

Success With Assessment

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Seattle USA

Canadian Learning Commons 3

Pre-Conference Workshop

Fredericton, New Brunswick

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Workshop Outline

- Introduction to assessment
- Review of assessment methods
- Understanding and presenting assessment information
- Developing performance and outcome measures
- Learning Commons evaluation and assessment
- Examples from Georgia Tech and UW
- Effective, sustainable and practical assessment

Your Role

- Be engaged
- Ask questions
- Participate in discussions
- Be skeptical!
- Take a customer-centered approach

Assessment

More than Numbers

Library assessment is a structured process:

- To learn about our communities
- To respond to the needs of our users
- To improve our programs and services
- To support the goals of the communities

Assessment Process

- Focuses on customer needs, defining measurable “outputs” and offering services that meet those needs
- Collects, analyzes and uses data for management, program development, and decision-making
- Emphasizes ongoing communication with customers, opportunities for collaboration, qualitative measures and circular process of continuous improvement

Higher Education Assessment Trends

- Externally mandated assessment efforts spurred by accrediting and funding bodies
- Emphasis on outcomes based assessment
- Strong focus on student learning outcomes
- Encourage integration of educational technology tools with teaching and learning
- Promote strategic planning process that defines institutional mission, vision and goals and assess whether institution meets them
- Benchmark or compare with other institutions

Issues in Higher Education Assessment

- Outcomes based assessment is complex
- Measures and tests become “proxies” for goals
- Higher education institutions are quite diverse
- Measuring specific knowledge and/or cognitive growth
- Formative and summative assessment
- How to assess such values as personal, civic, and social
- Time, resources and expertise to do assessment right
- Buy in from stakeholders (especially faculty)
- Select and develop measures to compare or benchmark

Defining Success in a Digital Environment

- Crafting new indicators and measures of success
- Moving from measuring inputs to outputs and outcomes
- Understanding impact of library/partner roles and services on the community
- Agreeing on qualitative measures of success: user perceptions, user success, creating value, advancing higher education goals.
- Reallocating resources and managing capabilities to achieve success.

The Challenge for Libraries

- Traditional statistics are no longer sufficient
 - Emphasize inputs – how big and how many
 - Do not tell the our story
 - May not align with organizational goals and plans
 - Do not measure service quality
 - Do not include collaborative partners and services
- Need measurements from the perspective of the user
- Need the organizational culture and the skills to answer a basic question:

What difference do we make to our communities?

Assessment Sponsored by the Association of Research Libraries (ARL)

ARL consists of 123 largest research libraries in North America & is committed to providing assessment tools & building a community of practice for academic libraries

- ARL Statistics -- E-Metrics
- LibQUAL+[®] User Survey
- MINES for Libraries[®]
- Library Assessment Conferences (biennial)
- Service Quality Evaluation Academy (biennial)
- Library Assessment Consulting Service
 - **Effective, Sustainable, Practical Library Assessment**
 - 1.5 day assessment evaluation visits to 33 libraries since 2005

Qualitative Profile

Developing New Library Metrics for ARL

- Uniqueness of collections
- Defining the value of consortia and other partners
- Administrative and budgetary efficiencies
- Student outcomes/student learning/graduate success
- Contributions to faculty productivity
- Social frameworks/intellectual networks
- Generating new knowledge
- Creating the collective good with reusable assets

Life in the Networked World

(Adapted from Peter Brophy/Lorcan Dempsey)

- Personal search replaces ‘ask a librarian’
- Global search of the global library
 - Google, flickr, del.icio.us; PubMed; Google Scholar
 - If there’s no response in 3 seconds, try elsewhere
 - *Then: Resources scarce, attention abundant*
 - *Now: Attention scarce, resources abundant*
- Social networking/communication - wikis, blogs
- Content please! Discovery to Delivery is one action.
- Satisficing
 - *Then: what is the best source of authoritative information?*
 - *Now: which is the most readily accessible source of adequate information?*
- Network tools used are **embedded** in workflow

So Understanding Communities is Critical

- Your communities need library, learning and technology services which are embedded in their:
 - Workflows
 - Learnflows
 - Leisureflows
 - Lifeflows
- Engage with their languages and their processes of learning, research, leisure and ... life
- Learn what's important to them
- Because they may not come to you

**Support learning, research and life where they occur
and surface that support within their lifeflows**

The Value of Community Assessment

- Know actual and potential customers
- Understand needs and use preferences
- Use funding and staff effectively
- Understand and address “competition”
- Identify collaborators and partners
- Foster community involvement and “ownership”
- Aid marketing, market penetration and outreach
- Measure, demonstrate, present our value to the community

What Do We Need to Know About Our Customers?

- Who are our customers (and potential customers)?
- What are their teaching, learning, and research interests?
- How do they work? What's important to them?
- How do they find information needed for their work?
- How do they use our services? What would they change?
- How do they differ from each other in use/needs?

How do we add value to their work?

How do we contribute to their success?

Good Assessment Starts Before You Begin . . . Some Questions to Ask

- Define the question
 - What do you need to know and why
- How will you use the information/results
- Where/how will you get the information
 - What are appropriate methods
 - Is there existing information
 - New data (where or who will you get it from)
 - Is it cost and resource effective
- How will you analyze the information
- Who will act upon the findings

Different Assessment Methods

- Surveys
- Usage, counts and other recorded data
- Observations
- Interviews
- Focus groups
- Usability
- Comments and requests (solicited/unsolicited)
- Customer “panels”
- Social networking info
- Logged activities

More Tools in the Box: Multiple Methods for More Effective Assessment

- Different methods may complement one another
- Follow up with another method that's more appropriate
- Large projects may need different approaches
- Acquire both quantitative and qualitative information
- Provide three dimensional view of issues or users
- “Two Proofs” (cross validation)
- Review already existing data (such as use statistics)
- Analysis is more accurate and “story” is more powerful with multiple sources

Commonly Used Information Sources

- Community/institutional data sources
- Previous assessment efforts (library/organization)
- Use data (including e-metrics)
- Requests
- Computer/Web log data
- Comparative or trend data from other sources
- Local satisfaction and use surveys

The Value of Customer Surveys

- Widely accepted method of getting user information
- Many survey models available
- Generalize from respondents to entire population
- Reach large numbers of people
- Compare groups and subgroups; track over time
- Web-based surveys have reduced costs substantially
- Measure underlying concepts in a reliable and valid way

Standardized User Surveys: LibQUAL+®

Library use/satisfaction survey applied in 1000+ libraries

- **22 core questions in 3 dimensions**
 - Affect of Service
 - Information Control
 - Library as Place
- **3 categories to rate service**
 - Minimum level, Desired level, Perceived level
 - 1 to 9 scale used
- **3 Satisfaction questions**
 - Treatment in library
 - Support for Teaching, Learning, Research
 - Overall
- **And the comments box . . .**

LibQUAL+®

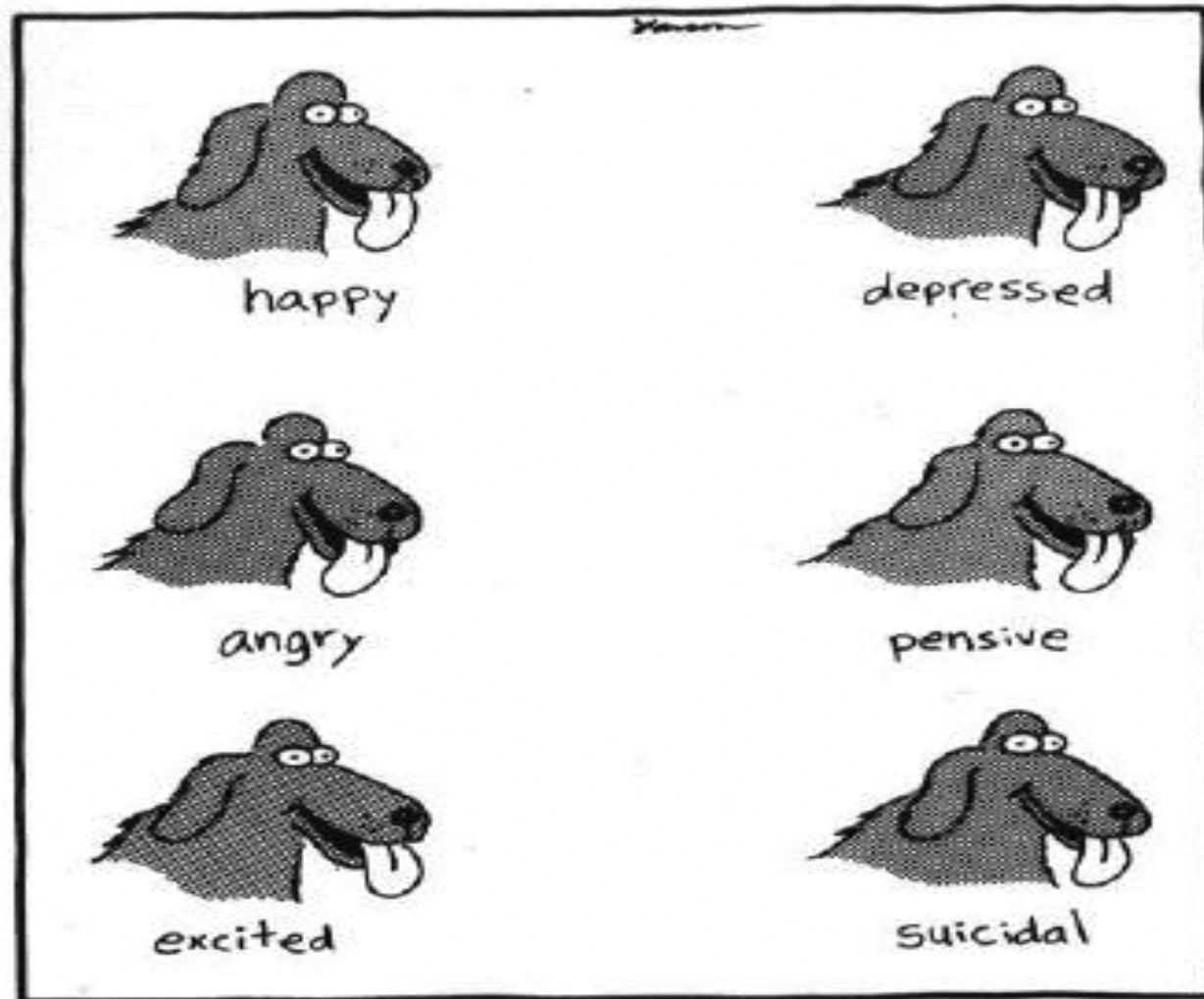
- Cost-effective, easy to apply, excellent first step
- Ability to identify service “gaps” adds important context
- Let’s you know what you’re doing right and where improvement needed. Identifies areas for follow-up
- Used by more than 1,000 institutions with substantial documentation and support
- Opportunity to compare results with peer institutions is valuable and provides broader measure

