

Library Assessment Task Force Report Summary of Activity FY 2008-2009

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The committee last met in March of this year, and discussed the SACS process. Summaries from the weekly SACS meetings were presented. The draft of the Compliance Certification pertaining to the library was already handed in to the University SACS team.

It was further mentioned that the QEP topic would be decided upon soon, and we need to start thinking about how the library can participate. The chair of the Library Assessment Task Force is also the co-chair of the QEP Team, and has been working on this since January 2009.

At the Strategic Planning Summit in May of 2009, each unit was tasked with ensuring that Mission and Vision statements are reviewed. Forms A-2 need also to be completed and reviewed. The chair of the Library Assessment Task Force co-presented the topics under discussion for the QEP, and these were commented on during the library breakout session.

The Library Director led a discussion on streamlining the mission and goals of the Library; suggestions were made and the Director is presently revising the mission of the Library. It was put forth that the Library can map some of our goals onto the Universities goals of:

- 1 Strengthen quality of academic programs
- 3 Increase Applied and Basic Research
- 4 Strengthen Environmental Health and Safety Programs on the Campus
- 6 Increase the Efficiency of University Operations
- 7 Promote Programs that Contribute to Student Success
- 8 Strengthen University Advancement Programs including fund-raising
- 9 Increase and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders

SURVEYS

USER SATISFACTION SURVEY

The Library Assessment Task Force, in partnership with the reference staff of the library created, conducted and tabulated a Library User Satisfaction Survey during April 13-27, trying to reach a broad spectrum of library users. Several items were added. The results are summarized in greater detail in the User Satisfaction Survey Report 2009 document, but some information is below:

There was substantial input (at least a third of all responses) from graduate students at the Northwest Center. It is entirely possible that most of the other changes we see below are attributable to this change in demographic; in any event, it is something we need to pay attention to. All paper entries had to be manually entered.

This survey was more than successful. Last year, 633 took the survey during the canvas period. This year we managed to have 698; a 10.3% increase from last year.

Executive Summary Statement

Trend Change

There was a decreased sense in the importance of the library overall, where research happened moved from on campus to remote access, but most importantly, our services (book collections, reference, circulation, archives, administration, etc.) **all** had a drastic increase in being 'not applicable.*'

There was a slight (3%) increase in patron overall satisfaction (along with a 31% drop in those saying they were seldom satisfied), a 20% rise in those reporting having attended a library instruction session and an 8% drop in those saying they have not.

*These surveys were all filled out in paper- students had to choose to mark the answer as 'not applicable;' blank answers were not counted. These students simply indicated the library is not applicable to them.

Class Rank

There was a 49% decrease in the number of undergraduate respondents, and a 441% increase in the number of graduate students.

Age

Following what we saw above, there was a 40% decrease in the age group of 18-22, and a 74% increase for the 23-30, a 283% increase for the 31-45 age group, and a 53% increase in the 46+ age range.

School Affiliation

While most distributions stayed constant, we had a 236% increase from the College of Education; this is tied to the increased numbers from the Northwest Center as referenced above.

What days do you visit the library

Mondays and Wednesdays remained the most popular days to come to the library. Most interesting here is the 164% increase in those that indicated that they “rarely visit the library.”

Where do you do research

As indicated above, there was a 32% drop in those who prefer the PV campus, 47% increase in those choosing remote access and a 296% increase in those who do research at another campus.

What areas of the library do you use most

Circulation saw a 20% drop in respondents, and reference saw a slight 6% increase, but periodicals saw a 31% increase. The book stacks reported an 18% drop. There was also a 32% increase in the number who said they came to the library primarily for research.

Can you find a quiet study area

There was a 26% drop in those who said they could ‘always’ find a quiet study area, and a 176% increase in those saying a quiet study area was not applicable.

Satisfaction with services

This is where the prevailing trend for this year’s survey is most evident; students showing across the board a slight increase in dissatisfaction with services, coupled with a much stronger sense that the physical building is not applicable to their information needs.

Hours

14% more students are satisfied with the hours they way they are; there was a surprising 18% decrease in those wanting longer night hours, and a 129% increase in those wanting earlier morning hours. There was an 88% decrease in those saying the library hours are not applicable.

New Services

The survey asked three new questions this year. The first asked if patrons were aware of the services we provide. While the majority (26%) knew about our E-mail / Ask-A-Librarian service, our newer services of faxing, scanning and e-reserves were better known than either ILL or our typewriter.

Most useful	
Print Journals	21%
Online Journals	52%
Books	27%
Least useful	
Print Journals	45%
Online Journals	22%
Books	33%

FACULTY SATISFACTION SURVEY

The library staff conducted the Faculty User Satisfaction Survey during April 20-May 4, reaching as many faculty as possible. Surveys were handed out to all academic departments by hand. All of the surveys were returned using the self-addressed campus mail enveloped we included with the survey during our distribution.

The survey was less successful compared to last year. We distributed ~450 surveys, and had 35 returned to us. This is a return rate of 8%. Not as high as the 10% of last year, but respectable enough.

