would not be digitally recorded without their consent. Studio assistants were told that the only persons who would have access to the audio recordings would be the evaluation client, the team leaders, and the program evaluator. The recordings were compiled and burned to a CD and presented as a deliverable to the evaluation client.

Table 5 <i>Primary and Secondary Questions and Instruments</i>		
Objective	Survey	Interview
Does the DMS training program produce knowledgeable and trained staff to competently meet client	X	X

needs?		
If yes, what training methods do studio assistants find most effective in preparing them to service end user needs?	X	X
If no, what kinds of obstacles are hindering effective mastery of basic technical support needs?	X	X
Table 5		

Types of Data

This section describes the three sources of data: participants (studio assistants), team leaders, and the studio co-manager (evaluation client). The data collected from these sources was compiled, analyzed for trends or anomalies, and submitted to the evaluation client for discussion and recommendations by the program evaluator. The program evaluation required that an informed consent form (see Appendix H) be completed by participants at all levels for either the survey or the interview process. The informed consent form followed the generally accepted practices as set forth by the University of West Georgia (UWG) and contained the UWG logo. The informed consent form disclosed the purpose of the study, risk level, types of data that was collected (and how it will be used), and the rights of the participant. The form required participants to print and sign their name, as well as the signature of a witness and the program evaluator. Forms have been secured in a locked location and will be kept on file for three months after the evaluation ends and then, according to the provisions of the agreement, will be destroyed.

Participant Data

The evaluation client granted permission for the evaluator to have unrestricted access to the entire studio assistant team to collect data through surveys and interviews.

Team Leader (Supervisory) Data

There are two team leaders in the Digital Media Studio, a day-shift team leader, and a night-shift team leader (the author). While each team leader plays a supervisory role and can offer a unique perspective to the program evaluation as they are both directly involved in the training program as trainers, because the author is one of the team leaders, he will not be part of the survey or interview

process. Only the day shift team leader completed the survey (see Appendix C) and participated in the interview process (see Appendix D). This portion of the program evaluation was of particular importance because it provided evidence as to any disparity between the perceptions of the supervisory team (who created the DMS Studio Assistant Training Program) and the participants in the training program, the studio assistants. The possibility exists that the program architects may have a biased view regarding the effectiveness of the training program since they are the program creators. A comparison of their survey and interview results with those of the studio assistants allowed the evaluator to report if perceptions were in alignment or incongruent.

Studio Co-Manager Data

The studio co-manager oversees the entire DMS and has ultimate responsibility to ensure that all studio assistants can perform their job duties confidently and competently. The co-manager relies on the team leaders to perform their duties to achieve this outcome. She completed a survey (see Appendix C) and participated in an interview process (see Appendix D).

Data Instruments

Instruments were developed by the evaluator and approved by the client. The evaluator attended a DMS staff meeting and presented proposed instruments to the staff. Unanimous ratification was required before proceeding. All active studio assistants were asked (but not required) to participate in the survey process. Questions were both open- and closed-ended.

Surveys (see Appendix A)

The survey was designed to use both qualitative and quantitative evaluation methods. The survey was able to be completed in five to ten minutes and was offered online through Google Docs so that results were instantaneously collected into a spreadsheet for the program evaluator to monitor and ultimately export into the final report. Six questions were multiple choice questions designed to collect background data on basic demographic information. Eight questions provided statements and used a Likert scale with five levels of response ranging from “strongly disagree” to “strongly agree.” One question

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on the survey was open-ended to provide for a free flow of information from the participant. Demographic background data were generated from questions such as:

- How old are you?
- How many total semesters have you worked as a studio assistant in the DMS?
- What is your current class in college?
- What kind of computer user would you rate yourself *before* coming to work at the DMS?
- How has your computer skills changed since you started working in the DMS?
- Which type of computer do you prefer to work on at the DMS?

Training and personal development statements were presented in the survey for studio assistants. Instructions were given to circle the number (on the Likert scale) that best indicated how they felt about each of the statements. Statements included:

- The initial orientation with Lynda Duke was beneficial to me.
- The one-on-one training orientation with a team leader was beneficial to me.
- Reading the Studio Assistant Training Manual was beneficial to me.
- The Lynda.com training tutorials were beneficial to me.
- The DMS web site resources (DMS Blog, Studio Scribbles Blog, online procedures, etc.) were beneficial to me.
- Training from fellow studio assistants while on duty was beneficial to me.
- On the job training experience was beneficial to me.
- Overall, did the DMS training program help you to feel confident & competent to meet patron computing needs?

A separate survey was prepared for the supervisory team leaders and studio manager (see Appendix C). The questions were very similar but re-worded to be appropriate for supervisors.

Interviews (see Appendix B)

Once the survey period (two weeks) was complete, face-to-face interviews were conducted with studio assistants. Each interview was conducted during a normally scheduled shift so no additional time was required on the part of the participant. Interviews were conducted in the Studio in a private training room. The framing of the questions allowed for variance in the sequence and wording of the questions as the interview progressed. The hope was that the interview would be more conversational in an attempt to solicit more spontaneous data from the studio assistant. There were seven interview questions, each designed to solicit a response from the participant about different aspects of their training. The duration of the interviews lasted for as little as 4:26 to the longest lasting 26:42 (see Table 8). A separate set of interview questions was prepared for the supervisory team leaders and studio co-manager (see Appendix D).

Review of Key Training Tools (see Appendix E)

The DMS employs a number of key training tools to help train studio assistants. They include the following three artifacts:

Artifact A: The DMS Training Checklist

This checklist is one of the core studio assistant training tools covering six stages of the training program.

Artifact B: The Studio Assistant Training Manual

This manual is mandatory reading for the studio assistants for their first exposure to the DMS's mission statement, core values, policies, and procedures.

Reference Artifacts (see Appendix F)

Two additional resources are featured in a special Appendix section entitled "Reference Artifacts." This section (see Appendix F) is important for the reader of the program evaluation to understand the complexity of not only sustaining relevance in high-end technology, but in doing so with a team comprised

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almost entirely of student workers. Kathman and Kathman (2000) remind us of some of the unique problems that face those training student workers. They report that first, student workers are part-time, working on average just ten hours per week (five hours for scholarship students in the DMS). Next, student workers offer only a partial, temporary commitment. Further, their knowledge of the library (in general) can be very limited and advanced computing skills lacking. Finally, training needs to be accomplished in a short period of time, and usually there is a large influx of new student workers each semester as graduates move on. These are examples of conditions that make student worker training challenging. With that in mind, the evaluator chose to include the following two reference artifacts:

Reference Artifact A: The DMS Studio Assistant Schedule

The DMS is open at all times the James E. Walker Library is open. Studio assistants are scheduled from 7:30am until midnight Sunday-Thursday with abbreviated hours Friday-Saturday. During finals, the DMS is open until 1:00am for a two-week period.

Reference Artifact B: The DMS Chronicle

This spreadsheet captured data from day one of the DMS logging statistics of studio assistant activity. This data is vitally important to DMS administrators to quantify requests for additional equipment and personnel. As can be seen in the summary spreadsheet, there is high demand for studio assistant interventions to keep things running smoothly. Following are samples of the data collected over a four semester period:

- 47,820 logins at DMS computers
- 2,326 hardware checkouts
- 1,950 micro text questions
- 1,889 reference questions
- 1,847 Windows support questions
- 1,532 Mac support questions
- 1,404 color prints

For more detailed statistical data, see Appendix F, Reference Artifact B.

Software Skills Survey (see Appendix G)

After the evaluation plan was submitted to the evaluation client and the survey/interview instruments were approved, the evaluation client requested that a custom-designed Software Skills Survey (see Appendix G) be created to capture data from the studio assistants about their familiarity with supported software in the DMS. The survey listed common commercial and open source software (refer back to Table 1) that is offered in the Studio. The evaluation client wanted the studio assistant's name on the survey and this survey was mandatory for all studio assistants to complete as a condition of employment. The survey identified four levels of skill for each software package:

- Rarely use
- Novice
- Average
- Savvy

The evaluation client will use the data collected to identify qualified candidates for “tech coaching” appointments. A tech coach is a studio assistant helping a DMS patron on a project using software available in the DMS.

Data Analysis

Any research project or program evaluation does little good if data are not properly analyzed. The following sections detail how the data was analyzed from surveys, interviews, and a review of key training tools in the DMS Studio Assistant Training Program.

Surveys

Each survey question was carefully analyzed to determine patterns of response by the participants (“data mining”). The evaluator compiled the qualitative data in a logical manner and produced

a deliverable for the evaluation client. The quantitative data collected using the Likert scale was transferred from the survey results and published in this report.

Interviews

Interview data was collected from the studio assistants and incorporated into this report. The evaluator used data mining techniques to identify patterns in the data that may be useful for the evaluation client. A comparison was made between the studio manager/team leader interviews and the studio assistant surveys to see how the perceptions of each subgroup differ. Responses that are positive and negative will be grouped together in the final report.

Review of Key Training Tools

The evaluator examined key training tools that are used in the DMS Studio Assistant Training Program. Attention was given to which tool(s), if any, is no longer providing a value added service to the training process.

Summary of Key Findings

This section is the heart of this (or any) program evaluation. Kaufman et al. (2006) agree when they write: "We believe there is logic to useful educational evaluation, which leads to well-grounded professional practice for individuals, organizations, and our shared society" (p. ix). The findings reported will hopefully add to the already well-grounded practices in the DMS training program. What are the key findings uncovered in the data collection process that answered the evaluation questions? Is the Studio Assistant Training Program working or not working? What are the studio assistants saying? What are the team leaders saying? What is the studio co-manager saying? Is there consensus on various points? Where are the growth areas? How can the DMS improve its service to patrons? The data provided many of these answers. To review, the primary evaluation questions was: Does the DMS training program produce knowledgeable and trained staff to competently meet client needs? The data show that the answer is yes. Could improvements be made? Again, yes. Secondary questions included: If yes, what training methods do studio assistants find most effective in preparing them to service end user needs?

Clearly, one-on-one orientations and training with DMS senior managers and team leaders is effective. Peer training also rated highly. If the answer to the primary question was no, then what kinds of obstacles are hindering effective mastery of basic technical support needs? Respondents reported that training manuals are boring but necessary, and the appeal was made for a more interactive training experience. The Lynda.com video tutorials were a major stumbling block to studio assistant enthusiasm. The clarion call was for major upgrades in this training component. Also, hands-on projects replacing antiquated checklists were requested. The three major sub-sections below will unpack key findings from the perspectives of participants, the team leader, and the studio co-manager.

Participant Key Findings

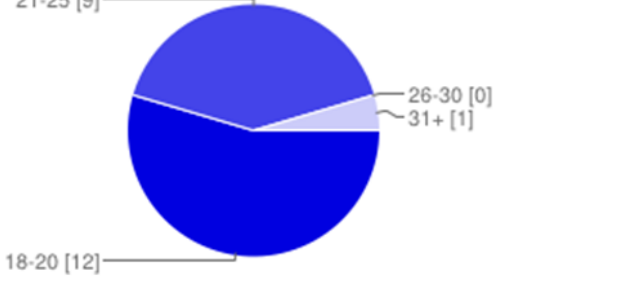
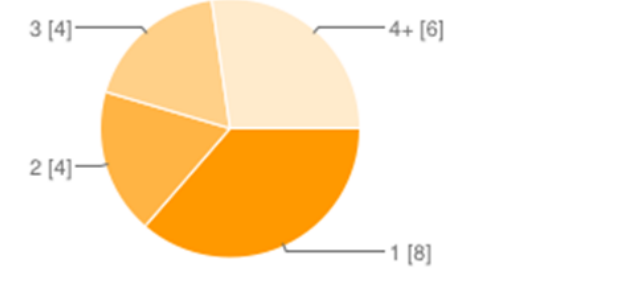
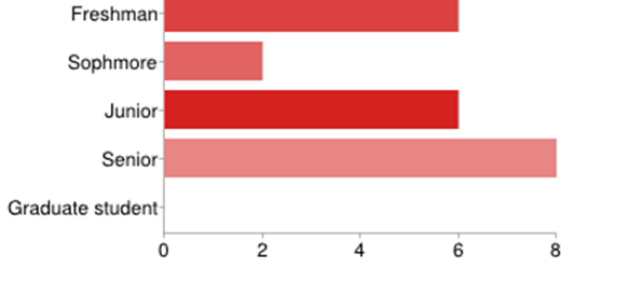
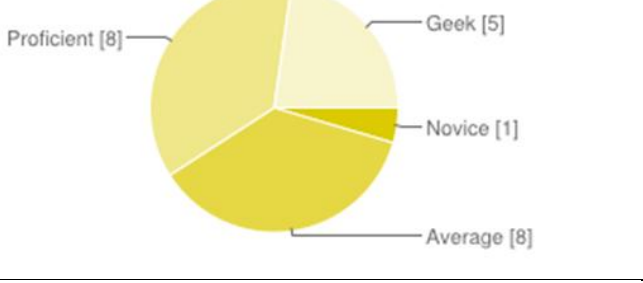
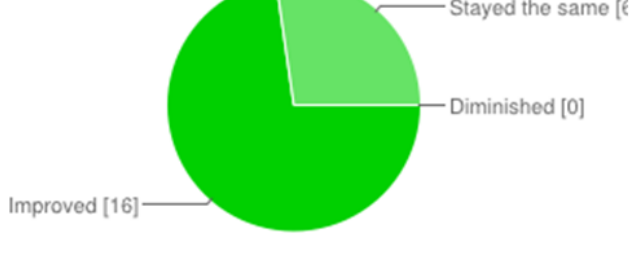
Three instruments were used to collect participant data: (1) the Studio Assistant Training Program survey, (2) the Software Skills Survey, and (3) the studio assistant interview. Results are discussed in the following sections respectively.

The Studio Assistant Training Program Survey Results (Studio Assistant Edition)

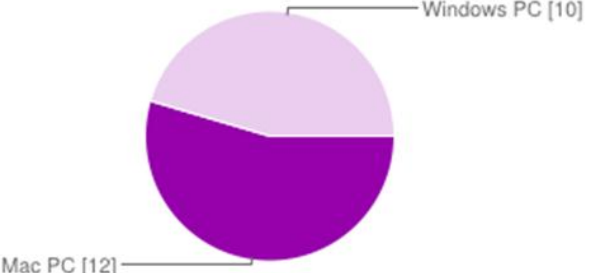
Twenty-two out of a possible twenty-eight respondents (79%) in the target population participated in the survey. The survey was conducted anonymously using a Google Docs form with informed consent forms emailed to each studio assistant's MTSU email address. The survey was released twice over a two-week period of time. Some surveys were personally emailed by the evaluator as requested by the studio assistants. The gender breakdown of the respondents calculates to thirteen males (46%) and fifteen females (54%). Table 6 below provides a summary of the survey findings.