Customer Surveys: Some Caveats

- Potentially long lead time needed
 - Survey design, human subjects approval, campus coordination
- Expense (consider indirect costs)
- Tends to measure perceptions not specific experiences
- Questions often asked from “our” perspective & language
- Survey population factors
 - Sample size, representativeness, response rate, **survey fatigue**
- Expertise needed for design, analysis and interpretation
- Understanding & using results may be difficult to achieve

- **Recognize the value of your respondent’s time**

Sometimes The Data Isn't Revealing



How to recognize the moods of an Irish setter

The Qualitative Provides Insight

- Increasing use of such qualitative methods as, comments interviews, focus groups, usability, observation
- Statistics/quantitative data often can't tell us
 - Who, how, why
 - Value, impact, outcomes
- Qualitative provides information directly from users
 - Their language
 - Their issues
 - Their work
- Qualitative provides understanding

Observational Studies

- Describe user activities in terms of:
 - what they do
 - how they do it
 - how much time they take
 - problems they encounter
- Can be obtrusive or unobtrusive
- Can be tied in with interviews or usability
- Well-developed data collection method/protocol essential
- Room counts/facilities use most common
- Quick and inexpensive; can use sampling

Interviews and Focus Groups

- Increasingly used for understanding user needs, work, behavior and outcomes
- Purpose defined; questions should be well-thought out
- High degree of customer involvement/language
- Clarify and add context to previously identified issues
- Objective and effective interviewer/facilitator needed
- Can identify broader patterns, themes, consistency but not generalizeable to broader population
- Interview/focus group themes can be followed up with other methods or they can add context to other data

Focus Groups

- Structured discussion to obtain user perceptions and observations on a topic
- Usually composed of 6-10 participants and may be repeated several times with different groups
- Participants within group should be similar
- Facilitator or moderator guides discussion
- Participants encouraged to share perspectives
- Participants learn from each other

Don't underestimate logistics involved with focus groups

Usability

- User-centered design
- Apply both to virtual (Web) and physical space (wayfinding)
- Asks users to demonstrate:
 - How easy is it to navigate
 - How easy is it to understand
 - How easy is it to find
 - How easy is it to perform
 - Overall how easy is it to use
- Iterative process

User Comments/Suggestions/Complaints

- Unsolicited
- Unstructured (open suggestion “boxes”)
- Prompted on specific issues (tell us what you think about . . .)
- Part of another assessment tool (e.g. open-ended questions/comments on survey)

Comments are valuable for identifying issues of concern, and can add richness and texture. They generally need to be corroborated by other information

Qualitative Methods Review: From Simple to Complex

- **Observation**
 - Limited data collection, short timelines, good reality check; limited analysis skill needed
- **Comments and unsolicited input**
 - Direct from respondent; meaning often clear but extent or prevalence is uncertain
- **Interviews**
 - Short timelines and limited number of questions and respondents; consistency important; reality check
- **Usability**
 - Equipment and specialized software; learning curve; protocol development and analysis take time; participant recruitment; potential human subjects
- **Focus groups**
 - Longest timeline; recruitment issues; potential human subjects review; trained facilitator; question development; more detailed analysis

Use Data Wisely

- Understand your data
- Know the limitations of your data
- Use appropriate analysis methods and tools
- Comparative data provide context and understanding
- Seek internal or external validation
- Identify what is important and why

Analyzing Quantitative Data

- Check the accuracy of your data
 - Input errors, spreadsheet formula errors, spikes, gaps
- Run descriptive statistics
 - Frequencies
 - Means
 - Standard deviations
- Compare with previous or related data
 - Look for changes, trends
- Don't try inferential statistics unless you know what you're doing!

Analyzing Qualitative Data

- Identify key themes
- Categorize them
- Review for:
 - Frequency
 - Extensiveness
 - Intensity
 - Body language
 - Specificity
 - Consistency
 - Language

Specialized (e.g. Atlas T.I.) or standard applications (e.g. MS Access) can be used to help analyze

Make Data Meaningful

- Summarize
- Compare
- Analyze
- Present
- Go below the surface to examine results by:
 - Demographic group
 - Users and non-users
 - Stakeholders vs non-stakeholders
- Compare current data with information from the past
- How can we use the data for action?

Presenting Data and Results

- Make sure data/results are:
 - Timely
 - Understandable
 - Usable
- Identify **important** findings/**key** results
 - What's important to know
 - What's actionable
- Present **key/important** results to:
 - Library administration/institutional administration
 - Library staff
 - Other libraries/interested parties/stakeholders

Presenting Results: What's Important

- What's the message?
 - Fewer “messages” means greater impact
- Who's the audience
 - Multiple audiences may need different presentations
- How is it presented?
 - Quantitative data
 - Tables, charts, text, “data” – provide meaning/understanding
 - Qualitative data
 - Be selective, use direct quotes from users
- How is the presentation structured?

Publicize Findings and Actions

- Who? → Who are your audiences?
- What? → What are your messages?
- Where? → What location do you choose to deliver your message
- When? → Who do you communicate with first? Next?
- How? → What mode of communication do you use in-person event, e-mail, staff meetings, etc.

Moving from Analysis to Action

- From all of the data, determine what can and should be addressed
- Prioritize the important/critical action items
 - Align with mission, vision and goals of parent organization
 - Address users' top priorities, by user group
 - Improve areas of strong user dissatisfaction
 - Build on strengths, if they address user needs and library priorities
 - Identify work that can be de-emphasized and resources that can be reallocated

Discussion Issues and Questions

- How do we assess and measure the contributions of the library/learning commons to teaching and learning?
- What role does the library and learning commons play in successful student learning outcomes?
- How do we communicate success to others?
- What are the major issues facing your library/learning commons?
- How can assessment help you address those issues?

