Public Services Assessment Tools 2015-16

Recurring Assessments

Amazing Race (Freshmen Orientation) Evaluation

The Library's new student orientation, The Amazing Race, was evaluated through a paper form based on the NPS scoring model   The 2015 Amazing Race achieved an NPS score of 34.1, which is a good score though it falls short of other library events like Blind Date with a Book or Finals Week Study Breaks which score above 50.   The event will also be evaluated through a question on the 2016 Freshmen Survey administered in April. Given that turnout was one of the lowest ever – 222 out of around 850 new students – it was decided to review whether or not the time had come to look at a different new student orientation event. Staff comments and input were solicited to this end by the Director of Public Services and reviewed by him. A recommendation was made to develop a new orientation event for Fall 2016.

Area	Action	Status	Result
New Student Orientation	Determine if new student orientation program should be overhauled	Student and staff comments about event reviewed; Made recommendation to develop new event	Team formed Nov 2015 to plan new orientation event for Aug 2016

Research Appointment Evaluations

Patrons who had conducted a Research Appointment with a librarian were surveyed by Google form shortly after their appointment was conducted. In Fall 2015, there were 29 responses out of 63 total appointments. The three survey questions were scored with a 5-point satisfaction scale (1=best and 5=worst). Responses averaged 1.55 with the best score in response to the question asking if the patron would recommend a Research Appointment to a classmate. Despite being very good scores, the Fall 2015 scores declined over the previous year's scores but no reason was evident based upon the comments included by patrons on the form which were very positive.

The number of participants represented a dramatic improvement over the previous year and resulted from direction from faculty members to nursing and pharmacy students beginning research projects to schedule an appointment with the Health Sciences Librarian. The number of grad students using the Research Appointment program declined from Fall 2014 to Fall 2015 so it was recommended that additional contact be made with grad students by email to ensure that they were aware of the research appointment program.

Area	Action	Status	Result
Research Appointments	Increase number of grad students using research appointments	Contact grad students by email to remind them about Research Appointment program	28 grad students used research appointments in Spring 2016

Classroom Instruction Evaluation

Classroom Instruction was evaluated through a Google form which was distributed by email to professors who had used a librarian for class instruction and evaluation questions were scored with a 5-point satisfaction scale (1=best and 5=worst). In Fall 2015, we received 19 survey responses out of 70 classroom instruction sessions. Results indicated that faculty were very satisfied with this service and scores improved over the previous year with the Fall 2015 average score being 1.15. Faculty comments continued to be very positive and appreciate regarding this service and several remarked on how beneficial these were to the professor and to the students. No changes were recommended at this time.

19-Minute Workshop Evaluations

Workshops were evaluated by paper forms distributed to workshop participants at the conclusion of each workshop. The Net Promoter Score was used as the evaluation metric and Fall workshops recorded a 27.4 NPS score. Workshops with attendance incentivized by a professor scored lower than other workshops. Workshop comments were generally positive with some workshops (Refworks) being noted as especially helpful. The Research Team discussed workshop attendance and responses and reviewed survey results and comments before making recommendations.

Area	Action	Status	Result
19-Minute Workshops	Seek improvements in workshop attendance	Eliminate evening workshops; develop more faculty buy-in; incorporate other presenters	Workshops suspended for Spring 2016

Freshmen-Senior Survey

Administered by email in April 2016 using Qualtrics, the 2016 Freshmen-Senior survey found broad levels of student satisfaction with the library, its services, and its resources. Compared to the 2015 satisfaction scores, 2016 results showed a modest decline in overall satisfaction as well as declines in 10 of 16 categories for seniors and in 15 of 16 categories for freshmen. However, the overall five-year trends remain positive with library importance showing marked growth in this time frame. Some questions were revised and a few categories were eliminated or replaced – it is unclear if this affected the results at all.

Research Help trends continued to reflect the decline of librarians as a research resource for students, while other resources (professors, friends, help pages, and "figuring it out myself") increased. Additional analysis showed that stark differences were present in how students in different majors viewed the library. Bible, Education, English/Language/Literature, and Science & Math students were positive outliers in this respect, while Communication, Engineering, and KAHL students had much lower scores in satisfaction, importance, and ease of use of the library.

Individual study remained the most common use of the library, with group study, using items, printing materials, and the MediaPLEX also averaging over 50% of all respondents. The latter two categories, along with computer use and group study showed clear distinctions between freshmen and seniors with group study being more common among freshmen and computer use, printing, and the MediaPLEX being more characteristic of seniors. As first explored in the previous year's survey, how important a

student considered the library to be served as the best predictor of how frequently a student used the physical or digital library.

The qualitative comments provided by students also provided useful data points. Comments about facilities again dominated, with a majority of the comments being negative. Comments on resources were evenly split between negative and positive, while comments about services were overwhelmingly positive. Comments about group study space, library hours, the food and drink policy, computers and other equipment, and the DVD/Video collection accounted for half of all negative comments.

The students considered the quiet study space, the group study rooms, the environment, the friendly staff, and the CMC & MediaPLEX to be significant library strengths. Library weaknesses included noisy groups, too few study rooms, limited weekend hours, temperature problems, and the DVD collection.

Overall, students are satisfied with the library and its services and value the role is plays on campus. It is hoped that action on the recommendations below will help address some of the concerns expressed by students.