Table 6		
<i>The Studio Assistant Training Program Survey Results (Studio Assistant Edition) – (N=22)</i>		
Demographic Data		
Question	Chart	Numeric Response

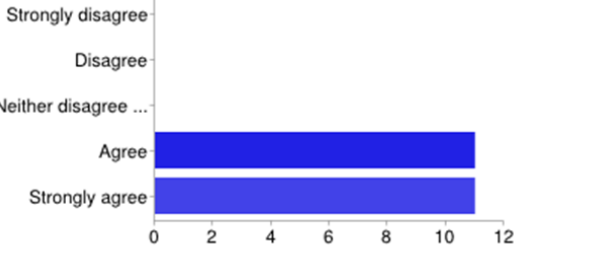
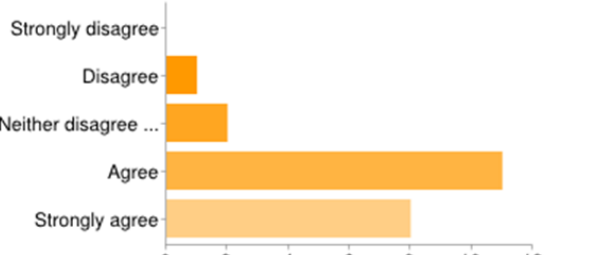
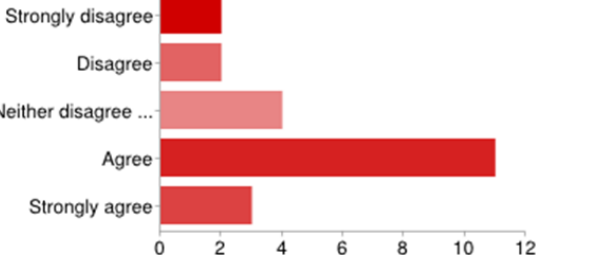
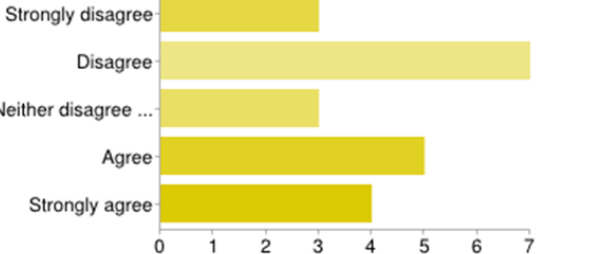
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<p>How old are you?</p>	 <p>A pie chart showing the distribution of ages. The largest slice is 18-20 with 12 respondents, followed by 21-25 with 9 respondents. There are 0 respondents in the 26-30 age group and 1 respondent in the 31+ age group.</p>	<ul style="list-style-type: none"> • 18-20 = 12 • 21-25 = 9 • 26-30 = 0 • 31+ = 1
<p>How many total semesters have you worked as a studio assistant in the DMS?</p>	 <p>A pie chart showing the number of semesters worked as a studio assistant. The largest slice is 1 semester with 8 respondents, followed by 4+ semesters with 6 respondents. There are 4 respondents each for 2 and 3 semesters.</p>	<ul style="list-style-type: none"> • 1 = 8 • 2 = 4 • 3 = 4 • 4+ = 6
<p>What is your current class in college?</p>	 <p>A horizontal bar chart showing the current class level in college. The x-axis represents the number of respondents, ranging from 0 to 8. The bars show: Freshman (6), Sophomore (2), Junior (6), Senior (8), and Graduate student (0).</p>	<ul style="list-style-type: none"> • Freshman = 6 • Sophomore = 2 • Junior = 6 • Senior = 8 • Graduate = 0
<p>What kind of computer user would you rate yourself <i>before</i> coming to work at the DMS?</p>	 <p>A pie chart showing the computer user rating before coming to work at the DMS. The largest slices are Proficient and Average, both with 8 respondents. There are 5 respondents who were Geeks and 1 who was a Novice.</p>	<ul style="list-style-type: none"> • Novice = 1 • Average = 8 • Proficient = 8 • Geek = 5
<p>How has your computer skills changed since you started working in the DMS?</p>	 <p>A pie chart showing how computer skills have changed since starting work in the DMS. The largest slice is Improved with 16 respondents, followed by Stayed the same with 6 respondents. There are 0 respondents who reported diminished skills.</p>	<ul style="list-style-type: none"> • Improved = 16 • Stayed the same = 6 • Diminished = 0

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<p>Which type of computer do you prefer to work on at the DMS?</p>	 <p>A pie chart showing the distribution of computer preferences. The chart is divided into two segments: a larger purple segment representing Mac PC with a count of 12, and a smaller light purple segment representing Windows PC with a count of 10.</p>	<ul style="list-style-type: none"> • Mac PC = 12 • Windows PC = 10
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Training & Personal Development Data

Statement	Chart	Numeric Response
<p>The initial orientation with Lynda Duke was beneficial to me.</p>	 <p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 12. The 'Agree' and 'Strongly agree' categories have the highest counts, both at 11.</p>	<ul style="list-style-type: none"> • Strongly disagree = 0 • Disagree = 0 • Neither disagree or agree = 0 • Agree = 11 • Strongly agree = 11
<p>The one-on-one training orientation with a team leader was beneficial to me.</p>	 <p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 12. The 'Agree' category has the highest count at 11, followed by 'Strongly agree' at 5.</p>	<ul style="list-style-type: none"> • Strongly disagree = 0 • Disagree = 1 • Neither disagree or agree = 2 • Agree = 11 • Strongly agree = 5
<p>Reading the Studio Assistant Training Manual was beneficial to me.</p>	 <p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 12. The 'Agree' category has the highest count at 11, followed by 'Strongly disagree' and 'Strongly agree' both at 3.</p>	<ul style="list-style-type: none"> • Strongly disagree = 2 • Disagree = 2 • Neither disagree or agree = 4 • Agree = 11 • Strongly agree = 3
<p>The Lynda.com video training tutorials were beneficial to me.</p>	 <p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 7. The 'Disagree' category has the highest count at 7, followed by 'Agree' at 5.</p>	<ul style="list-style-type: none"> • Strongly disagree = 3 • Disagree = 7 • Neither disagree or agree = 3 • Agree = 5 • Strongly agree = 4

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<p>The DMS web site resources (DMS Blog, Studio Scribbles, online procedures, etc.) were beneficial to me.</p>	<p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 12. The bars are green. The values are: Strongly disagree = 0, Disagree = 0, Neither disagree or agree = 4, Agree = 11, and Strongly agree = 7.</p>	<ul style="list-style-type: none"> • Strongly disagree = 0 • Disagree = 0 • Neither disagree or agree = 4 • Agree = 11 • Strongly agree = 7
<p>Training from fellow studio assistants while on duty was beneficial to me.</p>	<p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 18. The bars are purple. The values are: Strongly disagree = 0, Disagree = 0, Neither disagree or agree = 1, Agree = 5, and Strongly agree = 16.</p>	<ul style="list-style-type: none"> • Strongly disagree = 0 • Disagree = 0 • Neither disagree or agree = 1 • Agree = 5 • Strongly agree = 16
<p>Overall, the DMS training program helped me feel confident and competent to meet patron computing needs.</p>	<p>A horizontal bar chart with five categories: Strongly disagree, Disagree, Neither disagree or agree, Agree, and Strongly agree. The x-axis ranges from 0 to 10. The bars are blue. The values are: Strongly disagree = 0, Disagree = 1, Neither disagree or agree = 4, Agree = 7, and Strongly agree = 10.</p>	<ul style="list-style-type: none"> • Strongly disagree = 0 • Disagree = 1 • Neither disagree or agree = 4 • Agree = 7 • Strongly agree = 10
<p>Is there anything else that the DMS can do to better train you?</p>	<p>Instead of watching Internet training videos (Lynda.com), DMS workers could be given a short project to work on. For example, instead of watching a video about Photoshop, students could be given a project to work on in Photoshop. Instead of watching videos about the basics of a MAC, students could be given a sheet with instructions to follow while using the MAC. Essentially, training could become more hands on rather than hands off. Students may be more likely to pay attention during training if they are doing something rather than simply watching something. I believe that in-person training is better.</p>	

Table 6

Most respondents fell into the age category of the average college student who matriculates through the higher education system in a predictable time frame. One studio assistant fell into the category of a non-traditional student. The data show that a majority of studio assistants (8), although not predominantly freshman (only 6 of 22), are first semester workers in the Digital Media Studio. This statistic emphasizes the need for a high quality training program. Interestingly, the majority of studio assistants are upper classman, with fourteen falling into the Junior/Senior class bracket. This figure verifies that the DMS enjoys a high retention rate of students who return semester after semester to work

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in the Studio. Almost half of the studio assistants (10) responding to the survey have worked in the DMS for over three consecutive semesters. There is a correlation between studio assistant computer proficiency prior to entering service in the DMS to between either being a “novice” end user (1) or one who rates himself as achieved “geek” status (5). The majority of students who enter the employ of the Studio, however, rate themselves as either “average” (8) or “proficient” (8). This brings a good balance to the workgroup as “newbies” and very experienced end users interface representing the range of patron proficiency levels that also fall within a wide spectrum of skills.

Not surprisingly, sixteen studio assistants reported that their computer skills have improved since working in the DMS. Finally, the demographics section of the survey asked workers their preferred operating system (OS) to work on in the Studio was and most preferred a Mac OS experience (12) to a Windows OS experience (10). The hardware that runs these operating systems is similar yet requires a different skillset. Regardless of their preference, studio assistants are required to be knowledgeable of both types of devices and their associated software programs revealing yet another reason why a high level training program is absolutely essential.

In the section of the survey entitled “Training & Personal Development,” a Likert scale gathered data from seven statements regarding the training program. Possible responses range from “strongly disagree” to “strongly agree.” Studio assistants sounded off on how they felt the current training approach was working. The initial orientation with the Evaluation Client, Lynda Duke, was perceived as very successful with all twenty-two respondents either agreeing or strongly agreeing with the statement. While slightly less successful, the one-on-one orientation with team leaders earned a rating of “agree” or “strongly agree” nineteen out of twenty-two times. Evidently, this one-on-one attention from either the studio co-manager or a team leader is important to a new or returning studio assistant. One factor that might affect the higher ranking of one-on-one orientations with the studio co-manager is the fact that she hired each of the studio assistants and has the authority to fire them as well. The fact that the survey results, albeit anonymous, would be reported in writing to the studio co-manager could have influenced the student responses. Most studio assistants (14) agree or strongly agree that having a Studio Assistant

Training Manual was important and necessary. A written code of conduct and performance expectations was not viewed as negative by the majority. Nevertheless, four respondents expressed their disdain with having to read training material by either disagreeing or strongly disagreeing with the statement regarding this training variable.

The Lynda.com video tutorial approach provided the survey's most surprising results. Almost half of the respondents disagreed or strongly disagreed that this training tool, as presently utilized, was beneficial to their training. Another three were neutral on the issue. This discovery is interesting in light of what other research studies are reporting. Rawlings (1982) reports in her article, "Technology and the Personal Touch: Computer-Assisted Instruction for Library Student Workers," that student worker buy-in was extraordinarily high on leveraging training similar to Lynda.com. The interview process delved into more of why this is the general sentiment and will be discussed in a future section. The bottom line seems to involve learning styles and recommendations are offered by the evaluator in the findings sections of the evaluation to program administrators of possible corrections to this blatant problem. This may come as somewhat of a surprise to program administrators since as Lambert and Groves (n.d.) write: "To help with the training on these complex applications, we [the DMS architects] purchased several seats for Lynda.com training tutorials" (p. 8). While studio assistants may not engage in Lynda.com video tutorials at the DMS Help Desk due to a "no headphone policy," students do have unrestricted access to web-based communication and training tools which received high levels of agreement as being beneficial to their training.

Eighteen respondents agree or strongly agree that tech tips made available to them on blogs like Studio Scribbles is of benefit. The program administrators have labored considerably to provide up-to-date procedures and practical hyperlinks empowering the studio assistant to have answers to patron needs at their fingertips. Another telling result was how amenable studio assistants are to learning from fellow studio assistants. An astonishing twenty-one out of twenty-two studio assistants reported that they agree (5) or strongly agree (16) that peer learning is preferred. This response rate reveals an obvious paradigm shift that may need to take place should program administrators agree. Student trainers may

have an emerging role in the training program and according to the data, it will be received well by the workgroup stakeholders.

Finally, the “Training & Personal Development” section concludes its Likert scale statements with the most important statement of the survey: “Overall, the DMS training program helped me feel confident and competent to meet patron computing needs.” The evaluator wants to remind readers that the Digital Media Studio is still in its infancy; only one-year old. That is why the survey approach was a formative one. The current semester marks only the fifth semester that the DMS has been in existence so there has not been a great deal of studies done or empirical data collected and analyzed. So in light of the fact that the DMS is still in somewhat of a fledgling state, how do studio assistants (ten of which who have been with the Studio for three or more semesters) feel about the Studio Assistant Training Program? Seventeen out of twenty-two agree (7) or strongly agree (10) that the DMS training program, as is, helped them feel confident and competent to meet patron computing needs. Four were neutral in this matter and only one strongly disagreed. This program evaluation reveals that there is generally a high level of satisfaction that the existing training program has been a beneficial training experience. In the next section, the program evaluation will examine where studio assistants rate their skill levels in the software that they are being asked to support.

The Software Skills Survey Results

This survey enjoyed a high response rate of 93%. Twenty-six out of twenty-eight possible respondents participated in this survey that, per the studio co-manager, required that their name be put on the survey. The rationale behind conducting a software skills assessment was to be able to identify which studio assistants were confident and competent to support specific DMS software packages. As a service to patrons, the DMS offers “tech coaching,” or studio assistants working one-on-one with students, faculty, and staff on using a specific program on the DMS menu of options. Tech coaching appointments typically last thirty minutes to one hour in duration. By providing program administrators with information on the skill level of each member of the workgroup, more appropriate tech coaching assignments can be made. Studio assistants were given the survey over a two-week period of time and

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asked to fill out a paper copy during a work shift. Completed copies were given to a team leader and a roster was kept of which studio assistant complete the skills assessment survey. Table 7 shows a summary of the results of the software skills survey.