Performance Measurement

Each organization must create and communicate performance measures that reflect its unique strategy. Robert S. Kaplan

Institutional assessment efforts should not be concerned about valuing what can be measured, but instead about measuring what is valued. A. Astin

Measuring performance is an exercise in measuring the past. It is the use of that data to plan an improved future that is all important. Peter Brophy

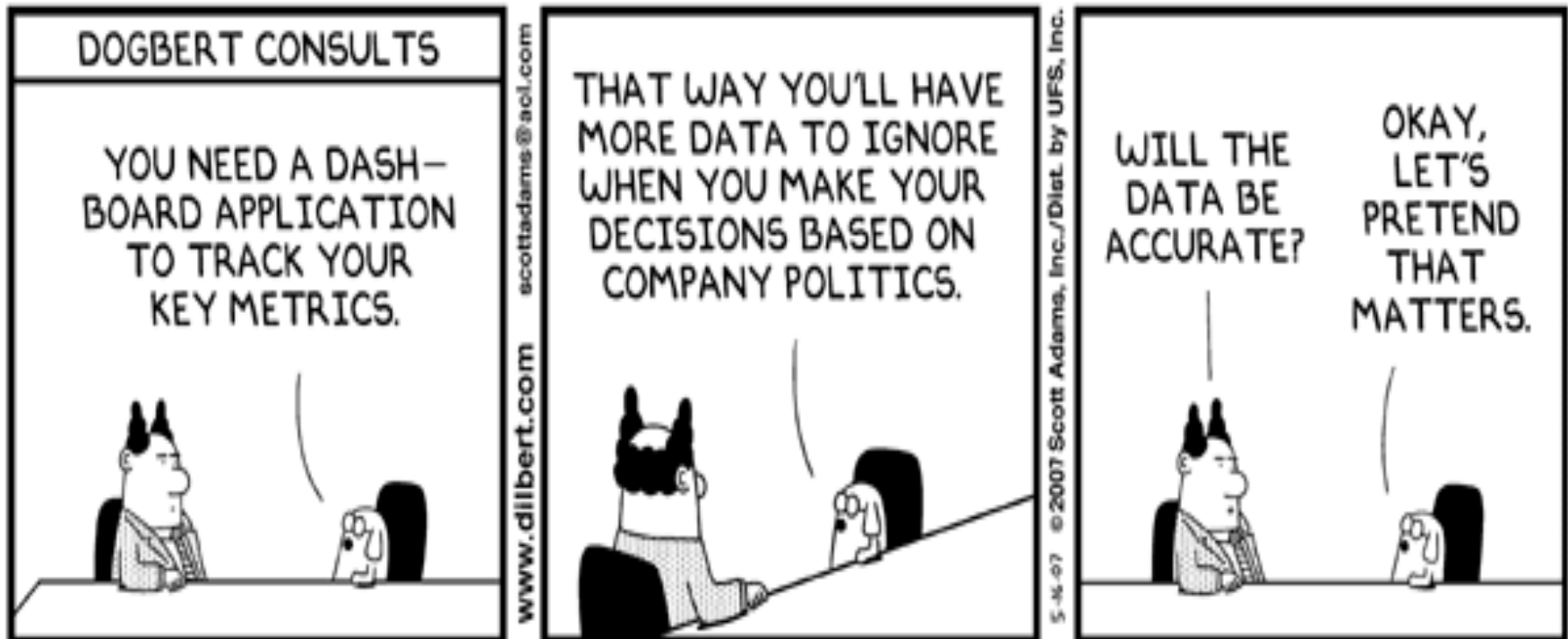
Measuring Outcomes and Performance

- Outcomes are the effect of the organization on the environment or target population
- Performance is the degree to which an organization is achieving its objectives, particularly in term of users' needs
- Performance indicators (measures) are quantified statements used to evaluate the performance of the organization in achieving its objectives

Questions About Performance Measures

- Measuring what is most important or measuring what can be measured?
- How is qualitative information quantified?
- Are all measures or indicators equal?
- How do measures or indicators relate to outcomes?
- How much time and resources should go into devising measures, methods and analysis?
- How do we incorporate customer perspectives?
- What is the balance between national/international and local measures?

A More Skeptical View of Metrics



Benchmarking

- Benchmarking is a systematic and structured approach to finding, implementing, and comparing best practices within and/or between organizations
- Benchmarking may use existing statistics, performance measures or standards
- Comparability both in data definition/acquisition and type of organization is critical for benchmarking to be effective

The Balanced Scorecard

- A layered and categorized instrument developed in the 1990's by Kaplan and Norton that:
 - Identifies the important statistics
 - Ensures a proper balance
 - Organizes multiple statistics into an intelligible framework
- Clarifies and communicates the organization's vision
- Provides a quick, but comprehensive, picture of the organization's health
- Provides a structured metrics framework for aligning assessment with priorities and evaluating progress

Constructing a Balanced Scorecard

- Four dimensions:
 - User perspective
 - How well is the organization meeting user needs?
 - Internal processes perspective
 - Do the organization's processes function efficiently?
 - Finance perspective
 - How well are the organization's finances managed?
 - Future/growth/learning perspective
 - Is the organization well positioned for the future?
- Select a limited number of meaningful and measurable indicators for each dimension
- Select targets for each indicator

Choosing the Metrics

- **Reflect Values**
 - What is important?
 - What are we trying to accomplish?
- **Diversity and Balance**
 - Innovations and operations
 - Variety of measurements
- **Ensure validity**
 - Does the measurement accurately reflect the reality?
- **Be Practical**
 - Use existing measures when possible
 - Use sampling
 - Collect data centrally
 - Minimize work by front line

Specific Resources/Infrastructure Indicator: Seats per Capita

- **Background**
 - Library as physical place to work is still important
- **Definition**
 - Number of seats provided divided by population served
- **Aims**
 - Adequacy of number of seats to population
- **Method**
 - Count number of seats; population is persons not FTE
- **Interpretation and Use of Results**
 - Higher score (more seats per person) is better

From *Measuring Quality: Performance Measurement in Libraries*, Edited by Rosewitha Poll and Peter te Broekhorst, IFLA, 2007

University of Virginia Balanced Scorecard

Internal Processes.

#4. Provide facilities that promote staff productivity, encourage library use and ensure top quality services

- Metric I.4.a. Response to equipment service requests
- Metric I.4.b. Renovation of major staff and public areas
- Metric I.4.c. Reliability of servers.

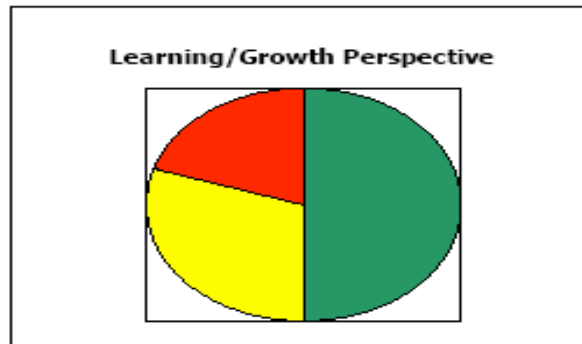
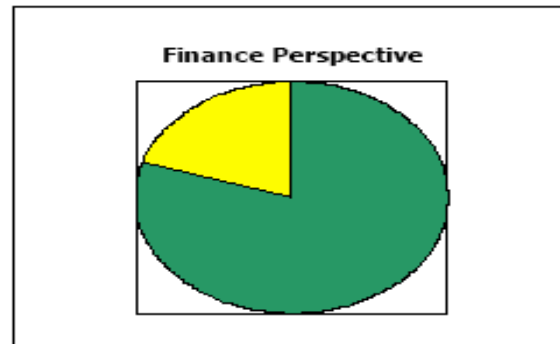
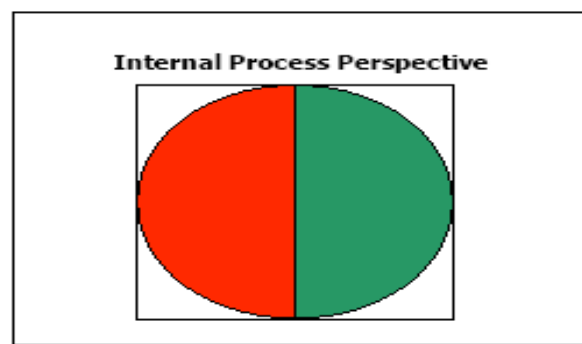
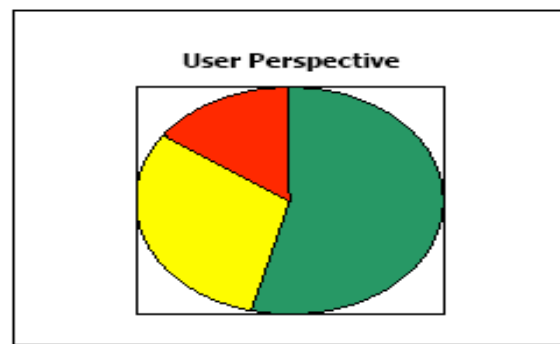
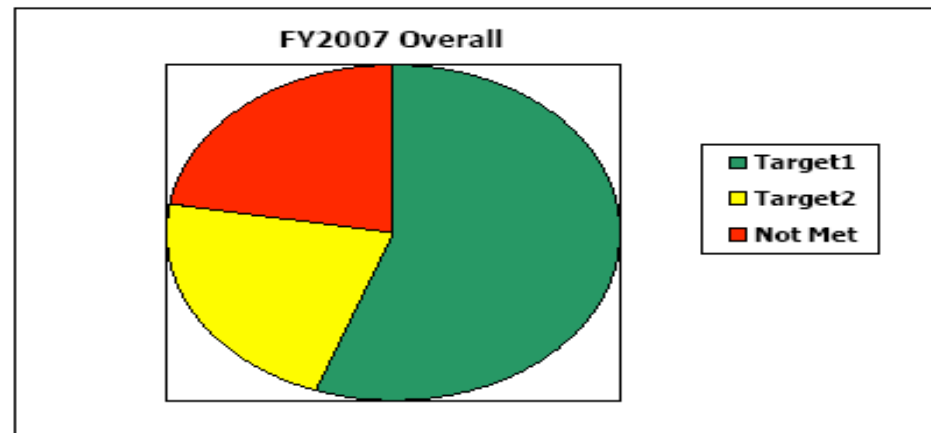
Metric I.4.a.2. Resolution of Reported Problems with Equipment Provided by Printing and Copying Services (PCS)

- *Target1: Average resolution time for printer/copier problems is within 1 business day.***
- *Target2: Average resolution time for printer/copier problems is within 2 business days.***
- *Method: PCS will provide MIS with information on the amount of time it takes to resolve problems for all printer/copier machines in the libraries.*

***Business days are defined as Monday-Friday 8-5.*

- *Result FY07: Target1 met*
 - 4.97 hours average resolution time for copiers
 - 0.57 hours average resolution time for printers

**Balanced Scorecard
University of Virginia Library
FY2007 Results**



Performance Measures and Indicators for Learning Commons

- What are the meaningful indicators and measures?
- How feasible is it to develop these indicators and measure them?
- How will you use these indicators and measures?