Familiarity with resources

Print

There was a 36% increase in those reporting they were either 'very familiar' or 'familiar' with our print collection, a 54% decrease in those who were 'somewhat familiar,' 73% drop in those 'unfamiliar' and a 61% increase in those who do not use the print resources.

Online

There was a 34% increase in those reporting they were either 'very familiar' or 'familiar' with our online collection, a 82% decrease in those who were 'somewhat familiar,' 56% drop in those 'unfamiliar' and a 135% increase in those who do not use the online resources.

Which of the following do you agree with?

FY 08 Rank	FY 09 Rank	
3	1	<i>I enjoy coming to the Coleman Library</i>
4	4	Procedures for placing items on reserve are reliable
1	2	The staff is helpful when I request assistance
		I'm satisfied with the service at the Coleman Library
2	2	The Coleman Library staff is knowledgeable
		I prefer to use another Library for my research needs
		I use the Coleman Library primarily for research and quiet study
		The Coleman Library should be a social center of the campus
		I use the Coleman Library primarily for checking out books and materials
		I know who my liaison librarian is
5	3	I am able to find the information I need without much help
		The Coleman Library has sufficient resources for distance services
		The Coleman Library resources are difficult to understand and use
		I schedule Library Instruction classes for my students
	5	The Coleman Library website provides sufficient information on library services and resources

How often do you give assignments which require library resources?

This showed positive improvement; we saw an 8% increase in faculty saying they 'very often' or 'often' do, and a gratifying 43% decrease in faculty saying the 'rarely' or 'never' give such assignments.

Which of the following should be a HIGH priority?

FY 08 Rank	FY 09 Rank	
1	1	<i>More electronic full-text databases</i>
2	4	Electronic reserves
		More leisure reading material
		In-house Library Instruction classes and workshops
4	2	<i>More books in your area of research</i>
		More copiers and printers
		Public fax machine / scanner
3	3	More computer workstations
4		Lowering the noise level in the Coleman Library
		Increase Coleman Library hours at night
		Increase Coleman Library hours on weekends
4	2	<i>Better communication about new purchases relevant to me</i>
		Making the Coleman Library more aesthetically pleasing
		Creating an Information or Learning Commons
	4	<i>Document delivery [ILLiad; Interlibrary Loan]</i>
		More space in the Library for group study
		Study carrels

While our electronic databases are still clearly the top priority, three other items are worth mentioning. “More books in your area of research” and “Better communication about new purchases relevant to me” both enjoyed a 23% increase, raising them from 4th place last year to 2nd. Finally, ILL saw a large 50% increase, making it the 4th priority faculty saw.

Which of the following do you think applies to your students?

% Increase From last FY	% Decrease From last FY	
	23%	Able to use the online catalog to find a book for their course projects
31%		Understand the difference between a database and the Internet
22%		Use a database as their primary research tool
	15%	Use the Internet as their primary research tool

Apart from the first block, this indicates that the skills we teach in our RI classes have value; they are being used by the students and acknowledged by faculty.

Which of the following Library Instruction services do you use or plan to use?

% Increase From last FY	% Decrease From last FY	
9%		Library Instruction specifically designed for your course
	24%	Web guides to Library resources
	30%	Make Time for Research Workshops
110%		I was not aware of all these resources available to me and my students

It is also significant to note that last year, 0.0% indicated they used or planned to use “None of the above,” but this year we saw 3.27% choose this. Again, faculty recognize the increasing value of Library Instruction. The sharp drop in the perceived value of the Workshops matches the attendance at these sessions.

Satisfaction with services

Insignificant change; 2% decrease. Faculty satisfaction remains high.

The comments were not numerous, but were instructive enough to reproduce *in toto*:

FACULTY COMMENTS
1- More resources available in my area
2- More books and electronic resources. Maybe better communication with faculty regarding book purchases. My sense is that there also needs to be more professional staff on hand to aid students with research
3- Improve the interlibrary loan department. This department is very crucial to research. Since a lot of journal articles are not available at PV, being able to get them through interlibrary loan is very important.
4- My number one complaint is the noise and socializing that goes on, especially in the remote areas of the library. I once had to endure a 2-hour conversation while doing research. I have considered bringing my earplugs the next time. The noise is deplorable.
5- Enhance and expand the electronic journals in science and engineering
6- More agriculture journals

*7- Have more access to additional materials and how to set them up for my distance learning classes. There are no eBooks that I know about that are available, for example. I'd like some training on what distance learning resources are available. Someone called me once, but when I tried to make a reserved list online, it didn't work. This would be a better survey if you used a likert scale. Also you need to find out who I teach; graduate UG or both. What do you mean by electronic I do searches all the time but the online stuff for distance learning I know nothing about? I know who my college/library liaison is; she's not a librarian. You shouldn't write questions that have more than one condition. Thus I can't answer this.
j. hansen x3412*

8- Shaw and ref area are VERY helpful

9- More relevant current books and electronic resources in my discipline

10- Make available services and benefits more known to campus community

11- Provide better ILL service

12- More books

13- I never have been able to log on remotely and am too lazy to remedy the problem!

14- Ms. Gay is an excellent person, very attentive and helpful.

15- Students still need support and guidance.

16- Keep up the excellent services.