

*Library Assessment Task Force Report
Summary of Activity FY 2007-2008*

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Steve Shaw
Head, Reference and Information Services

The committee last met in January of this year, and has compiled a matrix of similar school comparison. This chart is in the Staff Shared drive (S) in the Assessment Committee folder.

Again, each unit was tasked with ensuring that Mission and Vision statements are reviewed, goals are created, and that all these are related to the Library and University mission. This was discussed with a crosswalk example explored at the last Library Council meeting in January.

The representative from the committee who serves on the University Institutional Effectiveness Committee kept the committee posted and updated on happenings. This was also discussed during the Library Council meeting May 15, 2008.

The representative handed out the University timeline for assessment and the University goals. The University will continue to administer the NSSE, and may move towards adopting the Collegiate Learning Assessment (CLA). It looks specifically at the value added by the institution, using real-life performance tasks, analytic writing exercises and problem solving. It can be designed to directly map onto the mission statements of the University. The Institutional Effectiveness Committee also understood how the University is able to use CIRP (Cooperative Institutional Research Program) data to better understand first-gen /underrepresented students, and campus issues such as retention.

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 14-27, trying to reach a broad spectrum of library users. The results are summarized in the User Satisfaction Survey Report 2008 document, but more detail is below:

The majority (75%) was between 18-22 years old, but a solid 11% were over 31- this includes both graduate students and university employees. 87% identified as African American / Black, and there was a good distribution across the racial spectrum.

There was a more even distribution among the colleges: at the top we saw College of Arts and Sciences (16%), College of Nursing (13%), College of Business (12%), the School of Architecture (12%), College of Juvenile Justice (11%), College of education (10%) and so on.

25% choose to use remote access (drop of over 1% from last year); 2% prefer to primarily use another campus; half that of last year.

Weekdays 5-9 PM continues to be the preferred time for research. This might lead to the conclusion that for many students, 'research' has become an online activity. This justifies our move toward ERes, online tutorials and so forth. A substantial 25%, in fact, prefer to do research when the Library is closed.

Circulation and reference were the most utilized areas (23% and 31% respectively), 'using a computer' and 'research' were tied for reasons why people came into the library (21%). Books and journals, both print and online were all used, but a large number (39%) rate the A/V material as 'not applicable.'

Information was easy to find, and the reference desk was the first stop for help (38%). The Information Desk continues to be a close second (27%).

71% reported no problem in finding quiet study areas. Satisfaction with all areas was high, except 8% reported being 'never' satisfied with the computers. Judging by the written responses, this might be due to more confusion. Almost every patron erroneously believes the Computer Lab is under the aegis of the Library, and students continue to this day to complain to the reference and circulation desks about the staffed hours in the Computer Lab. [See written responses]

Although 43% reported not having had an instruction class, an encouraging 22% plan to in the future; hopefully advertising will pay off. And while 35% are satisfied with the

current library hours, 36% want longer evening hours, 4% would want us open earlier on the weekday, and almost 20% want longer weekend hours.

Perhaps the most discouraging is where students go to do research: Internet was the clear winner with 23%, followed by the reference librarians (17%), and the OPAC (19%).

FACULTY SATISFACTION SURVEY

The library staff conducted the Faculty User Satisfaction Survey during April 21-May 5, trying to reach as many faculty as possible. To this end surveys were handed out to all academic departments, mentioned during Campus Announcements and Faculty Announcements. There was a link on the cover letter from the Director, and at the beginning of the survey window, several faculty members used this option, as the period continued, however, most used the self-addressed campus mail enveloped we included with the survey during our distribution.

Our survey was more than successful; according to the Office of Institutional Research in fall 2007 there were 487 faculty (inclusive of FTE, part-time, adjunct, visiting, etc.). We had 50 returned surveys: a return rate of 10.2%. One of the intangible benefits was the contact made by liaison librarians with faculty as surveys were dropped off; they otherwise might not have met.

As might be expected, a large majority self-reports they are at least 'somewhat familiar' with our electronic resources (91%), but less with our print: 80%. What is disconcerting, though, is that 20% are either unfamiliar with our print resources or they do not use it. This follows along the same line with the high priority placed on electronic resources. This again shows up in the written comments.