Learning Commons Assessment

Learning commons brings together:

- Content
 - Technology
 - Services
 - Other related campus services
 - Group/informal areas
-
- Thanks to Joan Lippincott (CNI) for general principles & assessment discussion
 - Rich Meyer (Georgia Tech) and Crit Stuart (ARL) for the Georgia Tech review

Learning Commons Can Be or Include Many Things...

- Individual workstations
- Group workstations
- Group study rooms
- Presentation rooms
- Multi-media production
- Faculty Academic Computing Center
- Center for Teaching and Learning
- Lounges
- Laptop loans
- Writing center
- Career center
- Adaptive technology
- Videoconferencing
- Visualization lab
- Cybercafe
- Computer sales
- Classrooms
- Service Desk(s)

Principles: Design and Aesthetics

- Learning commons help libraries continue to be the heart of campus
- Learning commons are a cultural center on campus
- Learning commons visually promote their services
- Learning commons provide mechanisms for communication
- Learning commons promote engaged learning

Principles: Services Bridging Physical and Virtual Spaces

- Learning commons make connections between print and digital content
- Learning commons provide a context and environment that encourages information literacy
- Learning commons promote active, engaged learning that appeals to visual senses
- Learning commons facilitate knowledge creation
- Learning commons break down barriers

How Do We Know These Spaces Are Effective?



Reasons for Learning Spaces Assessment

- Clarify purpose of the project(s)
- Demonstrate value or effectiveness
- Measure satisfaction
- Provide data for administrators, funders, accrediting agencies and other stakeholders
- Identify needed changes
- Involve users in the process

What To Assess About Learning Spaces

- **Planning Stage**
 - What are the programmatic needs for learning spaces?
 - What are the resource needs for learning spaces?
- **Post-occupancy Stage:**
 - Do they accomplish their purpose(s)?
 - Are users satisfied with the spaces?
 - What changes are needed?
 - How have they made a difference?

Assessment Tip: Partner

- **With Assessment Experts**
 - Assessment or Planning Office
 - Undergraduate Education Office
 - Faculty
 - Consultants
- **With Other Educators**
 - Program experts, e.g. learning communities
 - Writing center
 - Departments
 - Faculty and their students

Common Assessment Methods

Students and other users

- Gate counts
- Use of workstations, equipment, group rooms
- Counts of questions
- Use surveys

Students, partners, instructors

- Satisfaction surveys
- Quality perception surveys
- Interviews, focus groups, observation

Some Concerns with Current Assessment of Learning Spaces

- How to clearly link assessment to institutional goals or learning priorities
- How to generate information from assessment activities that will have an impact on specific audience(s), e.g. administrators, instructors, funders, accrediting agencies, partners, and other stakeholders
- How to connect assessment of learning spaces to assessment of student learning

How would you assess these concerns?

Collaborative Learning Assessment Methods

- **Course related**
 - Convergence “tools”
 - Term or research papers
 - Portfolio
 - Overall student performance
- **Program related**
 - Curricular design
 - Capstones
 - Student learning expectations/outcomes
- **Institution related**
 - Standardized national surveys (NSSE, ETS)
 - Institutional surveys (Senior, Alumni)
 - Qualitative methods

Assessment Through a Case Study

- Usage data
- Interviews with faculty, students, staff and partners
- Focus groups with students
- Student project evaluation
- Partner and instructor input
- Market case study through annual report, accreditation report, budget hearing

Assessment Case Study: Georgia Tech Learning Commons



Georgia Tech Space Goals

- What ideal spaces support study and productivity (qualities, assets, activities to be supported)?
- Can we discover infrastructure and furniture solutions that re-configure for little cost and effort?
- How do we create "malleable" spaces that respond to changes in learning, productivity and research?
- Can we set up experiments in the new learning spaces to yield insight into future renovations?

Georgia Teach: Core Qualities Of Ideal Learning/Productivity Spaces

- A destination that attracts one's friends; a place to see and be seen
- Focus on productivity, engagement & academic socializing
- A convening ground for faculty to mix with peers in other areas
- Space, services and tools enhance learning and productivity
- Venues to mix students/faculty for serendipitous/planned encounters
- Aesthetics & well-being: lighting, views, climate, inspiring & secure
- Furniture is comfortable, moveable & used for work and relaxation.
- Food and drink are superior & persistent over all hours of operation.

Georgia Tech Metrics Toolkit

- Formal interviews
- Anecdotal feedback
- Field observations
- LibQUAL
- Expert opinion
- Time/motion studies
- Gate count and head counts
- Surveys
- Technology use
- Reservation logs
- Interviews with frontline staff
- Funded research
- Class-based projects
- Affinity focus groups
- Corporate sector techniques (Steelcase)

Georgia Tech: Assessing Renovated Space

- Periodic print surveys scattered in the new spaces
- Collaborative research between the library & other entities
- Feedback via library webpage, suggestion boxes and on-the-fly encounters with users.
- Library & OIT oversight council tracks how various customers use the space
- Library Student Advisory Council: provides guidance, reaction, connection to student population.
- LibQUAL+® comparisons internally and with others
- Feedback from experts like anthropologists, architects, psychologists, human / computer factors, and others

Georgia Tech: Assessment “Results”

- Library attendance doubles+ in five years.
- 2006 and 2004 LibQUAL+® data show GT students’ perception of “library as place” ranks # 2 from #40
- Undergraduates demonstrate a strong sense of ownership. Library primary destination for academic socializing
- Students vote the Library’s physical improvements the most important at GT in a single year
- Students report that the spaces convey the message that the library is “on their side”
- The president encourages all campus units to mimic the library's customer-centric approach to improving spaces and services (*State of the Institute*, fall 2006).

Integrated Assessment: Examples from the University of Washington Libraries



- **UW located in beautiful Seattle metro population 3.2 million**
- **Comprehensive public research university**
 - 27,000 undergraduate students
 - 12,000 graduate and professional students (80 doctoral programs)
 - 4,000 research and teaching faculty
- **Large research library system**
 - \$40 million annual budget
 - 150 librarians on 3 campuses
 - Assessment program started in 1992

UW Libraries Assessment Priorities

Customer Needs, Use and Success

- Information seeking behavior and use
- Patterns of library use
- Value of library
- User needs
- Library contribution to customer success
- User satisfaction with services, collections, overall
- Data to make informed and wise decisions
- Partner with other campus groups on assessment
 - Educational technology
 - Learning outcomes
 - Senior and alumni surveys

UW Libraries Assessment Methods

- Large scale user surveys every 3 years (“triennial survey”): 1992, 1995, 1998, 2001, 2004, 2007
- In-library use surveys every 3 years beginning 1993
 - 4000 completed surveys each survey year
- Focus groups/Interviews (annually since 1998)
- Observation (guided and non-obtrusive)
- Usability
- Use statistics/data mining
- Information about assessment program available at:
<http://www.lib.washington.edu/assessment/>

Focus on Library as Place

Examples from Assessment Efforts

Assessment Questions

- Who uses the library
- What do they do there
- When do they visit
- Where do they go there
- Why do they go to there
- Can they find what they need
- What do they like
- What don't they like
- What do they want

Assessment Methods

- General user surveys
- Spot user surveys
- Observation
- Wayfinding (usability)
- Comments/suggestions
- Entrance counts
- Usage (services, collections)
- Focus groups/interviews