Table 7		
<i>Software Skills Survey Results – (N=26)</i>		
#	Software	Estimated Skills Rating
COMMERICAL SOFTWARE		
1	Adobe Creative Suite 4 for PC, CS5 for Mac	<ul style="list-style-type: none"> • Rarely use = 5 • Novice = 12 • Average = 4 • Savvy = 5
2	iLife for Macs: iPhoto, iMovie GarageBand, iWeb, iDVD, Quicktime Player	<ul style="list-style-type: none"> • Rarely use = 6 • Novice = 5 • Average = 10 • Savvy = 5
3	iWork for Macs: Pages, Numbers, Keynote	<ul style="list-style-type: none"> • Rarely use = 14 • Novice = 8 • Average = 3 • Savvy = 1
4	Office 2007 for PC; Office 2011 for Mac: Word, Excel, PowerPoint, Access	<ul style="list-style-type: none"> • Rarely use = 0 • Novice = 0 • Average = 12 • Savvy = 14
5	Power DVD	<ul style="list-style-type: none"> • Rarely use = 10 • Novice = 9 • Average = 4 • Savvy = 3
6	Roxio Easy Media Creator	<ul style="list-style-type: none"> • Rarely use = 19 • Novice = 3 • Average = 3 • Savvy = 1
7	ScanPro 2000	<ul style="list-style-type: none"> • Rarely use = 7 • Novice = 3 • Average = 9 • Savvy = 7
8	iCopy (for Windows)	<ul style="list-style-type: none"> • Rarely use = 10 • Novice = 3 • Average = 10 • Savvy = 3
OPEN SOURCE SOFTWARE		
9	GimpShop PC, Gimp Mac	<ul style="list-style-type: none"> • Rarely use = 18 • Novice = 1 • Average = 6 • Savvy = 1

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10	DVDStyler	<ul style="list-style-type: none"> • Rarely use = 23 • Novice = 2 • Average = 1 • Savvy = 0
11	Audacity	<ul style="list-style-type: none"> • Rarely use = 15 • Novice = 8 • Average = 1 • Savvy = 2
12	Handbrake	<ul style="list-style-type: none"> • Rarely use = 19 • Novice = 3 • Average = 2 • Savvy = 2
13	Scribus	<ul style="list-style-type: none"> • Rarely use = 25 • Novice = 1 • Average = 0 • Savvy = 0
14	Blender	<ul style="list-style-type: none"> • Rarely use = 24 • Novice = 2 • Average = 0 • Savvy = 0
15	KompoZer	<ul style="list-style-type: none"> • Rarely use = 25 • Novice = 1 • Average = 0 • Savvy = 0
16	Nvu	<ul style="list-style-type: none"> • Rarely use = 25 • Novice = 1 • Average = 0 • Savvy = 0
17	Open Lasio	<ul style="list-style-type: none"> • Rarely use = 26 • Novice = 0 • Average = 0 • Savvy = 0
Table 7		

The lessons learned from this software skills survey are interesting. While the majority of studio assistants say they prefer to use a Mac (54%), most studio assistants (85%) rate their skill level in using the Apple iWork suite as “rarely use” or “novice” users of the product. Global market share dominator, Microsoft, flexes its muscle even in the Digital Media Studio by commanding the largest number of studio assistants (100%) who reported as being either “average” or “savvy” on the Microsoft Office suite. The apparent minority skill level in the DMS is that of “savvy” as the bullet points below report the tally:

- “Rarely use” responses = 271
- “Novice” responses = 62

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- “Average” responses = 65
- “Savvy” responses = 44

The implication of the above responses is clear: the commercial software fared much better in studio assistant skill level than did the open source software. Moreover, there is an unmistakable gap in skills and experience supporting the open source offerings in the Studio. This may be accounted for by the rare use of these products by patrons. In their article chronicling the launch of the DMS, authors Heather Lambert and Christy Groves (n.d.) write:

We encountered problems with adaptation of open source software. We decided to retain the half open source applications in the DMS despite the slow adaptation and acceptance because the financial benefits and flexibility outweigh the constant upkeep of open source applications. (p. 22)









Jim Collins (2001) dedicates an entire chapter to technology accelerators in his book *Good to Great*. In light of Lambert and Groves discovery on the slow adaption of open source software and Collins’ research finding that technology can either accelerate or decelerate an organization’s momentum, the DMS administrators have some decisions to make regarding how to fully support opens source software in the Studio. The software skills assessment survey was a telling indicator of the program evaluation process. Program administrators can take the data provided in this evaluation and open a dialogue on how best to leverage open source offerings while at the same time boost the obvious deficiency in the skill level of the majority of studio assistants in this area.



The Studio Assistant Interview Results

Ten students (36%) of the target population of twenty-eight studio assistants agreed to be interviewed to share their perspectives on the effectiveness of the Studio Assistant Training Program. Interviews were conducted in a private room, digitally recorded (with permission), and informed consent forms signed. The driver for the interviews was the evaluation questions. After a few interviews, the program evaluator began to improve the interview process and invite extemporaneous responses which were captured on the digital recordings for later analysis. The interviewer watched for unexpected themes

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to emerge as well as extreme case participants like those who had very positive or very negative experiences. Table 8 below catalogs which studio assistants agreed to participate in the voluntary interview, the number of semesters they have worked in the Library, the date of the interview, and the duration of the interview in minutes and seconds. QR codes were used to conceal their identities for this final report (see Appendix I).

Table 8				
<i>Studio Assistant Interview Roster – (N=10)</i>				
#	Name	# of semesters worked in Library	Date of Interview	Duration
1		8	2/21/12	12:06
2		5	2/21/12	5:01
3		6	2/21/12	4:26
4		4	2/23/12	6:35
5		1	2/23/12	5:42
6		2	2/23/12	5:10
7		1	2/26/12	6:21
8		12	2/26/12	5:17

9		2	2/26/12	7:03
10		10	3/8/12	26:42
Table 8				

The interviewer encouraged spontaneous comments to be shared. The interviews were digitally recorded and presented to the evaluation client as a deliverable along with the final report. Each of the major questions was converted into topic headings as shown below with select studio assistant responses appearing in italics.

One-on-One Orientation with a Team Leader

The data show that one-on-one orientations with team leaders were a strong training tool in the Studio Assistant Training Program. The writing team of Kathman and Kathman (2000) argue that training student employees for quality service requires a personal investment by those intending to train them. In the DMS, the element of face-to-face training is one that continues to produce good results as the comments below indicate.

- *“I think that the one-on-one training was the most helpful of all the training. The one-on-one training actually allows you to interact and ask questions, which is a lot easier to learn from than watching a video or reading a guidebook.”*
- *“It helped me out a lot because it taught me how to do everything as far as checking out headphones or color prints or the laminator and things of that nature.”*
- *“It was very helpful. I met with Kisha and she showed me around the DMS and basically just gave me a crash course that was really helpful. If I hadn’t had that I would have been very confused when I showed up for work.”*
- *“It was very beneficial. Everything that I needed to know or would come in contact with in the Studio was gone through during my one-on-one training...[my team leader] made sure I*

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understood everything clearly and if I needed any more clarity my team leader is always there and glad to help.”

- *“That checklist gave me an idea of what was expected of me to do and what I should know coming in and being able to assist people.”*

Studio Assistants Training Manual

While few studio assistants enjoy reading a training manual, nearly all of them understood the value of having a written code of conduct. Seeing their job description in writing clarified rather than confused their role. The comments below offer a glimpse of the studio assistants' perspective.

- *“It definitely helped me to recognize things I was doing wrong, like the dress code. It also helped to run me through everything we have going on here...I'm also more familiar with how we should be interacting with the patron and what we should be doing in case they get defensive.”*
- *“It helped me understand expectations and how I am supposed to present myself. Knowing where [the procedures] are on the web site so I can know how to handle certain situations if they pop up, I can get on the computer and they will be right there and I will know exactly what to do.”*
- *“It let me know in detail what the job description is and all the policies and the framework of what's going on [in the DMS].”*
- *“I think it is really advantageous to go over that stuff regardless of how tedious it is because that may be the only time the assistant hears it. And not only that, it's a good time to get to know your team leader. Most studio assistants just skim over it. I don't think I've ever met any studio assistant who actually just sits down and reads it from front to back...I agree that there needs to be a training manual, but at the same time I feel like there could be a better, more interactive way [to engage the material].”*

Peer Training

Students training students was an overwhelming favorite amongst the workgroup. Even the DMS co-manager, Lynda Duke, acknowledged that the closeness of age, similar life stage, and the ability to

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relate to one another in their cultural context was a factor that the DMS could leverage to improve training. The comments below substantiate these claims.

- *“No one person can know every answer to every question that comes up. Working with other people and seeing how they help people; you are able to learn from them.”*
- *“When you get questions you can both figure it out...what you don’t know someone else does and you can learn it right then and there.”*
- *“I’ve learned several things from several different co-workers. [For example] Courtney - she is good with InDesign and Illustrator and so I’ve learned tips and hints from her. And also just watching other people how they interact with patrons; it sort of teaches you new ways of how to interact with different people.”*
- *“Definitely...I was concerned I would not know what to do. A lot of times Adam walked me through everything and having him there to watch over my shoulder...even to say ‘oh, you are doing the right thing’ was awesome.”*
- *“We had one incident when neither of us really knew what to do so we Googled it and figure out what the problem was with the color printer [low memory error].”*

Lynda.com Video Tutorials

It may or may not come as a surprise to DMS architects, but the Lynda.com video training approach was the most controversial topic on the survey and in the interview process. While few argue with the potential of such an excellent tool to add value to their training, the consensus was that this tool as it is now being used in training is ineffective. The comments below provide insight as to how the video tutorial training element might be enhanced.

- *“I just don’t think that’s very effective, not for me to learn it and then teach someone else because it is something I don’t use a lot. I watched so many of the videos and I can’t really tell you what I remember from it.”*
- *“I think it is a good tool when it is used correctly. I don’t think we should just be sitting on the computer and just be forced to sit there and fall asleep watching these hour long videos. I think*

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we should be able to interact with them. If I am doing a Photoshop tutorial, I should be able to have it open with an image of my own or from the Internet and go along with the tutorial. I think interactive learning is more effective.”

- *“I think it would be more effective if we could do the tutorial [practice exercises] along with the videos.”*
- *“The videos don’t tell you absolutely everything that’s going to happen, so you learn more about the programs by just helping people out than you do just sitting down and reading about it.”*

What is Missing?

The program evaluator wanted to purposely include vague questions that left generous room for respondents to be as creative or critical of the Studio Assistant Training Program as possible. The simple question, “what’s missing?” provided good feedback as indicated in the quotes featured below.

- *“Nothing that I can think of, really. It’s pretty much fine the how it is. You go over things with the different supervisors and talk with co-workers about stuff, go over Lynda.com, and the rest of it just being personal experience working with programs; I think it’s fine.”*
- *“I think I’m pretty well trained here. I feel I’m up to the challenge.”*

What Could We Do Differently?

The intent of this question was to invite the studio assistant assume a degree of ownership in the future of the training program. The encouragement was to be as innovative as possible. No idea is too big or too trivial. The comments below are just three of many that could be shared. The digitally recorded interviews burned to a CD have been provided along with this final report for the evaluation client to provide more in-depth insight.

- *“Definitely more one-on-one kind of things...actually, physically doing certain things. I think it would be good to have a list of most frequently asked things...and to go over how to do each one of those.”*
- *“I think it’s pretty good how it is.”*

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- *“I think the only thing is [changing] the Lynda.com [training]; having a hands-on approach.”*

Anything else You Would Like to Say?

This question as an “anything goes” question by design as the final opportunity during the interview process to say anything on their mind regarding the Studio Assistant Training Program. Some studio assistants, as quoted below, took the opportunity to share their pleasure in working in the Studio. Others seized the moment to voice a frustration. All sentiments are valid.

- *“I think [the DMS] is a good atmosphere; we’re always learning...I think it’s pretty good as it is.”*
- *“I think you have a great system of pairing experienced people with inexperienced people and [I also have] faith that you guys [the team leaders] will always be there for us to help us find answers.”*
- *“The training now is spot on. I wouldn’t change anything.” – Evan Braswell*
- *“I really enjoy working here.”*
- *“I am of the opinion that we have too many rules as it is. Yes, we need rules and procedures, but I feel like at times we get caught up in throwing the book at everything...I feel like you should tell your studio assistants, ‘this is what I want...keeping in mind that you are representing MTSU and the highest level of customer service...because we are the Digital Media Studio...this is what we need done according to this standard, now just do it.’ I feel like if they get the job done in the best and most efficient way that they can do maintaining a high level of customer service, then it shouldn’t matter if they go Route A, B, or C.”*

The program evaluator took recurring keywords and phrases gleaned from the studio assistant interviews and graphically illustrated them in the concept map below in Figure 3.

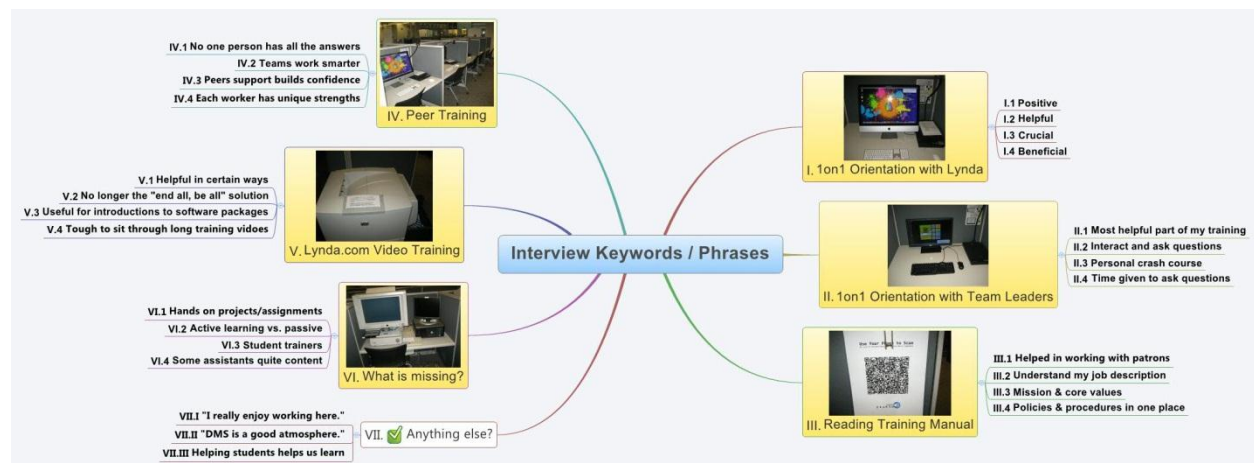


Figure 3 - Studio Assistant Interview Keywords & Phrases Concept Map

Team Leader Key Findings

The Digital Media Studio has two team leaders: a day shift team leader, Marques Fulford, and a night-shift team leader, David Robertson (the program evaluator). Marques is a full-time employee of the DMS and the program evaluator a part-time employee. For the purposes of this section, we will limit the commentary to Marques' survey responses.

The Studio Assistant Training Program Survey Results (Team Leader Edition)

Marques has been employed with the DMS for less than one year. This is his first semester with the Studio. He brings to the workgroup a bachelor's degree in engineering and offers a full range of computer skills, rating himself as a "geek" before coming to the Studio. Marques reported that his computer skills have improved since coming on board. He joins the majority of studio assistants who prefers using a Mac over a Windows computer.