Most agree that the Library staff are helpful (11%), we are knowledgeable (10%) and are satisfied with the service at the Library (10%). Faculty also disagree that our resources are difficult to use (14%), or that the Library should be the social center of the campus (14%).

83% give assignments that require the Library at least 'sometimes.'

The top of the priorities clearly are more electronic full-text databases (10%) and electronic reserves (9%). The overwhelming 'low' priority seems to be more leisure reading (13%).

Most believe that their students can use the OPAC (14%) and use the Library primarily for research (13%), but use the Internet as their primary research tool (12%).

Most appreciate Library instruction on finding material (18%) and web guides (17%), as well as Reference Librarians. On a positive note, only 4% indicated they were not aware of these resources- our outreach seems to be working.

And while a large number do research from the PV campus (41%) or online using remote access (36%), a substantial number (18%) choose to use another university. To be fair, this corresponds almost exactly with those who self-identify as either Instructor or Part-Time / Adjunct (20% combined).

We had a large distribution from most Colleges; Distance Education was the notable exception. Again, better coordination would improve this. Also, there might be a significant number of faculty who teach virtual (distance) classes, but see themselves as part of their home College (Business, Education) rather than as part of the Distance Education school.

Finally, we has a gratifying 89% say they were 'very' or 'usually' satisfied with the Library and our services.

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

FACULTY COMMENTS

Extend faculty due dates to 6 months. Inform when due, or send timely reminders

I'll like the library to give a lot more attention to peer reviewed journal publications in the disciplines the university has a thrust in. for example, there should be current journals in the biological sciences, math, engineering and education. There should be a place dedicated to these journals in the library like in other universities of the same caliber as ours

More e-journals

Equip the interlibrary loan office to be able to do more. Right now, it is hard, if not impossible, to get theses / dissertations for other universities

Sometimes the computer says things are in the stacks- cannot find them- is there a re-shelving problem? Mr. Jones is pretty good at tracking down these 'missing' items- i wonder if the student workers need more training. like other universities; might library staff do pageset checks and umi deposits of dissertations and theses? is anyone willing to take on document editing? if so, let the PhD coordinators know

There should be access to course compass on the computers in the library!

Clean carpet and floors on a more regular basis

If there were an automatic system available to remind individuals by email a few days prior to due date that books are due, that would be helpful and may reduce lost or overdue fines and cut back on the need for staff to follow up on overdue, misplaced or lost items.

Keep up the good work. Presumably the surveys are extending to the student body. Please publish or share this survey results. Have a great summer

I don't use the library much anymore. My preference is to access information from my computer in my office or home computer. Are there services available through the library that will allow me to access databases, on-line journals, etc. from my office computer?

Improve archives- there is little or no organization and students (as well as scholars) do not know what is in the archives. Also we need to invest in more congressional records set (serial set). We need to provide a reason for scholars and students to use the library. Also improve ill- the staff does not know how to locate and obtain sources from other libraries

with the advent of internet and it being the storehouse of enormous information, I am very much skeptical of library as a physical structure. How many faculty and researchers use the library facility today compared to 15 years back? This questionnaire does not make any sense to perform a survey work

I love the new e-reserves. Keep up the good work!

Our students are poor and many have difficulty affording textbooks. I have textbooks to donate that could help our students, but library policy is to NOT accept older textbooks. When I was a student and had difficulty with a concept, I would get other textbooks and look at the concept until I found an explanation that helped me to learn it. That is not given a chance to happen now. Please develop a section for old textbooks to help our students learn

Establish a branch library in the School of Architecture

Order fewer popular culture type books and more in the disciplines.

Tell me how to use the electronic reserve system for articles for my online and face-to-face graduate Instructional Technology courses. I got an email from someone at TAMU about it, but I couldn't make it function. I need it to be accessible online and easy for busy educators to use. No one has, to my knowledge, provided us with information about an electronic reserve system.

Strengthen the data base that would cover psychological research and issues.