UW Triennial Library Survey

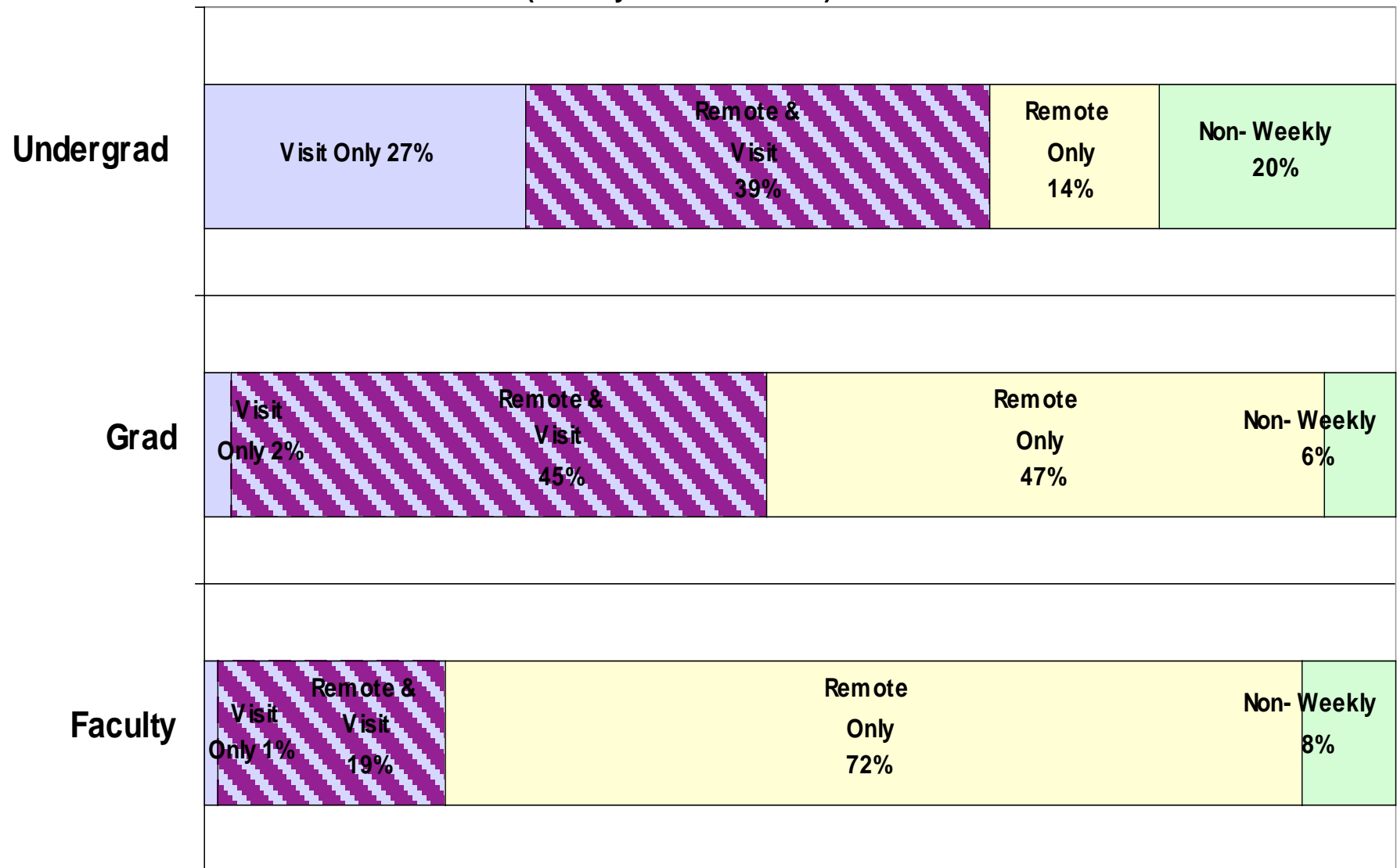
Number of Respondents and Response Rate 1992-2007

Large number of respondents allows for analysis within groups

	2007	2004	2001	1998	1995	1992
Faculty	1455 36%	1560 40%	1345 36%	1503 40%	1359 31%	1108 28%
Grad/Prof Students	580 33%	627 40%	597 40%	457 46%	409 41%	560 56%
Undergrads	467 20%	502 25%	497 25%	787 39%	463 23%	407 41%

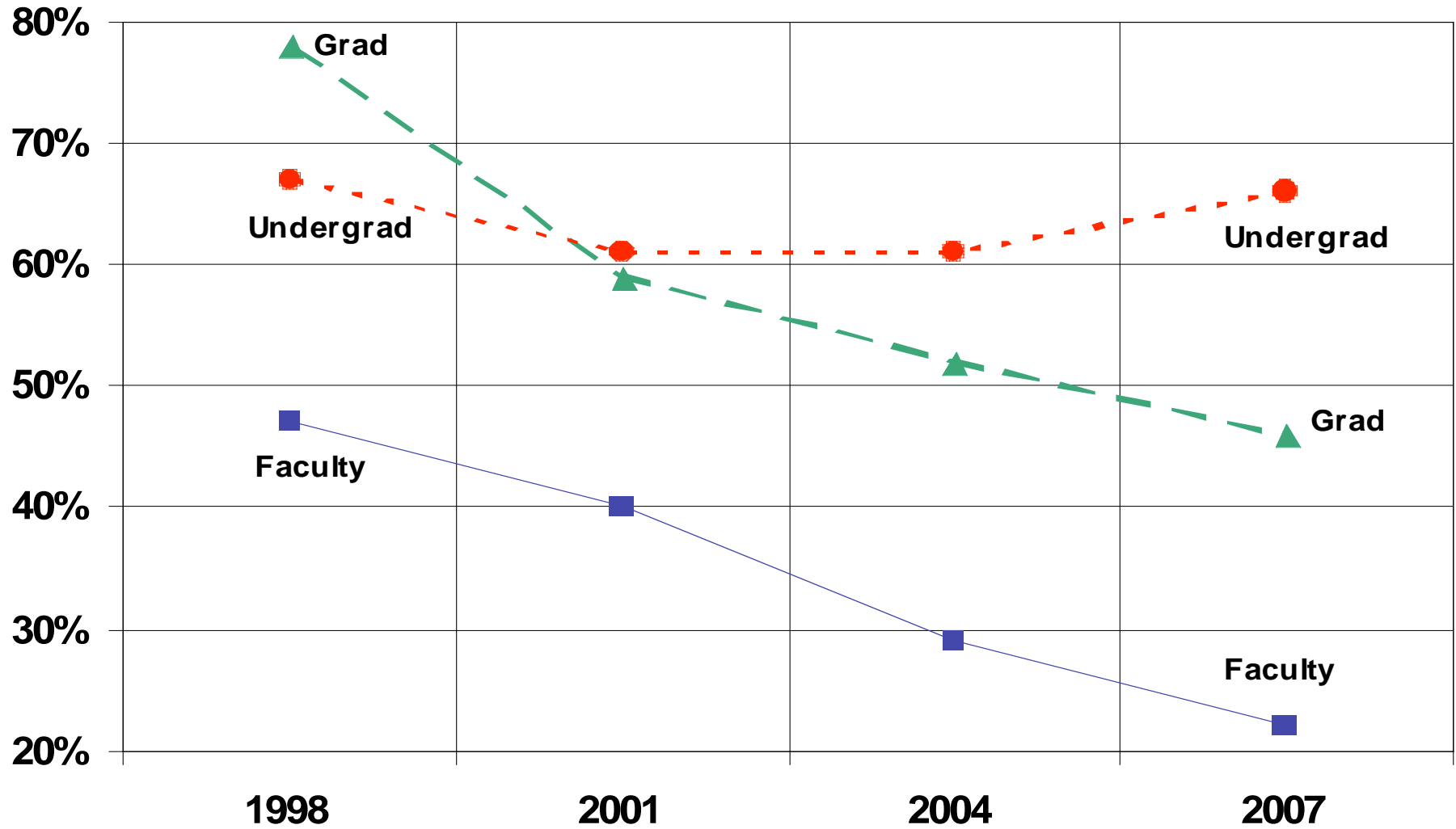
Mode of Library Use by Group 2007

(weekly or more often)