The survey for the team leaders was modified slightly to contain the same line of statements except with the ability to rate them from a team leader's unique perspective. Marques strongly agrees that an initial orientation with Lynda Duke is an excellent way to begin the training program. He also feels strongly that one-on-one training with a team leader is an essential element. Marques offered some additional insight on this point in the interview which is covered in the next section. The fact that the DMS has a written code of conduct, clearly defined mission, core values and procedures, was something that

Marques strongly agreed with marking a five on the Likert scale of agreement. The Lynda.com video tutorial training component scored an “agree” result but again the interview revealed how Marques felt usage of this tool could be improved. Marques agrees that the web training resources have their place but could use some improvement. He strongly agreed that peer training works well as does on-the-job training. Surprisingly, even though Marques assessed an “agree” or “strongly agree” on eight out of nine statements in the survey, he disagrees that the overall training program is effective and beneficial to prepare studio assistants to confidently and competently meeting patron computing needs. This departure is explained in detail in the interview process. When asked the open-ended question: “is there anything else the DMS can do to better train studio assistants?” Marques writes: “Establish projects for them to complete from time to time. Offer weekend workshops for more advanced training.”

The Team Leader Interview Results

Marques provided a unique perspective as one who is intricately involved in the Studio Assistant Training Program as a trainer. The interview was conducted on March 8, 2012 and lasted a total of 30 minutes and 39 seconds.

Marques supports the one-on-one training provided by team leaders as being beneficial but admits that it is only one component of a much larger training package. Peer-to-peer training is also a strategy that is working, although most of this type of training occurs spontaneously. Marques stated, “Student-to-student training is definitely a necessity, however I also think it needs to be supplemented with...an outline to make sure that we hit every single [training] point.” As a team leader, Marques sees the value in having a Studio Assistant Training Manual providing that not only provided initial training cues, but also acted as an enduring reference document. Moreover, if situations of poor job performance arise, there is a written standard in existence to call the offending party into accountability. Marques feels that the current system of utilizing the Lynda.com video training is, in his words, “not effective whatsoever.” He reports that a number of students that he has talked to “absolutely hate it” and “they don’t want to do that type of training anymore.” Marques expressed that rather than watching a Lynda.com tutorial about Photoshop, a better approach might be to put the studio assistant on a

computer with Photoshop and give them an assignment or project to work through using the product. Marques feels that if Lynda.com is to be used at all, it should be used in the way it was intended to be used – with the practice exercises. Another point Marques brings out is that if a studio assistant is viewing the video tutorial “Switching from Windows to a Mac,” then that video tutorial should be viewed using a Mac computer.

When asked “what is missing?” in the Studio Assistant Training Program, his immediate response can be summarized in a single word: “projects.” What is missing is the assigning of small projects to develop interactive learning experiences. Marques also observed that there is a lack of continuing education. For example, the DMS has students that have been working for six to twelve consecutive semesters. Marques indicated that while the job cannot be entirely about training, there is a balance that he feels is achievable. An example Marques cited is that a freshman studio assistant who is completely unfamiliar with Photoshop (one of the Studio’s high demand Adobe photo editing products) by their senior year working in the DMS should be able to put together an impressive Photoshop project because he or she has been trained to do so using a multi-tier training module approach. Given that the Studio enjoys a minimal attrition level with the majority of studio assistants returning semester after semester up to graduation, Marques’ progressive and continuing education approach has merit. A sample training scenario that Marques outlined in the interview might be:

- First semester studio assistant – Using Photoshop, take a picture of your family and another photo of Marques and cut Marques out of one photo and add him into the family photo.
- Second semester studio assistant – Using Photoshop, move Marques’ image within the family photo from last semester into a new position within the photo.
- Third semester studio assistant – Using Photoshop, put a balloon (or another graphic) in front of the family photo that a student worked on last semester.
- Successive semesters – Different binder for each semester filled with progressively more advanced training projects using Photoshop (and other packages).

In his scenario, the DMS utilizes a USB thumb drive loaded with all the different training projects for each tier of training so that any student can train on any computer using the portable storage device. Students have step-by-step directions provided in the binders to help develop mastery in key areas where the DMS sees a high volume of patron issues. According to the training vision that Marques shared in the interview, ultimately this approach will provide training materials for every title of software, including open source, which the DMS offers. The target time frame to work through a project binder would be one month expanded out over the course of all the shifts that a studio assistant would work. Over the course of an entire semester, a studio assistant could theoretically cover at least four binders of training projects, each customized to the level of expertise and tenure level of the studio assistant.

Studio Co-Manager Key Findings

The Studio Assistant Training Program Survey Results (Studio Co-Manager Edition)

Lynda Duke is the studio co-manager (and evaluation client) and has been with the James E. Walker Library for nearly a decade. She is a full-time library staff member possessing a bachelor's degree. Her long history in human resources qualifies her to do all of the hiring and management of studio assistants. Lynda rates herself as proficient in computer technology (although she is an expert in all things involving Microtext). She reports that her computer skills have improved as a result of being involved with the DMS since its launch in the Fall semester of 2010. Lynda prefers a Windows computer environment to conduct her job responsibilities. Lynda strongly agrees that it is critical that she perform the initial training orientation with each studio assistant she hires. Lynda exclusively trains new students on time sheet completion and the web-based data entry of the time cards. Lynda also scrutinizes all employee time sheets each month before approving them for payment. Additionally, Lynda supervises the scholarship and work study students who do not receive wages but barter work for scholarship credit. Lynda strongly agrees that the team leaders' one-on-one orientation with each studio assistant is vital. Having been part of the senior policy making team at the inception of the DMS, Lynda strongly agrees that having new studio assistants read the DMS policy and training manual is essential. Lynda agrees that the Lynda.com video training component is important but could use some improvement in the way it is diffused. Lynda agrees strongly with the web-based training and communication tools that are in use to

provide some level of continuing education for the studio assistants. Lynda also marked agreement that peer training was beneficial and strongly agreed that on-the-job training helped studio assistants to thrive. Overall, as the studio co-manager, Lynda rated the present Studio Assistant Training Program a five on the Likert Scale of strongly agreeing that overall the program is beneficial to studio assistants.

The Studio Co-Manager Interview Results

The 6:06 minute interview with Lynda Duke opened with same line of questions in the same sequence as the team leader version (see Appendix D). Regarding how effective Lynda felt the one-on-one training that studio assistants receive from team leaders, Lynda expressed that “because of the hours that the DMS is open from 7:30am in the morning to midnight it would be difficult to try and catch all of the students at the hours they work without doing a team approach.” Lynda said in the interview that new studio assistants “job shadowing” veteran studio assistants is very effective. She pointed out that since students in the workgroup are closer in age, in her opinion, this is a factor to boost learning because students can put things “in their terms and it is easier to relate.” Lynda contended that the print version of the DMS Studio Assistant Training Manual keeps things consistent. She says it is easy to lose track of twenty-five or thirty students so the manual acts as a checklist to verify which students have been trained on various training elements. Lynda reported that the manual allows the management team to go back to a dated meeting where the training manual was reviewed in an orientation with a team leader so that no one student can say they did not know what was expected of them in behavior or performance. Lynda defended the Lynda.com video tutorial strategy as being “thorough” and “easy to understand.” Visual learners, Lynda pointed out, can benefit from the audio/visual training experience as opposed to a print-only exercise. Lynda saw as another advantage that managers can know that each student who completed the video tutorial was trained to the same standard. Disadvantages she reports were that the videos are time consuming, When asked what was missing from the Studio Assistant Training Program, Lynda replied, “I can’t think of anything that we can add, I like the team approach, I like the fact that we’re using a training checklist, I like the peer-to-peer relationships, no I think it’s all working really well.” Lynda reported that, happily, most studio assistants are eager to learn. The interview ended with Lynda’s final observation that she thinks the “students want to help other students who come into the Studio and I think

by exposing them to all of this training that they have the confidence to answer the questions that they are asked.”

Review of Key Training Tools Key Findings

Two key training tools were examined for efficiency and effectiveness: the Digital Media Studio Student Training Checklist (see Appendix E, Artifact A) and the Studio Assistant Training Manual (see Appendix E, Artifact B). These tools formed the foundation of the DMS training effort at the time of the program evaluation. This section will comment on examination findings of these tools.

Digital Media Studio Student Training Checklist (Artifact A)

Every new or returning student that works in the DMS was required at the beginning of the semester (Fall, 2011 or Spring, 2012) to use the DMS training checklist as a universal training guide. This training tool was constructed with three sections for self-study, five sections (or stages) for review in a face-to-face meeting with a team leader, and a final section to chart progress through six video tutorial modules using an instructional technology website called Lynda.com. Lynda.com is a subscription based service that the MTSU Library funds. The checklist is designed to show new or existing studio assistants which member of the leadership team that will conduct a particular stage of their training. The following indicates the original designation of the training assignments:

- Stage 1 – Lynda Duke
- Stage 2 – Heather Lambert
- Stage 3 – Al Camp
- Stage 4 – David Robertson (the program evaluator)
- Stage 5 – Christy Groves
- Stage 6 – Self-study

Since the release of this checklist, policy has changed to allow the team leaders to absorb the orientation responsibilities for stages two through five. After the data collection process was complete and

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the data analysis phase ensued, new discoveries were made regarding the use of this key training tool which include:

- It is a “one size fits all” approach that does not take into account studio assistant tenure.
- There was no concrete deadline set to complete the self-study video tutorials.
- It was all done on the honor system with minimal accountability mechanisms.
- Studio assistants were not allowed to complete the Lynda.com video tutorials off site due to restrictive password issues.
- Studio assistants could watch the Lynda.com videos during their shift but not at the DMS Help Desk due to a “no headphone at the Help Desk” policy.
- Studio Assistants could use Micro text computers in front of the desk but there is no commercial software loaded on these devices to practice what is being learned.
- It was not mandatory to be on a Mac computer when doing Mac-related tutorials.
- Lack of effective assessments or projects to measure skill mastery.
- A brief quiz was released but it was unclear if students could use resources to answer questions or if they had to do it from memory.
- No hands-on exercises that Lynda.com provides were used in the video tutorial stage.

The one-on-one orientation by a team leader was successful and received high marks from the studio assistants in both the survey and interview portions of the program evaluation. The findings seem to suggest that the checklist is a very effective tool if it was customized to the individual taking it factoring in their skill level and tenure.

Studio Assistant Training Manual (Artifact B)

The thirteen-page training manual is the official policy manual of the Digital Media Studio. It exists as the written code and standard for how the DMS operates. The policy and procedures are spelled out in writing duals as an orientation for new student workers and reference material for returning studio assistants to work another semester in the Studio. Key training topics include:

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- Mission statement
- Core values
- Job expectations
- Job description
- Dress code
- Ground for dismissal
- Computer/Internet usage policy
- Privacy and confidentiality
- Sexual harassment policy
- Procedures for critical job functions (i.e., opening and closing the Studio daily)
- Public safety
- Emergency procedures
- Telephone etiquette
- Assisting patrons with disabilities
- Handling upset clients

There was consensus among the studio co-manager, team leaders, and studio assistants that policies and procedures like those listed in the bullet points above are essential for every workgroup member to know in order for the Studio to function properly. The survey instruments and interview process revealed that while this information is vital, it may be helpful to deliver the content in a more contemporary way (i.e., a web based interactive version).

Implications and Recommendations

The original intent of the program evaluation was to determine if the Studio Assistant Training Program was effective to prepare new and existing student workers to confidently and competently service the computing needs of patrons. Recall from the introduction that DMS Studio Manager and Emerging Technologies Librarian, Heather Lambert, states: “To fulfill our mission, it was critical to have knowledgeable staff” (Lambert & Groves, n.d., p. 6). The data show that overall the Studio is doing a

reasonably good job implementing a balance of progressive tools, face-to-face training, and self-study. Doing a “reasonably good job” is what prompted Jim Collins (2001) and his research team to invest five years of empirical research in differentiating between what makes an organization good or great. Even though respondents were clear that there was much good to find in the Studio Assistant Training Program, nevertheless, gaps have been identified in the training process that might enhance and strengthen the program. The following section will provide recommendations to the senior leadership team of the DMS. Kaufman et al. (2006) maintain that, “The whole point of evaluation is to use the findings to inform decision makers and stakeholders so they may take action – appropriate and useful action” (p. 205). The following are recommendations based on the data drawn from all surveys and all interviews. The headings below reflect the major topics of inquiry to answer the evaluation questions.

One-on-One Orientation with Lynda Duke

This was one area that there was nearly complete agreement that this was excellent and needs to be retained:

- ➔ Add training element from the Emerging Technologies Librarian (group workshops).

One-on-One Orientation with Team Leaders

- ➔ Conduct this orientation at Starbucks over a free beverage of choice purchased by the DMS.
- ➔ Allow studio assistants to provide written feedback of their orientation to the studio managers (Google Docs survey or Survey Monkey poll).
- ➔ Provide team leaders with evaluation tools to provide studio assistants with written observations, commendations, and recommendations.

Reading the Studio Assistant Training Manual

- ➔ Review for updates and purge antiquated information.
- ➔ Add policy prohibiting discussions at the Help Desk on the potential controversial topics of sex, religion, and politics.

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- Create a web-based, interactive presentation of the Studio Assistant Training Manual that can be accessed online anytime; require an electronic signature stating they have read it, understand it, and agree to abide by its terms and conditions.
- Use studio assistants using studio hardware/software to produce all training materials.

DMS Web Based Training & Communication Resources

- Rotate studio assistants as guest columnists in the DMS Blog to teach them how to blog.
- Devise a way in which to hold studio assistants accountable for having read the weekly blog post (which often contains training updates).
- Develop a more sophisticated DMS knowledge base of solutions.
- Develop a DMS Frequently Asked Questions (with solutions) resource for studio assistants.
- Train studio assistants how to find solutions to common problems beyond a Google search (vendor forums, key web sites, internal knowledge base, etc.).

Peer-to-Peer Training

- Train student trainers to train student workers.
- Institute a DMS Coach status to studio assistants who complete training modules or are recommended by the leadership team.
- Train up student trainers based on tenure and expertise.
- Intentionally schedule veteran studio assistants with new studio assistants in a mentor/protégé role.

Lynda.com Video Tutorial Training

- Overhaul the Lynda.com video tutorial approach.
- Create a focus group comprised of studio assistants to recommend a Lynda.com training strategy to program administrators.

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- ➔ Assign studio assistants to Mac and Windows PCs to complete appropriate training (Mac software video tutorials completed on a Mac; Windows video tutorials completed on a Windows computer).
- ➔ Add practice resources available from Lynda.com.
- ➔ Limit the time of video tutorials to 30 minutes at a time.
- ➔ Award Lynda.com training completion certificates on select or advanced programs.
- ➔ Designate studio assistant training workstations (Mac and Windows computers) to facilitate training.