Area	Action	Status	Result
Facilities	Designate appropriate noise levels for library spaces	Signs being designed for implementation in 2016-17	
	Add power outlets to workspaces/tables	Planned for Summer 2017	
	Explore options for adding 2 group study rooms		
Services	Add Sunday afternoon hours	Sunday 3:30 to 7:30 PM hours added for 2016-17	
	Improve delivery of library instruction sessions	Revising First Year instruction sessions to cover more material and systematize instruction	
	Address decline in research help behaviors with new systems	Tiered reference model being piloted in Fall 2016	
	Develop ways to introduce new students to library areas/systems beyond circulation/study space	New student orientation will highlight CMC & MediaPLEX	
	Target specific departments for engagement about library/research/resources	New opportunities to be in engineering classes; 3C meetings with art & design	
Resources	Purchase more rolling whiteboards	Ordered 2 more whiteboards	
	Promote awareness of using OhioLINK and ILL to get items not available locally	Pass out bookmarks at Circ Desk during 2016-17 school year	
	Seek ways to improve usability of online resources	UX study of student use of OneSearch/website to seek functional and training improvements in Fall 2016	

Other Assessments

Reference Collection Review

As part of the ongoing management of the Reference Collection, the Research Team evaluated sections of the collection for retention, weeding, replacement, and relocation. Two sections were evaluated in Summer 2015. One individual was assigned to review each section and make recommendations which were then reviewed by the rest of the Reseach Team. Recommendations were based on the Reference Collection Development Policy rubrics which were developed in the Summer of 2015. Additionally, a review of the print and digital standing orders for the Reference Collection were evaluated in Fall 2015 by the Research Team

Area	Action	Status	Result
Reference Collection	Reviewed designated areas of the Reference Collection	Recommendations made for weeding, replacement, and relocation	Recommendations acted upon by Director of Collection Services
	Reviewed standing orders	Recommendations made for dropping/continuing orders	Recommendations acted upon by Director of Collection Services

Centennial Library Website User Survey

The library conducted a survey of students about website use in Fall 2015. The survey was administered through Qualtrics and asked participants to indicate satisfaction about the library's website and frequency of use of the website. The website survey concluded with 104 full responses (20 respondents did not complete the entire survey). Results indicated that OneSearch is widely used (86% of respondents), citation help links were valued, and the website was positively regarded with respect to ease of use. Besides using OneSearch, other common reasons for using the website were to find library hours, access databases, renew books, and get citation help.

Other findings were that 32% of respondents indicated that the website information they needed was hard to locate, such as accessing e-reserves or searching for materials only at the library. About half of students indicated they used the library weekly, with another third using it monthly. Those numbers closely match findings from recent Freshmen/Senior surveys. Unexpectedly, a majority of respondents (58%) indicated that they had never accessed the website on a mobile device.

Both survey data and comments were reviewed but it does not appear at this time that a major website redesign or mobile-friendly revision is warranted. A website user experience (UX) study had been proposed but does not appear necessary based on these results – instead a UX study of our LibGuides interface will be conducted in Spring 2016. One potential change is to modify a fixed column heading to promote ease of access to the most common website tasks.

Area	Action	Status	Result
Website	Postpone UX study of website	Conduct different UX study instead	UX study of LibGuides will be conducted in Spring 2016
	Postpone website redesign plans	Redesign will be reviewed when CU revises its website in 2016 or 2017	

	Improve ease of access to common tasks	Change "Contact Us" column heading to "Quick Links"	Website changes made

LibGuides User Experience Study

Usability testing on LibGuides was done in the spring 2016 semester from April 7 to May 5. A total of 6 students (3 seniors, 2 juniors, and 1 sophomore) participated. The most important findings were that most had not accessed the site previously and they were unfamiliar with the LibGuides interface. Students preferred side-navigation instead of top-navigation, but still found LibGuides, despite having potential, seemed lacking compared to other online resources they used.

Area	Action	Status	Result
LibGuides	Change navigation scheme from top to side	Planned for 2016-17	
	Improve findability through adding more metadata	Planned for 2016-17	
	Increase standardization of guides	Planned for 2016-17	

Appendix: Survey Questions

Amazing Race Evaluation

1. How likely are you to recommend this event to a classmate?:

   1 = Not Likely   2   3   4   5   6   7   8   9   10 = Very Likely
2. Why?:

Research Appointment Evaluations

1. Librarian?
2. Semester?

For questions #3-5 please choose a response for each statement.

1 = strongly agree   2 = agree   3 = neutral   4 = disagree   5 = strongly disagree

3. I would recommend a research appointment to a friend or classmate:
4. I was satisfied with the information I received at my research appointment:
5. I learned new research skills at my research appointment:
6. Based upon your research appointment, what is one thing you plan on using in future research assignments?
7. Additional comments

Classroom Instruction Evaluation

1. Which Librarian instructed your class?
2. Which semester?
3. Course Number?

For questions #4-8 please choose a response for each statement.

1 = strongly agree   2 = agree   3 = neutral   4 = disagree   5 = strongly disagree

4. The material covered was appropriate for the class and consistent with my expectations for the session:
5. The librarian presented the material in a clear, understandable, and organized manner:
6. The librarian actively engaged students and encouraged participation:
7. My students are now better prepared to complete their assignments:
8. I plan on using a library instruction session in future classes:
9. What is one thing you found particularly helpful about the instruction session?:
10. What could improve library instruction sessions for the future?:
11. Additional comments?:

19-Minute Workshop Evaluations

1. How likely are you to recommend this event to a classmate?:

   1 = Not Likely   2   3   4   5   6   7   8   9   10 = Very Likely
2. Why or why not?:

Freshmen-Senior Survey

Centennial Library Website User Survey

1. What is your student status?
2. How often do you use the website?
3. For what purposes do you use the library website?
4. How would you rate the ease of use of the library website?
5. If you have trouble using the library website, what have you found was most difficult or confusing?
6. How often do you use the library website on a mobile device?
7. What aspects of the library website do you like most and why?
8. What aspects of the library website do you dislike most and why?
9. Describe any ideas for content or features that you would like to see on the library website that are not currently there.