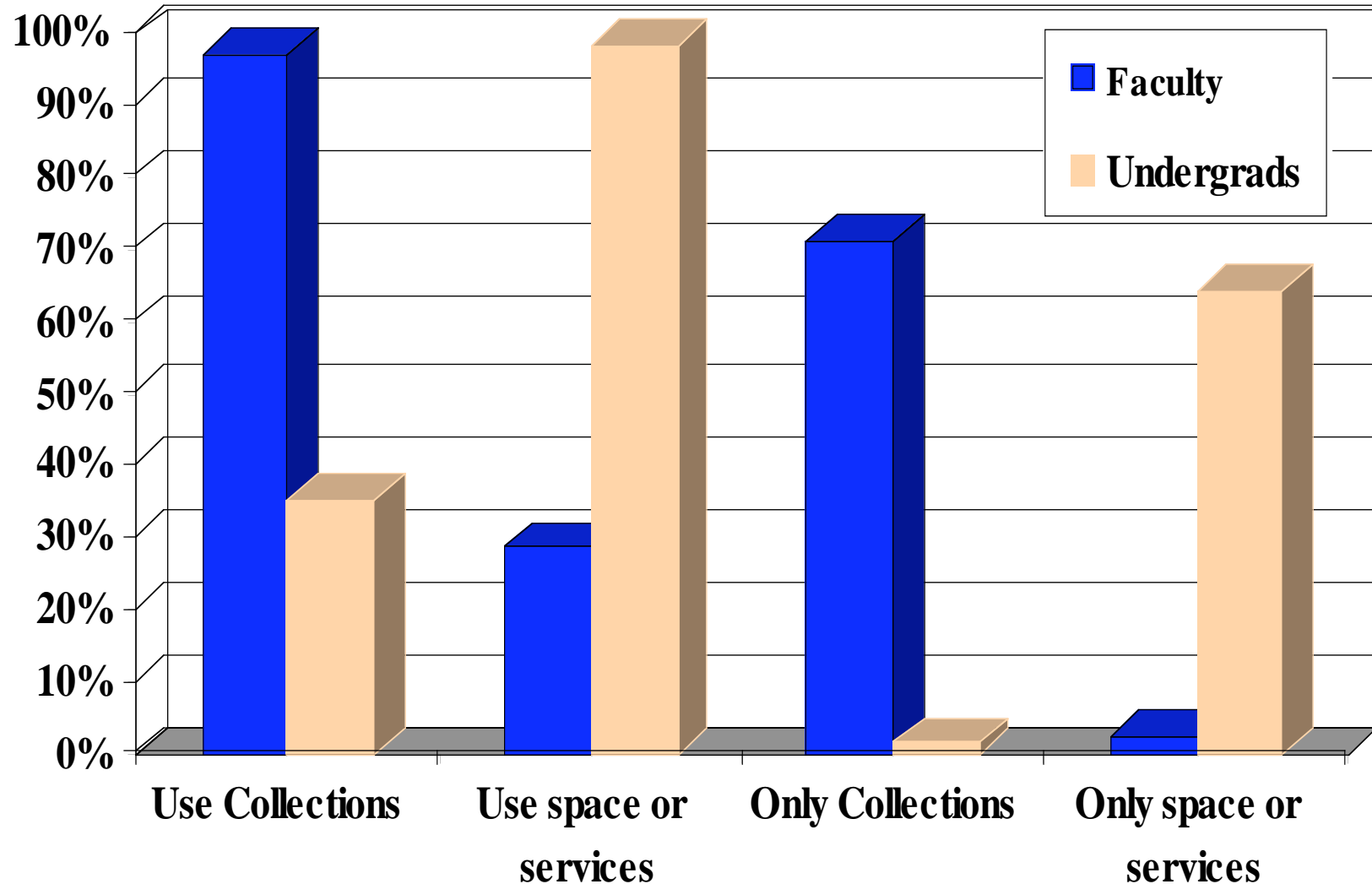
Library as Place

Change In Frequency of In-Person Visits 1998-2007 (weekly+)



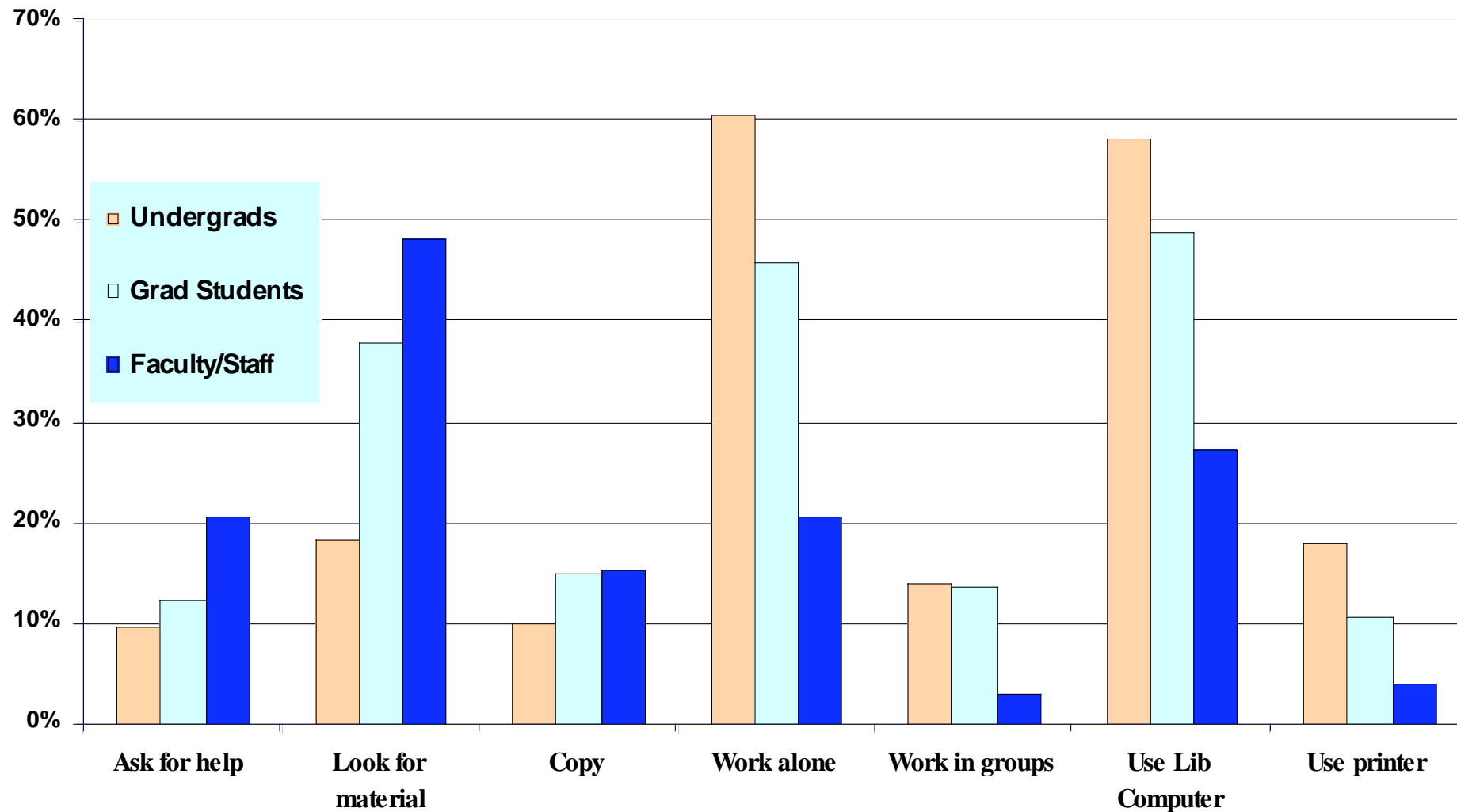
Reasons for In-Person Library Visits 2001

Faculty and Undergrads Visiting Weekly or More Often



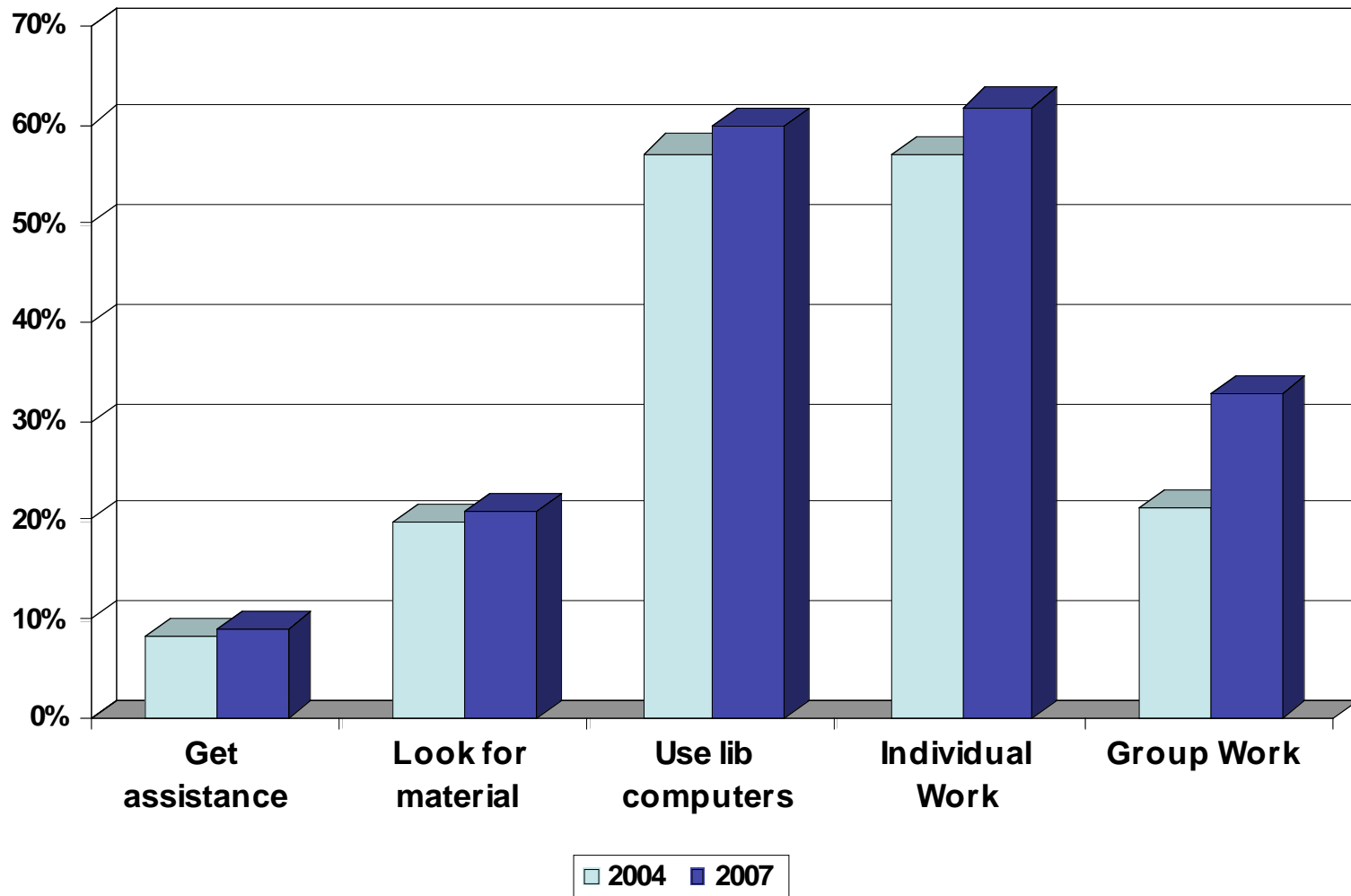
What Do They Do in the Library?