Miscellaneous Training Recommendations

- ➔ Create a DMS focus group each semester to audit training procedures (have a day- and night-shift focus group comprised of a team leader and at least 1-2 first semester studio assistant(s) along with 2-3 veteran studio assistants. Management provides the rubric.).
- ➔ Conduct a bi-weekly focus group meeting to gather input and report to program administrators.
- ➔ Reserve a reasonable portion of each shift for ongoing training and/or assessment (limit to 30 minutes per shift).
- ➔ Update the DMS checklist to make sure it matches the current policy.
- ➔ Require studio assistants to present a project in the Practice Presentation Room using the technology.
- ➔ Cross train studio assistants on all software offered in the Studio (including open source).
- ➔ Institute a “progress report” system that allows team leaders to track training progress across semesters.
- ➔ Reward motivated studio assistants that are meeting or exceeding the training expectations.
 - ❖ Personalized name tags & lanyards
 - ❖ Color-coded or branded custom t-shirts
 - ❖ Elevate training achievements to the level of seniority for scheduling preferences
 - ❖ Publish training accomplishments of studio assistants by name in DMS publications

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- ❖ Feature studio assistant custom work in DMS publications
 - ❖ Award gift certificates
 - ❖ Promote to DMS Coach status
- ➔ Video orientation produced entirely in the DMS using DMS software, hardware, and student workers.
 - ➔ Add the software skills survey as part of the mandatory training assessment.
 - ➔ Do pre- and post-testing each semester to measure skills mastery.
 - ➔ Have an Individual Education Plan (IEP) for each studio assistant as it relates to his or her personal growth as a studio assistant.
 - ➔ Designate a list of tech coaching personnel who specialize in certain DMS software.
 - ➔ Train up a DMS coach for each DMS supported software package.
 - ➔ Empower DMS coaches to publish FAQ's, top problems to anticipate, and basic how-to's on common software issues.
 - ➔ Allow students to customize their training based on their current homework assignments (instead of doing their paper in Microsoft Word, ask them to do it in InDesign or Pages).
 - ➔ Have monthly modules to study.
 - ➔ Require each studio assistant to produce (and post themselves) one tech tip (with labeled screenshots) for the Studio Scribbles blog per semester.
 - ➔ Require studio assistants to email a shift summary to their team leader summarizing shift issues and training progress.
 - ➔ Require studio assistants to administrate recurring projects (like monthly flyer, all signage, etc.).
 - ➔ Establish computer dump/purge schedule – make sure every studio assistant has a chance to perform this routine maintenance instead of having one or two students do it all.

Laskowski (2000), in her article “The Academic Media Center: Where We’ve Been, Where We Are, And Where We Are Going,” stresses that plotting a course for future growth and development requires taking a long hard look at the how a media center arrived at where they are at. The DMS is following this same path towards maturity. Beile (1997) includes the words “great expectations” in the title

of her article, and writes passionately that sustaining relevance in a 21st century cultural context will require integrating technology tools into the many strata of society. The DMS is committed to taking that challenge investing time, energy, financial resources, and trained staff who can competently and confidently service patron computing needs in a 21st century academic library environment.

Limitations

The program evaluation had its share of factors that limited the scope and depth of its data collection. First, the program evaluator only had access to one half of the senior leadership team that administrates the Digital Media Studio. Lynda Duke, the evaluation client, was extremely helpful and without her consent and corroboration, this program evaluation would not have taken place. However, Lynda works in tandem with the studio manager, Heather Lambert, who had originally agreed to participate in the program evaluation but was out of the office on an extended medical leave. Heather's absence leaves a gap in the ability of the program evaluator to obtain DMS historical documents, survey and interview Heather on matters of original intent, and receive her unique perspective on the evaluation questions and instruments.

In the same way, there was only one team leader, Marques Fulford, to represent this key position. The program evaluator is coincidentally a team leader but for the purposes of this program evaluation, he did not participate in the survey process for obvious reasons.

While the response rate of the target population (N=28) for the Studio Assistant Training Program was good (79%), and the Software Skills Survey was very good (93%), there was a drastic drop off in the response rate of voluntary interviews (36%). The views represented in the data collected by interviews while good are not great and therefore limited. The views expressed by the few many not represent the many. As a result, it is difficult to generalize findings.

Another limiting factor involves the complete absence of patron surveys or interviews. As the primary stakeholders on the receiving end of the customer service spectrum, there is no data available to assess what this all-important group thinks. Is the DMS successful in the eyes of the students, faculty,

and staff that they are purporting to serve? This program evaluation cannot provide the answer to this question.

The program evaluation might have been strengthened by including case studies of first semester studio assistants. Who better to judge the efficacy of the Studio Assistant Training Program than a brand new studio assistant? This sub-group would have been particularly helpful in providing data that returning studio assistants could not provide – a first impression. The missed opportunity here is pre-testing, administration of the Studio Assistant Training Program, and then post-testing to compare the results.

Finally, there are not many research studies or peer-reviewed journal articles in the literature yet to provide empirical evidence, case studies, and testing results relative to the emerging field of digital media studios and the training of this new breed of library student worker.

Conclusions

The Digital Media Studio located in the James E. Walker Library on the campus of Middle Tennessee State University provides a unique technological experience for students, faculty, staff, and community users. Any patron, regardless of skill level, can find the help they need to complete assignments and projects on the most current Mac/Windows hardware loaded with the most current commercial and open source software. Studio assistants are always on duty to provide personalized customer service to help end users successfully complete their projects. The combination of an extremely well-equipped computer studio and a confident and competent staff is transforming the library into a central hub for high-end computing.

In the introduction, Studio Manager and Emerging Technologies Librarian, Heather Lambert, states: “To fulfill our mission, it was critical to have knowledgeable staff” (Lambert & Groves, n.d., p. 6). This statement was the catalyst for this program evaluation. In order to produce knowledgeable staffs that are confident and competent to service patron computing needs, a strong training program was necessary. The primary evaluation question stated: Does the DMS training program produce knowledgeable and trained staff to competently meet client needs? After releasing the surveys,

conducting the interviews, auditing a few key training tools, and analyzing the data, the conclusion of the matter is that the Studio Assistant Training Program is good. Even more encouraging is that with some modifications, it can become great. This is the clear consensus of all the participants in the program evaluation.

Seeing the DMS through the Good to Great Lens

How can the DMS Studio Assistant Training Program go from good to great? This section will explore that question using the framework provided by research-author Jim Collins.

In his classic research book, *Good to Great: Why Some Companies Make the Leap and Others Don't*, bestselling author Jim Collins (2001) describes how good companies became great companies.

Figure 4 below illustrates the Good to Great Framework.

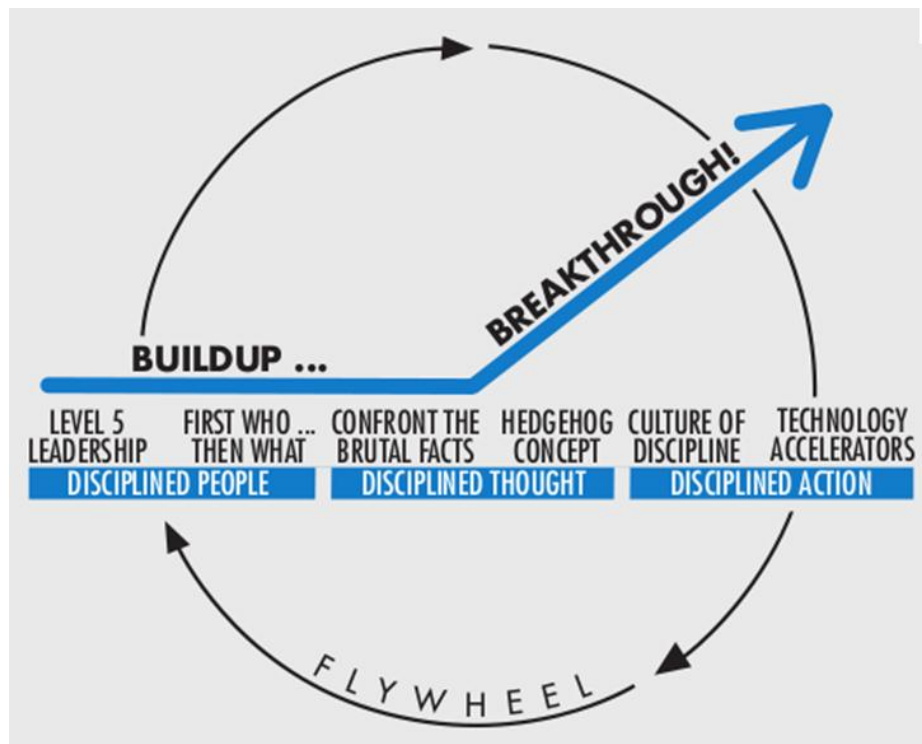


Figure 4 - The Good to Great Framework (Collins, 2001, p. 12)

The DMS Studio Assistant Training Program possesses the seeds of greatness. Each of Collins' (2001) points has application to this program evaluation as explained below. In 2006, Jim Collins posted a

“Good to Great Diagnostic Tool” on the Internet to help organizations apply his principles published in his landmark book, *Good to Great*. The following sections will use Collins’ diagnostic tool to hypothesize how the DMS might learn from his proven principles.

Disciplined People

The DMS output results would include superior performance relative to its mission by virtue of a well-managed team of confident and competent studio assistants.

Level 5 Leadership

Collins’ (2006) definition: “Level 5 leaders are ambitious first and foremost for the cause, the organization, the work—not themselves—and they have the fierce resolve to do whatever it takes to make good on that ambition” (p. 5).

The DMS enjoys level 5 leadership at the helm. The Studio Manager (Heather Lambert) and Co-Manager (Lynda Duke) are consummate professionals. The leadership they have provided for the DMS in charting its course from launch to present has resulted in a high degree of success. Collins (2006) says that a great organization makes a significant impact by offering superior performance over a long period of time. The DMS is still in its infancy, slightly over one year old (5 semesters) so the senior leadership must continue to innovate and remain flexible to maintain success over a long period of time.

First Who...Then What

Collins’ (2006) definition: “Those who build great organizations make sure they have the right people on the bus, the wrong people off the bus, and the right people in the key seats before they figure out where to drive the bus. They always think first about “who” and then about what” (p. 5).

The fact that a Studio Assistant Training Program exists in the first place is evidence of the priority of people development in the DMS. All stakeholders, behind and in front of the DMS Help Desk, are in a continual state of training and development. The DMS is strategic in the hiring of talent that will complement the mission of the Studio and ensure that each team member is in the right spot to produce the best possible results.

Disciplined Thoughts

The DMS output results would include making a distinctive impact on the MTSU stakeholders it touches. Using Collins' (2001) model, disciplined thought also includes achieving lasting results that endure beyond any leader, idea, or setback.

Confront the Brutal Facts – The Stockdale Paradox

Collins' (2006) definition: "Retain unwavering faith that you can and will prevail in the end, regardless of the difficulties, and at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be" (p. 5).

The fact is that some things are working and some are not working well in the DMS training program. Again, the level 5 leadership has demonstrated courage to face the brutal facts by polling the students, as well as the studio assistants, and inviting honest evaluation. The revelation that the Lynda.com video tutorial training approach is badly in need of an overhaul is one example. Another is that a "one size fits all" training approach has been identified as antiquated and ineffective. These problems are only temporary because the leadership is progressive and prepared to make necessary changes to eliminate what does not work and integrate new methods and tools that do.

Hedgehog Concept

Collins' (2006) definition: "Greatness comes about by a series of good decisions consistent with a simple, coherent concept—a 'Hedgehog Concept.' The Hedgehog Concept is an operating model that reflects understanding of three intersecting circles: what you can be the best in the world at [circle 1], what you are deeply passionate about [circle 2], and what best drives your economic or resource engine [circle 3]" (p. 5).

The data from this program evaluation seems to suggest that all DMS management, team leaders, and studio assistants desire to leverage high-end technology with high-touch on-site support (circle 1). The ultimate outcome of the Studio Assistant Training Program is to provide unparalleled customer service (circle 2). Providing a great Studio Assistant Training Program to produce confident and

competent studio assistants will become the driver to develop our best resource in the Studio – our studio assistants (circle 3).

Disciplined Actions

The DMS output results would include developing a highly disciplined culture and ethic of continuous education to become better and better at supporting patron computing needs in an environment of great customer service.

Culture of Discipline

Collins' (2006) definition: "Disciplined people who engage in disciplined thought and who take disciplined action—operating with freedom within a framework of responsibilities—this is the cornerstone of a culture that creates greatness. In a culture of discipline, people do not have 'jobs;' they have responsibilities" (p. 5).

The studio assistants surveyed and interviewed in this program evaluation expressed a high level of satisfaction of working in the DMS. The majority were returning students requesting to continue working in the Studio either by continued employment (wage driven) or by sustained assignment (scholarship and work study students). The low attrition and high level of satisfaction works to foster buy-in to a high commitment to training and development to provide great customer service and technical support.

The Flywheel (Technology Accelerators)

Collins (2006) definition: "In building greatness, there is no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Rather, the process resembles relentlessly pushing a giant heavy flywheel in one direction, turn upon turn, building momentum until a point of breakthrough, and beyond" (p. 5).

The operative word in Collins' (2006) definition that applies most appropriately to the Digital Media Studio is the word "relentless." The DMS leadership is relentlessly pursuing improvement in all facets of the Studio, from current hardware to up-to-date software to well-trained studio assistants on duty

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to help at any moment. The receptiveness and enthusiasm of the leadership and studio assistants' participation in this program evaluation is a testimony to the potential that the Studio has for greatness. If the Digital Media Studio hopes to continue being a relevant, successful, and student-centric hub where technology and coaching intersect, then they need to never stop asking the question: What is working and what is not?