Activities by Group (UW 2005 In-Library Use Survey)

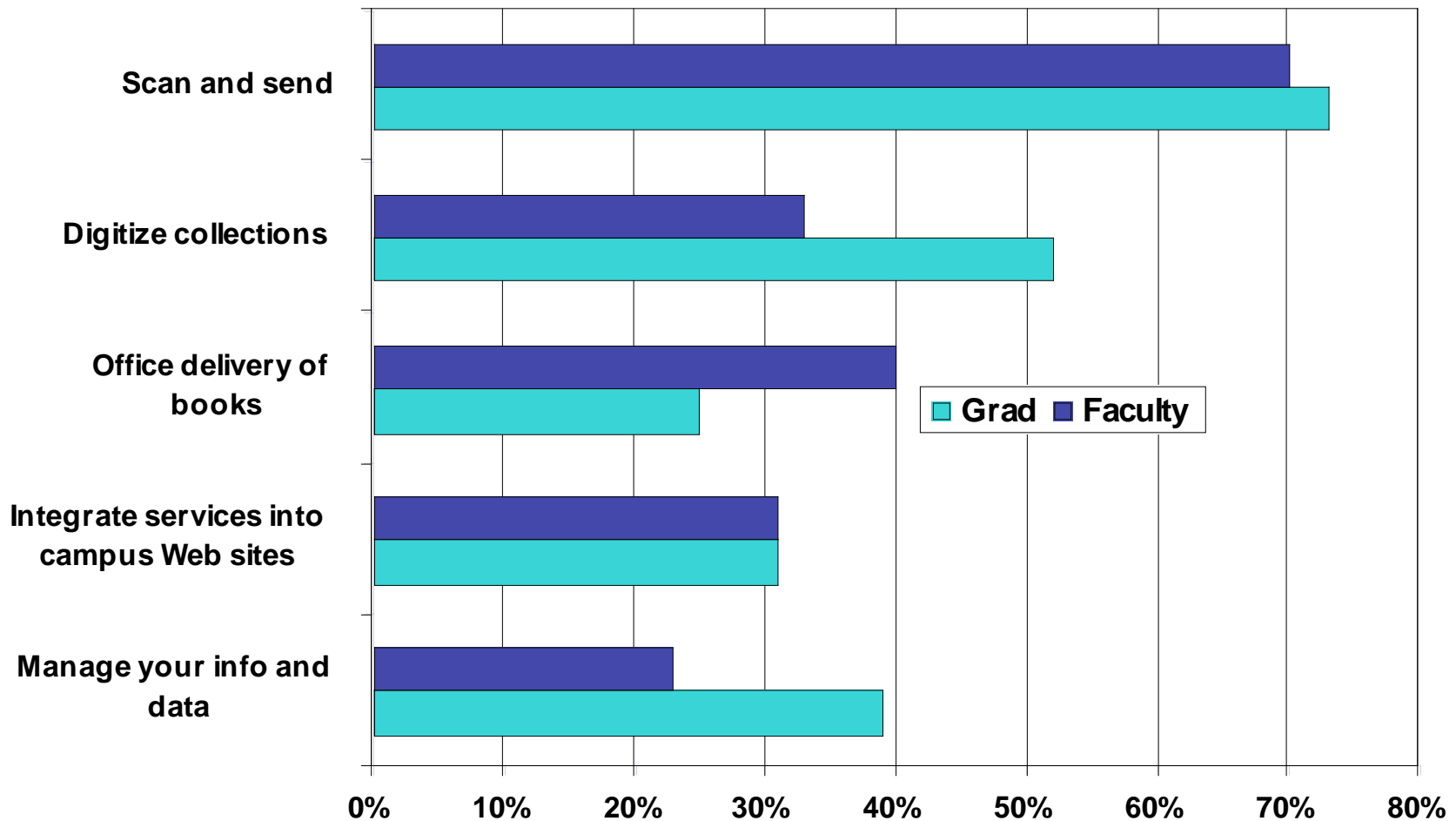


Undergrad Activities During Library Visits

(% using at least weekly in 2004/2007)

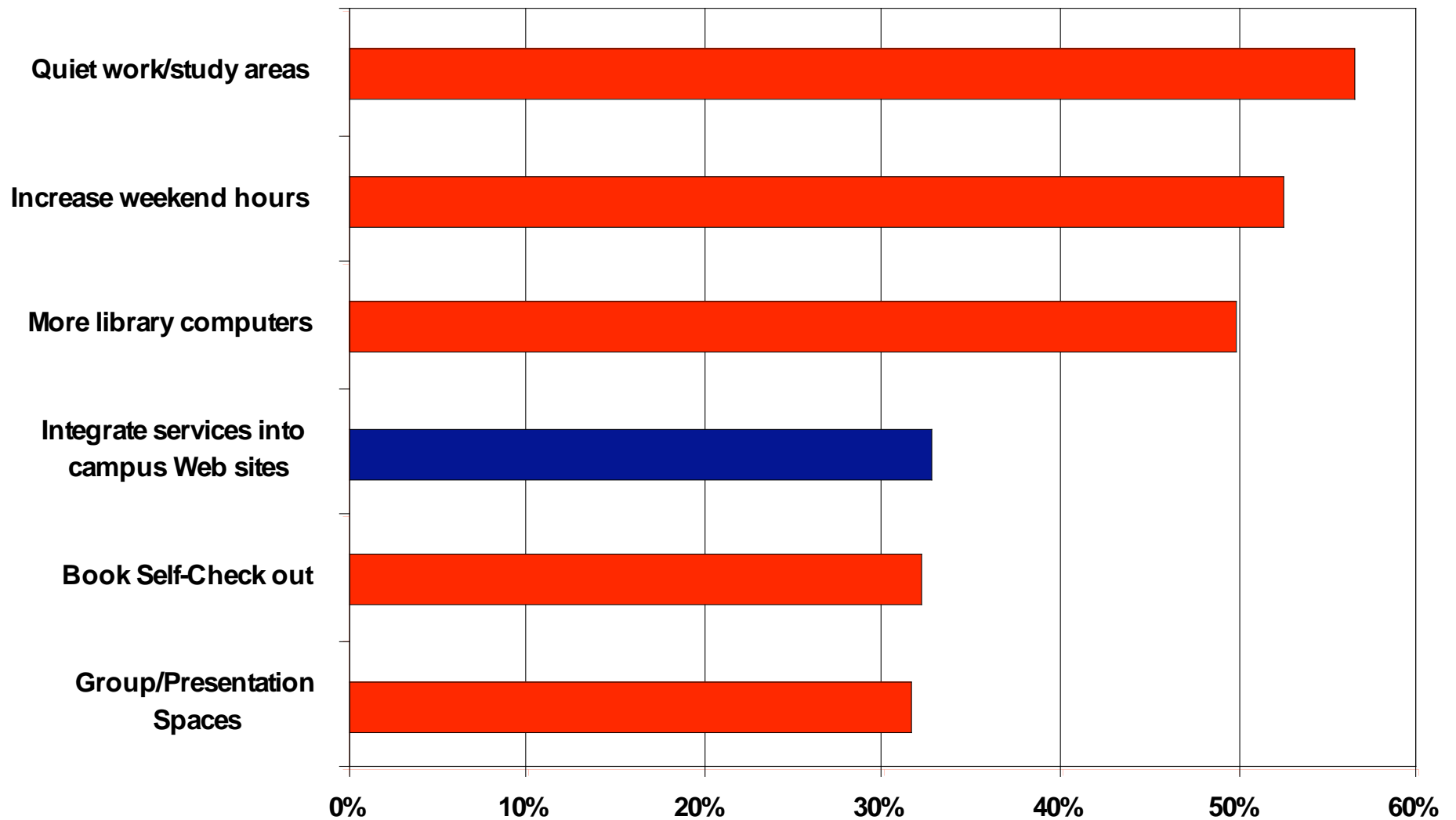


Usefulness of New/Expanded Services Faculty and Grad



Usefulness of New/Expanded Services

Undergraduates (Physical Library Services in Red)



Library as Place: Wayfinding (2007)

Usability applied to physical space. 12 participants given 3 items to find trailed by note takers with maps

- Current periodical issues in separate display shelves location confused almost all participants.
- Mix of Dewey and LC call numbers confused most participants.
- There was confusion over the separate collections within the main library
- Confusion on different shelving locations
- Signage confusing

Library as Place: Observation (2007)

Extensive study of main library. Observers with floor plans did floor counts at specific times: #users, where they were located on floor, type of furniture, connectivity and what they were doing

- Very few people in stacks.
- Informal groups with laptops where power outlets.
- Heavy use of Espresso cafe
- Lines for PC's in ground floor areas; not in others
- Students make use of individual quiet study areas as well as noisier group areas.

Library as Place: Comments

- *2005 In-Library Use Survey had more than 1700 surveys (44% of total) with comments about our 15 libraries*
- Most common comments– facilities, computers, hours
 - Facilities in 9 libraries (furnishings, environment)
 - Facilities/hours in 1 library
 - Facilities/computers in 2 libraries
 - Computer access/connectivity in 3 libraries

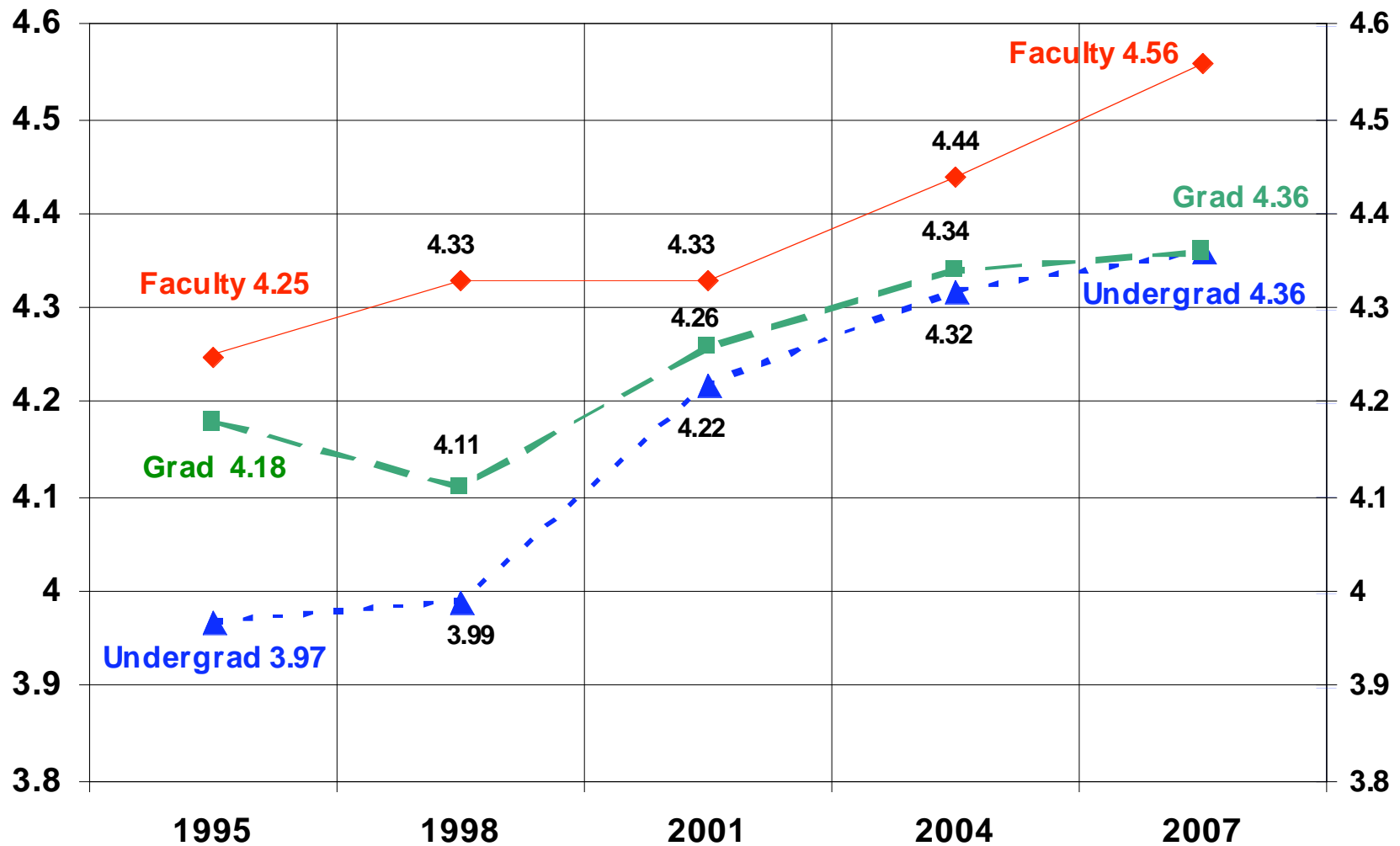
Library as Place: Interviews and Focus Groups

- Visit physical library as last resort (Bioscience faculty 2007)
- Too many libraries (graduate students 2003, 2007)
- Too many undergraduates in libraries (grad students 2003,2007)
- Too noisy in libraries (undergrads 2007)
- Love the 24 hour library (undergrads 2005,2007)
- Too difficult to find books and journals in main library (undergrads 2007)
- Would rather use computers in library than computer lab (undergrads 2005)

Library As Place: Using the Results

- **Recognize that libraries are student places**
 - 350 computer lab installed in Undergrad Library Autumn 1998
 - Hours extended to 24/5.5 in Undergrad Library 2002
 - Diversified service spaces
 - Diversified user spaces (group, quiet, presentation)
 - Student advisory committee provides ongoing feedback
 - Added collaborative student support services
- **Upgrade/renovate facilities to meet student needs**
 - Furniture that encourages collaboration
 - More electrical outlets
 - Better lighting and noise control
 - Food and drink policies substantially modified

Overall Satisfaction by Group 1995-2007



Effective, Sustainable and Practical Library Assessment

- ARL consulting service funded by participating libraries
- Conducted by Steve Hiller (UW) & Jim Self (UVa)
 - 1.5 day site visit
 - Presentation and best practices
 - Interviews and meetings to understand local situation/needs
 - Report to the library with recommendations
- 24 libraries in U.S. & Canada visited in 2005-06 (ARL only)
- Open to all libraries beginning in 2007
 - 14 libraries participating in 2007-08
 - Including 3 outside North America (England, Israel, South Africa)

What We Found in Our Visits: Assessment Easier Said Than Done

- Strong interest in using assessment to improve customer service and demonstrate value
- LibQUAL+® has played a key role in getting assessment started
- Uncertainty on how to establish and sustain assessment
- Lack of assessment knowledge among staff
- More data collection than data utilization
- Effectiveness not dependent on library size or budget
- Each library has a unique culture and mission

Effective Assessment

- Focuses on the customer
- Is aligned with library and university goals
- Assesses what is important
- Is outcomes oriented
- Develops criteria for success
- Uses appropriate and multiple assessment methods
- Uses corroboration from other sources
- Provides results that can be used

Sustainable Assessment Needs . .

- Organizational leadership
- Sufficient resources
- Supportive organizational culture
- Identifiable organizational responsibility
- Connection to strategic planning and priorities
- Iterative process of data collection, analysis, and use
- Involvement of customers, staff and stakeholders

Practical Assessment

- Keep it simple and focused – “less is more”
- Know when enough is enough
- Use assessment that adds value for customers
- Present results that are understandable
- Organize to act on results

Closing the Loop: Success with Assessment

- Use multiple assessment methods
- Invest in staff training; provide appropriate resources
- Mine/repurpose existing data
- Focus on user work and how they find & use information
- Increase reliance on qualitative information to identify issues from user perspective
- Learn from our users
- Partner with other campus programs and other institutions

Use S.M.A.R.T. Goals

- **S Specific**
 - the desired outcome or result is clearly defined
- **M Measurable**
 - accomplishment can be charted and/or observed
- **A Attainable**
 - achievable, goal is challenging but realistic
- **R Relevant**
 - results-oriented, in line with institutional goals and library vision
- **T Timely**
 - deadlines are set for accomplishment

Assessment is Not the Panacea but It Can...

- Support decision making
- Establish accountability
- Strengthen organizational mission, goals, and objectives
- Realign library goals and mission statements with the needs of users
- Identify trends in user behaviors and technology
- Measure learning outcomes and impact
- Improve programs and services