Perhaps the best way to conclude this program evaluation is with a quote from one of the studio managers, Heather Lambert, who published her perspective on lessons learned after launching the Digital Media Studio in an article she co-authored called, "Sustaining Relevance: Operating a Collaborative, Student Focused Technology Center." Lambert summarizes:

Both users and staff must be included in all phases of the project management, launch, training, and continual evolution. Feedback is critical to sustained relevance and success. We found out that by proactively soliciting feedback we must be ready to respond to it *all* – the bad, the good, and the unusual. (Lambert & Groves, n.d., p. 22)

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Appendices

Appendix A: *Survey: Evaluation of the Digital Media Studio's Studio Assistant Training Program*

Appendix B: Interview Questions – Evaluation of the Digital Media Studio's Studio Assistant Training Program

Appendix C: Survey: Evaluation of the Digital Media Studio's Studio Assistant Training Program – Studio Manager / Team Leader Edition

Appendix D: Interview Questions – Evaluation of the Digital Media Studio's Studio Assistant Training Program – Studio Manager / Team Leader Edition

Appendix E: Appendix E - Digital Media Studio Key Training Tools

Artifact A: Digital Media Studio Student Training Checklist

Artifact B: Studio Assistant Training Manual

Appendix F: DMS Reference Artifacts

Reference Artifact A: DMS Schedule of Studio Assistants

Reference Artifact B: The DMS Chronicle

Appendix G: Software Skills Survey

Appendix H: Informed Consent Form

Appendix I: Data Collection Organization Matrix

Appendix A - Survey: Evaluation of the Digital Media Studio's Studio Assistant Training Program

The following survey is designed to evaluate the DMS studio assistant training program. It should take approximately 5-10 minutes to complete. Your answers will provide valuable information in determining the effectiveness of this program as it relates to your training. No names will be used at any time when reporting data for this evaluation, so please feel free to be completely honest.

Background Information

1. How old are you?
 - a. 18-20
 - b. 21-25
 - c. 26-30
 - d. 31+

2. How many total semesters have you worked as a studio assistant in the DMS?
 - a. 1
 - b. 2
 - c. 3
 - d. 4+

3. What is your current class in college?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate student

4. What kind of computer user would you rate yourself *before* coming to work at the DMS?
 - a. Novice
 - b. Average
 - c. Proficient
 - d. Geek

5. How has your computer skills changed since you started working in the DMS?
 - a. My computer skills have improved
 - b. My computer skills have stayed the same
 - c. My computer skills have diminished

6. Which type of computer do you prefer to work on at the DMS?
 - a. Mac PC
 - b. Windows PC

Training and Personal Development

Please circle the number that best indicates how you feel about each of the following statements using the scale below:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

1. The initial orientation with Lynda Duke was beneficial to me.

1 2 3 4 5

2. The one-on-one training orientation with a team leader was beneficial to me.

1 2 3 4 5

3. Reading the Studio Assistant Training Manual was beneficial to me.

1 2 3 4 5

4. The Lynda.com training tutorials were beneficial to me.

1 2 3 4 5

5. The DMS web site resources (DMS Blog, Studio Scribbles Blog, online procedures, etc.) were beneficial to me.

1 2 3 4 5

6. Training from fellow studio assistants while on duty was beneficial to me.

1 2 3 4 5

7. On the job training experience was beneficial to me.

1 2 3 4 5

8. Overall, did the DMS training program help you to feel confident & competent to meet patron computing needs?

1 2 3 4 5

9. Is there anything else that the DMS can do to better train you?

Appendix B - Interview Questions – Evaluation of the Digital Media Studio’s Studio Assistant Training Program

- How did the one-on-one training with your team leader help you?
- How has working shifts with your co-workers prepared you to support patron computing needs?
- How did the Studio Assistants Training Manual help familiarize you with the DMS policy and procedures?
- What is your opinion of the effectiveness of using Lynda.com tutorials in your training program?
- What do you feel is missing in your training?
- Is there anything you feel we could do differently to improve how we training future studio assistants?
- Is there anything else you’d like to share?

Appendix C - Survey: Evaluation of the Digital Media Studio's Studio Assistant Training Program – Studio Manager / Team Leader Edition

The following survey is designed to evaluate the DMS studio assistant training program. It should take approximately 5-10 minutes to complete. Your answers will provide valuable information in determining the effectiveness of this program as it relates to training the studio assistants. No names will be used at any time when reporting data for this evaluation, so please feel free to be completely honest.

Background Information

1. How long have you been employed with the DMS?
 - a. Less than 1 year
 - b. 1 to 5 years
 - c. 6 to 10 years
 - d. 11+ years

2. What is your employment status?
 - a. Part-time
 - b. Full-time

3. What is your highest level of education completed?
 - a. Bachelor's degree
 - b. Master's degree
 - c. Specialist Degree
 - d. Doctorate
 - e. Other – please specify: _____

4. What kind of computer user would you rate yourself *before* coming to work at the DMS?
 - a. Novice
 - b. Average
 - c. Proficient
 - d. Geek

5. How has your computer skills changed since you started working in the DMS?
 - d. My computer skills have improved
 - e. My computer skills have stayed the same
 - f. My computer skills have diminished

6. Which type of computer do you prefer to work on at the DMS?
 - c. Mac PC
 - d. Windows PC

Evaluating the DMS Training Program

Please circle the number that best indicates how you feel about each of the following statements using the scale below:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

1. The initial orientation with Lynda Duke is beneficial to the studio assistants.

1 2 3 4 5

2. The one-on-one training orientation with a team leader is beneficial to the studio assistants.

1 2 3 4 5

3. Reading the Studio Assistant Training Manual is beneficial to the studio assistants.

1 2 3 4 5

4. The Lynda.com training tutorials is beneficial to the studio assistants.

1 2 3 4 5

5. The DMS web site resources (DMS Blog, Studio Scribbles Blog, online procedures, etc. is beneficial to the studio assistants.

1 2 3 4 5

6. Training from fellow studio assistants while on duty is beneficial to the studio assistants.

1 2 3 4 5

7. On the job training experience is beneficial to the studio assistants.

1 2 3 4 5

8. Overall, the DMS training program helps studio assistants to feel confident & competent to meet patron computing needs.

1 2 3 4 5

9. Is there anything else that the DMS can do to better train studio assistants?

Appendix D - Interview Questions – Evaluation of the Digital Media Studio’s Studio Assistant Training Program – Studio Manager / Team Leader Edition

- How do you feel the one-on-one training with a team leader is working?
- How do you feel that students training fellow students is working in the DMS?
- What role does the print version of the Studio Assistants Training Manual play in familiarizing studio assistants with DMS policy and procedures?
- What is your opinion of the effectiveness of using Lynda.com tutorials in the training of studio assistants?
- What do you feel is missing in the DMS training program?
- Is there anything that we are currently doing that you feel we need to stop doing in our DMS training program?
- Is there anything else you’d like to share?

Appendix E - Digital Media Studio Key Training Tools

Artifact A: Digital Media Studio Student Training Checklist

#	Training Assignment	Trainer	Completed (initials)	Date Completed
1	Read Digital Media Studio (DMS) introduction & mission statement (located in Staff Training Manual)	Self-study	Student initials:	
2	Read all links on DMS web site (library.mtsu.edu/digitalmediastudio) NOTE: DMS Procedure guide is at library.mtsu.edu/digitalmediastudio/trainingprocedures)	Self-study	Student initials:	
3	Read all DMS quick reference sheets located at DMS Help Desk	Self-study	Student initials:	
4	Orientation for student assistants – Stage 1 <input type="checkbox"/> Work hours <input type="checkbox"/> Compensation <input type="checkbox"/> Schedule <input type="checkbox"/> Time sheets <input type="checkbox"/> Pay day <input type="checkbox"/> Supervisors <input type="checkbox"/> Appearance <input type="checkbox"/> Microtext devices <input type="checkbox"/> Scanners	Lynda	Trainer initials:	
5	Orientation for student assistants – Stage 2 <input type="checkbox"/> Core values <input type="checkbox"/> Telephone usage <input type="checkbox"/> Quality of service <input type="checkbox"/> Communication <input type="checkbox"/> Responsibilities <input type="checkbox"/> Open/closing labs <input type="checkbox"/> Tours <input type="checkbox"/> Technical coaching <input type="checkbox"/> Pidgin chat <input type="checkbox"/> Stats log <input type="checkbox"/> Web forms <input type="checkbox"/> Comment box on web site	Heather	Trainer initials:	
6	Orientation for student assistants – Stage 3 <input type="checkbox"/> Printing <input type="checkbox"/> Loading/ordering paper <input type="checkbox"/> Clearing jams <input type="checkbox"/> Replacing cartridges <input type="checkbox"/> Printer maintenance <input type="checkbox"/> Hardware problems	Al	Trainer initials:	
7	Orientation for student assistants – Stage 4 <input type="checkbox"/> Checking out equipment <input type="checkbox"/> Storing & saving work <input type="checkbox"/> Returning materials <input type="checkbox"/> Using pen tablets <input type="checkbox"/> Using headphones <input type="checkbox"/> Using Millennium	David	Trainer initials:	

8	Orientation for student assistants – Stage 5 <input type="checkbox"/> Public safety	Christy	Trainer initials:	
Lynda.com online training requirements – Stage 6 <ul style="list-style-type: none"> • Login as DMS1,DMS2,DMS3,DMS4,or DMS5 – see any trainer for password – (don't forget to logout when done) • Stay consistent with your login ID each time, if possible • You will be tested by a trainer on your knowledge of the required elements of each module 				
9	Lynda.com module: “Switching from Windows to Mac” with David Rivers <input type="checkbox"/> Introduction (20:40) <input type="checkbox"/> 1. Your First Steps (17:10) <input type="checkbox"/> 2. The Interface (56:03) <input type="checkbox"/> 3. Folders, Windows, Files, and Icons section: <input type="radio"/> Working with icons (4:42) <input type="radio"/> Using the trash (5:20) <input type="checkbox"/> 7. Hardware with the Mac section: <input type="radio"/> Burning CDs and DVDs (9:21)	Self-study	Student initials:	
10	Lynda.com module: “Photoshop Top 40” with Deke McClellan <input type="checkbox"/> 1. Open and Save (13:03) <input type="checkbox"/> 2. The Layers Palette (19:05) <input type="checkbox"/> 3. Image Size (13:45) <input type="checkbox"/> 4. Navigation (9:28) <input type="checkbox"/> 5. The Sharpen Filters (13:46) <input type="checkbox"/> 6. RGB, CMYK, Lab (17:15) <input type="checkbox"/> 7. Undo, History and Revert (13:24) <input type="checkbox"/> 8. The Eyedropper (14:58) <input type="checkbox"/> 9. Levels (12:58) <input type="checkbox"/> 10. Color Settings (10:38) <input type="checkbox"/> 11. Opacity and Blend Modes (11:51) <input type="checkbox"/> 12. Camera Raw (14:07) <input type="checkbox"/> 13. File Info (8:01) <input type="checkbox"/> 14. Guassian Blue (10:57) <input type="checkbox"/> Elective 1 (choose any video from 15-40). Your choice: _____ <input type="checkbox"/> Elective 2 (choose any video from 15-40). Your choice: _____	Self-study	Student initials:	
11	Lynda.com module: “iMovie '09 Essentials Training” with Damian Allen <input type="checkbox"/> Introduction (6:25) <input type="checkbox"/> 1. Bringing Video into iMovie (10:44) <input type="checkbox"/> 3. Editing Your Movie (16:23) <input type="checkbox"/> 4.	Self-study	Student initials:	

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	Working with Transitions (4:29) <input type="checkbox"/> 5. Working with Titles (5:14) <input type="checkbox"/> 6. Working with Audio (16:12) <input type="checkbox"/> 7. Creating Movies from Photos (6:44)			
1 2	<p>Lynda.com module: "Creating a First Web Site with Dreamweaver CS5" with Paul Trani</p> <p><input type="checkbox"/> Introduction (1:38) <input type="checkbox"/> 1. Understanding Web Site Design (10:11) <input type="checkbox"/> 2. Creating a Web Page (10:04) <input type="checkbox"/> 3. Stylizing Content (12:31)</p>	Self-study	Student initials:	
1 3	<p>Lynda.com module: "Essentials" elective 1 (choose any module)</p> <p>My Essentials Elective 1 module is: _____</p>	Self-study <i>You have all semester to complete this module</i>	Student initials:	
1 4	<p>Lynda.com module: "Essentials" elective 2 (choose any module)</p> <p>My Essentials Elective 2 module is: _____</p>	Self-study <i>You have all semester to complete this module</i>	Student initials:	

I have completed all required DMS training: _____ Date: _____
(Signature)

Artifact B: Studio Assistant Training Manual



Studio Assistant Manual 2010

**Digital Media Studio
Walker Library MTSU**

Introduction - Studio Assistants are indispensable components of the Digital Media Studio. You are often the first contact students have with our area. Therefore, it is essential that you represent our office and present our programs accurately and professionally. Your primary responsibility is to assist students as they use our studio and services. Those of you who have experience with multimedia software and computers bring credibility, experience, and perspective to your work. All Studio Assistants, however, need to be thoroughly familiar with our programs and services, to communicate information with enthusiasm and accuracy and to refer students to appropriate staff members when necessary. We want to offer you the experience of working as a decision-making, contributing team member in a professional office. To guide you we will provide training, mentoring and if appropriate, letters of recommendation. You are a valued employee, and it is expected that you will help us create a professional environment by dressing appropriately, being punctual, finishing assigned projects, etc. We are excited that you will add your energy and ideas to our team. Your role is key to encouraging more MTSU students to use our Studio. Together we can provide greater assistance to our participants, thereby ensuring them a more enriching experience.

- **Mission Statement-**

James E. Walker Library Digital Media Studio provides knowledgeable staff which gives direction to appropriate resources, trains users on the use of media applications and collaborates on projects. We offer the latest digital tools and unique facilities to enable the exploration of rich digital media for learning experiences, collaboration and creative expression. The Digital Media Studio is a welcoming, collaborative space for users of all abilities, disciplines, levels and interests.

- **Core values**

- Reliability: We will provide service that is thorough, dependable, and accurate.
- Responsiveness: We will consistently provide prompt, courteous assistance. When we are unable to help, we will direct users to the party who can.
- Respect: We will give individualized attention to each user's need without bias and with full use of available resources.
- Accessibility: We will endeavor to provide equitable access to services and resources for both in-person and off-site users.
- Environment: We will strive to provide a learning environment conducive to study and research.

- **Staff Quality**: We will support our staff to ensure that they are knowledgeable and prepared to offer service that inspires trust and confidence.

from Kent State Libraries http://www.library.kent.edu/page/10849_8/2010

- **Library and Studio information** -The Digital Media Studio, located on the 2nd floor of the James E. Walker Library, provides knowledgeable staff that offer direction to appropriate resources, train users on the use of media applications and collaborates on projects. We offer the latest digital tools and unique facilities to enable the exploration of rich digital media for learning experiences, collaboration and creative expression. The Digital Media Studio is a welcoming, collaborative space for users of all abilities, disciplines, levels and interests.
 - Our Studio is made possible through a combination of TAF and library funds.
 - We offer a unique mix of commercial and open source software.
 - We have Mac's and PC's.
 - We encourage collaboration.
 - We stay relevant to students by offering not only resources but instruction and assistance.

- **Organizational Management**
 - See attached

- **What we expect of you, department priorities**
 - Reliable Attendance**
 - Arrive on time
 - If you are ill, notify Lynda immediately
 - You are responsible for finding substitutes
 - Initiative**
 - Be a flexible and willing substitute for others
 - Do priority work first
 - Perform additional tasks
 - Positive & Respectful Attitude**
 - Offer suggestions for improvement.
 - Accept assignments willingly
 - Cooperate with others
 - Contribute to a pleasant work environment
 - Adherence to Library Policies and Procedures**
 - Read and follow the DMS policy and procedure manual
 - Always consult the DMS Librarian before making exceptions to general policies
 - Never discuss confidential library matters with non-staff
 - Computer passwords and student account information must be kept confidential
 - Good service**

- Always provide good, positive service
- Be available and offer assistance
- Always be pleasant – no matter how busy or stressed you are

- **Work Hours and Compensation**
 - **Workweek** - The work week begins on Saturday and runs through Friday. You will be expected to work on Study Day but that is the only day you would work when classes are not in session.
 - **Work Hours** - You may not work more than 20 hours per pay period (per week) without permission from your Vice President.
 - **Scheduling** - Your work schedule in the Digital Media Studio will be based on your class schedule, Studio manning requirements and when possible, your preferences. Class schedules and your preferences must be turned in to your supervisor as soon as they are known. Students with seniority working in the Studio will have precedence on work scheduling. Your preferences will be taken into consideration as much as possible but cannot be guaranteed.
 - **Arranging for Substitutes** - If you are not able to come to work (sick or an emergency), call 904-8525 for Lynda (daytime) or AI 904-8538 (evening) before you are scheduled to work. You can, as a courtesy, call the Digital Media Studio desk phone of 904-8526 to tell the student that you will not be there for your next shift. Not calling is a serious offense, considered a “no show” and your continued work here in the library will be in jeopardy. Remember that we have to keep all public desks manned the hours that the Library is open, so the staff may need to adjust student schedules accordingly.
 - You are expected to work the times that you are assigned. All students are expected to work through the last day of finals. On the rare occasion that you need to take off, please follow these substitution guidelines.
 - Fill out a gold slip and post it on the bulletin board.
 - If no one agrees to be your substitute, then you are responsible for those hours.
 - It is your responsibility to manage the substitution process and notify Lynda of the outcome.

- **Substituting for other workers** - You can accept hours from another student worker if the occasion arises as long as you do not exceed 20 work hours in any one week.

- **Meals and Breaks** - If you are scheduled to work six hours or more, you are required to take a one hour meal break. You may take a fifteen (15) minute break, work load permitting, when you work over four hours. Please coordinate both types of breaks with your supervisor.

- **Time sheets** - Record all hours worked on your timesheet/ card at the end of your shift in pencil. Sign your timesheet in blue or black ink. Be sure and total your hours accurately. Recording your time accurately is just as important as the other work you do here in the library.

- **Pay Days** - All students are paid monthly. For payroll purposes, the month begins the 16th day of the month and goes through the 15th day of the following month.

- **Paycheck Distribution /Direct Deposit** - Your money will be direct deposited into your designated bank account the last day of the month.

- **Termination of Employment-** Lynda Duke must have at least two weeks written notice before you terminate. If you would like to return to work in the DMS at a later date, make sure that Lynda is aware of your intentions.

- **Workplace Conduct**
 - **Punctuality** - Students are expected to report to work on time, work all their schedule hours and to inform their supervisor whenever they will be absent, late or need to leave early. If an emergency occurs, students must call their supervisor as soon as possible.

 - **Absences** - In non-emergency situations, students must give notice when they cannot work as scheduled and explain the reasons for their absence or tardiness. Students do not have a "right" to make up absences.

 - **Supervision** - All student workers will report to Lynda Duke. She is the primary contact in all matters dealing with work, schedule, training and substitution. In the case where Lynda cannot be contacted, Heather Lambert should be called. Heather is the Studio Manager and supervises Studio operations. All Library Staff, Faculty and Administrators will provide guidance and supervision as required. Contact phone numbers are as follows:
 - 1) DMS desk phone: (615) 904-8526
 - 2) Heather Lambert phone: (615) 494-7784
 - 3) Lynda Duke phone: (615) 904-8525
 - 4) Al Camp phone: (615) 904-8538

- **Grounds for Dismissal-** It is your responsibility to be aware of these conditions and procedures. If you have any questions, please ask Lynda immediately. You may be dismissed for...
 - Refusal to do assigned tasks
 - Repeated unexcused tardiness or absenteeism
 - Unauthorized use of library materials, facilities, or supplies
 - Improper reporting of hours on a time card

 - Consistently poor job performance or inadequate job skills
 - Failure to maintain a positive, service-minded approach toward patrons, staff, or co-workers
 - Insubordination

- **Warning Procedure**

Should you fail to meet library standards in one or more of the outlined areas, expect the following:

 - First occurrence – verbal warning
 - Second occurrence – written warning
 - Third occurrence – dismissal
 - Step one may be bypassed if necessary. You will not receive additional warnings after step two before your employment is terminated. Serious violations of outlined expectations may be grounds for immediate dismissal.

- **Appearance** - Students must use normal hygiene and maintain a well-groomed appearance in accordance with the University dress code. Dress code: Brief shorts, tank tops, torn jeans, thongs, or bare feet are not acceptable. No hats or caps while working. "Business casual" is always acceptable (i.e., khakis, polo shirts, camp shirts, nice tees, modest shorts). Torn/soiled clothing and revealing articles (skin showing) of clothing are NOT considered appropriate office attire. Dress as you would for employment off campus by another employer. Strong perfumes or colognes are to be avoided. Wear your name tag when you are working.

- **University Property/Equipment-** You may not take home any university equipment even if it is defective or obsolete.

- **Computer and Network Use** - You may not load software on the computers or store personal documents. Laptops should not be on the DMS desk. Studio assistants may use DMS computers for personal needs during low use times as long as there is coverage at the desk. Students may make printouts using the office laser printer; however, you must pay for color prints. All computer use must comply with University guidelines.

- **Visitors** - Friends and/or loved ones are not allowed in the work area for "hanging out." Lengthy chats at the service desk, in the stacks, or elsewhere in the library while on duty are also not acceptable. Chats should be limited to three minutes.

- **Privacy and Confidentiality** - Any records and files which you may view at work are confidential by law and must not be discussed outside of your department. Do not leave patron information on the screen longer than necessary. Do not reveal the identity of one patron to another, even a faculty member. If a person of authority asks for library records, direct them to Library Administration. Do not write down for personal use or share library passwords.

- **Telephone Usage**- The University Libraries' phones are for departmental/university business ONLY. Any personal calls made on the campus phones, or personal cell phones should be made during your breaks. Student assistants are not to receive personal calls while working. The use of cell phones on the job is strictly forbidden. This includes texting. The use of the telephone in the Digital Media Studio is for on campus usage only.

- **Sexual Harassment** - http://www.mtsu.edu/iec/harass_fullpolicy.shtml

- **Disabilities** - Middle Tennessee State University, under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities. Please let us know if you need accommodation.
<http://frank.mtsu.edu/~pvpaada/>

- **Responsibilities of Student Workers**
 - **Job descriptions** - The Studio Assistant position requires an understanding and working knowledge of both Apple and PC based computers. A student working in this position will be required to perform basic entry level troubleshooting, basic operating system support and general to in depth support of application software for both types of computer systems. Under the guidance and supervision of Library staff, a Studio Assistant will provide hardware and software support to students utilizing the facilities and equipment in the Digital Media Studio. In addition, they will be required to support patrons in the use of Micro text readers and associated equipment. Additionally Studio Assistants will handle color printing, scanner assistance, help with lamination, loan equipment, take stats, open and close the lab, help with lab maintenance like dumping the local drives, and updating open source software. The primary responsibility is to provide excellent customer service to all Studio patrons.

 - **Learning on the job.** Given the anticipated use of the Studio and the variety of software packages that will be used, try learning new software during quiet

times. You will receive a list of tutorials to finish and should be aware of the popular software packages in order to assist students in using them. Training is an ongoing process and you are expected to complete your training as soon as your schedule allows. If you find that there is an area of Studio operations that you would like more help with, let Heather or Lynda know and we will be happy to assist you.

- **Behavior and rules in the workplace** - You will be expected to give good Customer Service when you are approached for help. You are expected to be working when you are at the desk. If it is quiet and there is one student at the desk you may move to an open computer station and use books or laptops. At the desk you may work online as long as you make sure to keep an active eye on the room and greet all people as they enter and leave the lab. Be welcoming and aware of your surroundings.
 - Every employee is to act in a manner that reflects well on the Digital Media Studio. Be sure to seek appropriate help for the patron if you find that you are not able to give proper help. Any research or regular Library questions should be directed to the Staff or Reference Librarian. You are expected to be aware of your surroundings at all times and be readily available to provide assistance to the students and patrons in the DMS. Do not become so immersed in your studying or other activity that patrons perceive you as “unapproachable”. You are expected to treat patrons with respect and conduct yourself in the following manner:
 - Always respond in a courteous and helpful manner.
 - Maintain a quiet tone of voice when talking among yourselves.
 - Carry out regular and assigned tasks before doing personal work.
 - If you eat or drink, do so in Lynda’s office or in the student break room on the first floor. Keep food out of sight and be careful of spills. Use only acceptable beverage containers please.
 - Enforce library rules. Be firm, fair, and consistent.
 - Keep work areas clean and free from clutter.
 - Respect your fellow workers by being on time for all scheduled work times and do not leave until your replacement arrives.
 - Stay at your post while you are on duty except to help someone in the immediate area or a person in need of physical assistance.

- **Opening the Studio-** Please be in the library at or before opening time. When you enter the library:
 - Turn on the lights (if not on) and desk monitors and printers.
 - Make sure the printers have paper and the stapler is filled.
 - Log in to Millennium
 - Check the DMS Gmail account
 - Log into Pidgin (see Virtual Reference).
 - Check the area was straightened up the night before and is ready for opening.
 - Read any notes left from the closing shift.

- **Closing the Studio -** Whoever is on security will close the library, making sure all people are out, and locking the library door. While this person is doing these "rounds," please do the following:
 - Pick up any books left on the tables. Place them on a cart to be re-shelved the next day.
 - All Micro text materials must be re-shelved before the end of your shift
 - Clean up the desk and Studio
 - Turn off the desk lights, laminator and prep table light
 - Make sure the training room door is locked.(table for now)
 - Return extra chairs to the stations and push in chairs
 - Turn off desk monitors and printers before you leave
 - Roll any wandering whiteboards back to the Studio area
 - Make sure all check out equipment has been checked in and Millennium is logged out before you leave
 - Leave detailed notes for the opening shift if necessary
 - Make sure all users have left the Studio before going downstairs. You leave with the security person. You will close the studio only (not the entire second floor)

- **During your shift**
 - Keep up with IM
 - Walk through every 30 minutes
 - Keep chairs pushed in, keep aisles clear
 - Greet all patrons
 - Keep paper and stapler stocked
 - Keep statistics
 - Find out if any equipment has been checked out or any computers have issues before the shift prior to yours leaves
 - Check the stat book and calendar for any updates

- **Weekly to do**

- Clean screens (screen cleaner is located in the cabinet behind the desk)
- Tally statistics (assigned)
- Dump local drives (coordinate with AI)
- Clean each cubicle as needed
- Make sure desk is clean and stocked with office supplies and promotional fliers
- Make sure stat books is filled with blank pages
- **Public Safety**
 - Digital Media desk panic button
 - If in the event of a severe emergency, such as open flames, exposed firearms, gunshots, bloody fights, you can reach under the Digital Media desk and press the panic button.
 - Emergency Closings
 - In the rare occasion that MTSU closes due to emergency, the Service Desk personnel will make an informative announcement over the Library loudspeaker. Please listen carefully to the directions and inform users in the DMS accordingly. If necessary, please quickly and calmly inform DMS users to exit the building by taking the central staircase.
 - Escort Service.
 - MTSU provides an escort service to and from the Library facility. This service is free of charge and open to MTSU students. Please have the user contact the Service Desk at 8533 to make arrangements with the escort service.
 - Emergency Procedures
 - Fire- Evacuate the building immediately. Leave the DMS doors closed but unlocked.
 - Tornado- Move to designated safe areas on first floor. This is typically in the first floor elevator corridor and the first floor restrooms.
 - Earthquake
 - Move away from windows and book stacks.
 - Move to a corner interior, solid wall or to the wall by the fire staircase.
 - Get under a desk or heavy furniture if possible.
 - Bomb Threat or Biohazard Threat
 - Remain calm.

- If threat received via phone call, immediately transfer call to campus police by hitting "transfer" and 2424 (on DMS desk phone).
- Do not announce a bomb threat to users in area, but immediately notify library administration about the potential bomb threat by calling 2772. They will handle the threat.
- Violence- Contact the Service Desk at 8533 immediately if you observe an outbreak of violence in the DMS area.

- **Quality Service and Communications Skills**
 - **Addressing Others** - Team work and effective service depend upon good communication. The following tips will help:
 - Make sure you understand specific tasks. Please ask questions.
 - Respond promptly to all departmental e-mails sent out by the Music Librarian.
 - Read the log book and calendar regularly to be aware of any new policies, information, or problems.
 - Keep your supervisor informed of your task progress.
 - Encourage patron questions. If you are uncertain of answers, call someone who would know the answer or leave a written message for Heather. Make sure to follow up on any unanswered questions.
 - Inform your supervisor of any problems that occur during your shift. The log book may be used for this purpose.
 - Use sound judgment when making decisions. Consult with the Lynda or Heather if uncertain. You can also call the reference desk librarian if no one else is on staff.

- **Answering the Telephone**
 - **Answering the phone** - Please answer the desk phone with "Digital Media Studio, [your name] How can I help you?"

 - **Transferring a call** - To transfer a call press "Transfer" button once and then press the extension number desired. You may stay on the line until the person answers, say that you are transferring a call and then press transfer again; or you may simply press "transfer", "extension number" and hang up and the call is complete. Give the caller the name and direct number of the person to whom you are transferring in case they are disconnected.

- **Professional Telephone Behavior** - Be accurate and as complete as possible with your answers. If you can't answer a question, find someone who can. If it is someone in the department, put the caller on hold briefly while you explain the situation to that person. Make sure you ask the caller if it is ok for you to put them on hold.
 - When someone calls you by mistake, a wrong number, and they don't have the correct number, see if you can help them get the correct number. Look it up in the University Directory or the Mobile telephone book. We are in the business of providing information--we should be able to do it for those who demonstrate an immediate need.
 - End phone calls just as you do questions in-person. Remind the caller to call back if they need more information. If your supervisor allows, give them your name as a contact.

- **Assisting patrons with disabilities-** Refer to the [disability guide](#) for tips on working with disabled patrons.

- **Assisting an Upset Client-** While working in the library you will encounter patrons who are dissatisfied. Most of the time their problems arise because they don't like one of the library's rules, they can't find the information they are searching for, or the photocopiers aren't working. Here are some tips to help you provide good service even under the most difficult situations:
 - Enforce the rules consistently. Nothing irks people more than selective enforcement of the rules. Be firm, fair, and consistent.
 - Never tell someone that you cannot help him or her. Tell them you will help, even if it's only to give the person an acceptable alternative, or to find someone who can help.
 - Knowledge is your greatest strength. Try to predict possible questions and know the answers.
 - Be firm and polite. Never ever be rude!
 - Find out how to deal with common problems
 - Always remain calm, and listen carefully to patrons and let them finish speaking before answering.
 - If a person is upset, stay cool and tell them you understand they are upset and that they may have a valid reason. Sometimes if you say, "You might be right," they will calm down. Most people just want to be heard and their side understood. (Sort of like, "I feel your pain.")
 - Always be positive. Smile and the world smiles with you.... at least you should get a smirk!

- **Library and Studio rules and policies** - See policies/procedures document library.mtsu.edu/digitalmediastudio/trainingprocedures

Appendix F: DMS Reference Artifacts

Reference Artifact A: DMS Schedule of Studio Assistants

Time	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday		
7:30			Osmin Emily	Adam Biven	Osmin Anna	Biven Stephanie	Stephanie Justin A.		
8 to 9	Megan Justin A.		Osmin Emily	Megan Biven	Osmin Anna	Biven 8:30 Stephanie	Stephanie Justin A.		
9 to 10	Megan Justin A.		Osmin Emily 9:30 9:30 Teresa	Megan Biven 9:30	Osmin Anna	Stephanie Biven 9:30	Justin A. Stephanie		
10 to 11	Megan Justin A.		Osmin Teresa	Megan Sarah Rebecca	Osmin Emily	Nicole Rebecca	Stephanie Justin A.		
11 to 12	Megan Justin A.		Brandon Teresa 11:30 11:30 Stephanie	Courtney 11:30 Justin A.	Nicole Rebecca Emily	Nicole 11:30 Justin A.	Stephanie 11:30 Megan		
12 to 1	Megan Beale		Brandon Stephanie 12:30 John H.	Courtney Justin A.	Nicole Emily	Courtney Justin 12:30 John H. Nicole 12:30	Stephanie Megan 12:30 John		
1 to 2	Beale Blake	Dillon Beale	Stephanie John H. Brandon 1:30	Teresa Courtney	Blake Nicole 1:30 1:30 Brandon	Courtney John H.	Megan John 1:30		
2 to 3	Beale Blake	Dillon Beale	Blake Justin A. John 2:30	Teresa Sarah	Blake Brandon Justin A.	John H. 2:30	Anna		
3 to 4	Beale Blake	Dillon Beale	Blake Justin A.	Rebecca Adam	Brandon Blake Justin A.	Rebecca 3:30 Justin C. Michelle	Anna Biven		
4 to 5	Beale	Dillon Beale	Blake Biven	Adam 4:30 4:30 Leah 4:30 Anna	Adam Evan Charles	4:30 Megan Justin C.	Biven		
5 to 6		Dillon Beale(supper)	Adam Biven	Anna Leah	Adam Evan Charles	Anna Megan Justin C.			
6 to 7		Beale	Anna Teresa	Anna 6:30 Leah	Adam Evan Charles	Anna Megan			
7 to 8		Beale Justin C.	Anna Matt F.	Leah Matt F.	Charles Kali Michelle	Anna Megan Travis			
8 to 9		Beale Justin C.	Beale Matt F.	Leah Matt F.	Charles Kali Michelle	Megan Anna Travis			
9 to 10		Blake Justin C. 9:30 9:30 Evan	Beale Matt F.	Leah 9:30 Matt F. Sarah	Kali Michelle	Matt F. Travis			
10 to 11		Blake Evan	Beale Matt F.	Matt F. Sarah	Kali Michelle	Matt F. Travis			
11 to 12		Blake Evan	Beale Matt F.	Matt F. Sarah	Kali Michelle	Matt F. Travis			

Evaluation of Middle Tennessee State University's Digital Media Studio Training Program

Reference Artifact B: The DMS Chronicle

The Digital Media Studio Chronicle

School Year: 2010-2011

YTD DMS STATS	Fall 2010 Semester				Spring 2011 Semester				Summer 2011 Semester				Fall 2011 Semester				TOTAL
	SEP	OCT	NOV	DEC	JAN	FEB	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC		
Total logins	5708	5921	5655	2799	3635	5699	5507	5476	2228	2450	1703	1039	4,908	0	0	0	47,820
Hardware checked out	165	241	241	132	140	258	231	231	287	103	204	93	93	365	371	0	2,326
Microtext help	256	121	519	39	53	47	586	145	44	54	57	29	41	116	608	25	1,950
Directions	456	210	182	96	96	153	208	290	40	42	25	91	322	353	245	95	1,889
Reference	237	208	162	50	74	145	197	270	35	16	17	45	202	195	115	60	1,456
PC help	291	253	227	105	113	172	176	210	59	89	50	102	281	365	356	161	1,847
Mac help	256	197	202	110	59	137	173	199	77	37	35	50	276	344	235	141	1,532
Scan help	142	109	137	64	92	127	125	106	61	66	34	139	316	285	216	89	1,202
GoPrint / printer help	289	174	146	58	73	110	163	182	39	84	41	148	457	452	376	99	1,507
Color prints	167	413	123	73	46	63	112	296	42	12	18	39	131	158	203	134	1,404
Laminations	19	74	11	8	8	5	11	13	0	3	4	0	3	9	16	11	156
Tours	18	12	3	1	0	0	2	0	1	0	1	0	7	12	1	0	38
Tech coaching	2	1	1	0	0	9	4	3	1	0	2	0	1	1	1	0	23
SOM surveys	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Online comments	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Excellent cards	0	3	2	0	2	0	0	4	0	0	0	0	0	0	0	0	11
Problem cards	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Other surveys	0	212	26	0	0	0	0	0	0	0	0	0	0	0	0	0	238

Appendix G - Software Skills Survey

Name: _____ Date: _____ Semester: _____

Please rate your skill level on the follow DMS supported software packages.

#	Software	Estimated Skills Rating
COMMERICAL SOFTWARE		
1	Adobe Creative Suite 4 for PC, CS5 for Mac	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
2	iLife for Macs: iPhoto, iMovie GarageBand, iWeb, iDVD, Quicktime Player	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
3	iWork for Macs: Pages, Numbers, Keynote	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
4	Office 2007 for PC; Office 2011 for Mac: Word, Excel, PowerPoint, Access	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
5	Power DVD	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
6	Roxio Easy Media Creator	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
7	ScanPro 2000	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
8	iCopy (for Windows)	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy

OPEN SOURCE SOFTWARE		
9	GimpShop PC, Gimp Mac	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
10	DVDStyler	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
11	Audacity	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
12	Handbrake	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
13	Scribus	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
14	Blender	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
15	KompoZer	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
16	Nvu	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy
17	Open Lasio	<input type="checkbox"/> Rarely use <input type="checkbox"/> Novice <input type="checkbox"/> Average <input type="checkbox"/> Savvy

Thank you for your participation in this survey!



Appendix H - Informed Consent Form

Permission for Volunteers to Participate in a Program Evaluation Research Study

You are invited to participate in a program evaluation research study (PERS) investigating the Digital Media Studio's (DMS) Studio Assistant Training Program. The DMS is located at the James E. Walker Library on the campus of Middle Tennessee State University. We need volunteers to participate in the PERS who are active studio assistants in the DMS.

STUDY TITLE: Program Evaluation: The Digital Media Studio's Studio Assistant Training Program

PRINCIPAL INVESTIGATOR: David Robertson

UWG DEPARTMENT: Department of Educational Innovation / COE

PHONE: 615-579-9778

EMAIL: drobert9@my.westga.edu

SUPERVISING UWG FACULTY (if PI is a UWG student): Dr. Danilo M. Baylen

DEPARTMENT: Department of Educational Innovation / COE

PHONE: 678-839-6130

EMAIL: dbaylen@westga.edu

Purpose of the study:

The purpose of this PERS is to discover if the Digital Media Studio's Studio Assistant Training Program is effective and how it can be improved.

Procedures to be followed:

The PERS will involve taking a short survey (online version), with the option of participating in a brief and voluntary interview.

Time and duration of the study:

The PERS will be conducted over a 10-day period between February 22, 2012 and March 1, 2012. We estimate the time required to take the survey and/or the interview to be between 10-15 minutes each.

Discomforts or risks

This PERS is anonymous and your name will not be collected. There are no known risks associated with this study. Lynda Duke, the Evaluation Client, has asked the Evaluator to conduct an additional voluntary survey to help match DMS software and the skill level of our DMS studio assistants. This survey is also voluntary but will require that your name be put on it.

Benefits of the study:

You might not receive any direct benefits from participating in the PERS, but the research will help us understand what will help new and returning studio assistants to be trained more effectively.

Compensation:

There is no compensation for participation in this PERS except the value of adding to the general body of knowledge of improving how studio assistants are trained in the future in the Digital Media Studio.

Privacy:

All information that you provide will be kept in strict confidence and there will be no way to trace the information you provide back to your identity so please be honest in your answers. (The only exception is the voluntary survey comparing software & skills where you will put your name on it.)

When the records, data, tapes, or other documentation will be destroyed (if applicable):

Data will be securely stored for three months, then destroyed (shredded).

Participation:

In the survey portion, the researcher will give you an opportunity to rate the success of various components of the existing Studio Assistant Training Program. The answers will be converted into numerical data for quantitative analysis. In the interview portion of the program evaluation, the Evaluator will ask open-ended questions that will allow you to give much broader answers to the question of how effective is the Studio Assistant Training Program.

Questions about the research study:

If you have questions about this PERS or any research related problems, you may contact the researcher or faculty advisor listed above.

Questions about your rights as a research participant:

If you have any questions about this study or if you have any questions regarding your rights as a research participant, you can call the Institutional Review Board of the MTSU at 615-494-8918. You may also visit their web site at <http://www.mtsu.edu/irb/>.

Participant Agreement:

I have read, or have had read to me, the above study and have had an opportunity to ask questions, which have been answered to my satisfaction. I agree voluntarily to participate in the study as described.

Please sign both copies, keep one and return the other to the investigator.

Date

Participant's Name

Printed Name

Date

Signature of Researcher

Date

Signature of Witness

Appendix I: Codified Interview Roster from Table 8

#	Code	Identity
1	Interview Participant #1	Matt Foriest
2	Interview Participant #2	Adam Tschida
3	Interview Participant #3	Sarah Simmonds
4	Interview Participant #4	Megan Huffman
5	Interview Participant #5	Anna Houser
6	Interview Participant #6	Travis Bigwood
7	Interview Participant #7	Evan Braswell
8	Interview Participant #8	Beale Johnson
9	Interview Participant #9	Justin Couisneau
10	Interview Participant #10	Blake Merryman

Data Collection Organization Matrix

Evaluation of Middle Tennessee State University's Digital Media Studio Training Program

Questions	Related Results	Level (Mega, Macro, Micro)	Required Data / Measureable Indicators	Data Source	Data Collection Tools & Procedures	Data Collected by (Date)	Primary Responsibility
Did the DMS training program produce knowledgeable and trained staff to competently meet client needs?	The DMS training program will produce a team of confident and competent studio assistant workers.	Micro	<p>Studio assistants will average a score of 4 or higher on the 5-point Likert scale on their overall confidence & competence level in serving end users.</p> <p>Studio assistants will indicate in the interview what their overall opinion is of their training to inspire confidence and competence to do their job.</p>	Studio assistants	<p>Survey results</p> <p>Interview results</p>	March 1, 2012	David Robertson
If yes, what training methods does staff find most effective in preparing them to service end user needs?	Best training practices and methods will be identified.	Micro	<p>Qualitative interview responses from open ended questions. Qualitative interview responses from open ended questions.</p> <p>Studio assistants will indicate what aspects of their training they found most effective.</p>	Studio assistants	<p>Survey results</p> <p>Interview results</p>	March 1, 2012	David Robertson
If no, what	Obstacles to	Micro	Studio	Studio	Survey	March 1,	David

Evaluation of Middle Tennessee State University's Digital Media Studio Training Program

kinds of obstacles are hindering effective mastery of basic technical support needs?	effective training will be discovered.		assistants will indicate what aspects of their training they found least effective.	assistants	results Interview results	2012	Robertson
How did the one-on-one training with your team leader help you?	The effectiveness of the team leader's role will be validated.	Micro	Studio assistants will average a score of 4 or higher on the 5-point Likert scale on the one-on-one training aspect of the program. Studio assistants will indicate in the interview what aspects of one-on-one training are effective or ineffective.	Studio assistants	Survey results Interview results		
How has working shifts with your co-workers prepared you to support patron computing needs?	The value of peer-training will be authenticated .	Micro	Studio assistants will average a score of 4 or higher on the 5-point Likert scale on the peer-training aspect of the program. Studio assistants will indicate in the interview what aspects of peer-training are effective or ineffective.	Studio assistants	Survey results Interview results	March 1, 2012	David Robertson
How did the DMS Training Manual help you understand DMS policy and procedures?	The program's training manual positively impacts	Micro	Studio assistants will average a score of 4 or higher on the 5-point Likert	Studio assistants	Survey results Interview results	March 1, 2012	David Robertson

Evaluation of Middle Tennessee State University's Digital Media Studio Training Program

	studio assistant training.		scale on the self-study of the training manual aspect of the program. Studio assistants will indicate in the interview what aspects of self-study training manual are effective or ineffective.				
What portions of the online training resources did you find most helpful?	Online resources are an asset to studio assistant training.	Micro	Studio assistants will average a score of 4 or higher on the 5-point Likert scale on the DMS online resources training aspect of the program. Studio assistants will indicate in the interview what aspects of DMS online resources training are effective or ineffective.		Survey results Interview results	March 1, 2012	David Robertson
What is your opinion of the effectiveness of using Lynda.com tutorials in your training program?	Lynda.com is an effective learning aid to the studio assistant training program.	Micro	Studio assistants will average a score of 4 or higher on the 5-point Likert scale on the self-paced Lynda.com video training aspect of the program.	Studio assistants	Survey results Interview results	March 1, 2012	David Robertson

Evaluation of Middle Tennessee State University's Digital Media Studio Training Program

			Studio assistants will indicate in the interview what aspects of the self-paced Lynda.com training are effective or ineffective.				
What do you feel is missing in your training?	Missing elements in the training program will be identified by the studio assistants.	Micro	Studio assistants will indicate in the interview what aspects of the training program they feel are missing altogether.	Studio assistants	Interview results	March 1, 2012	David Robertson