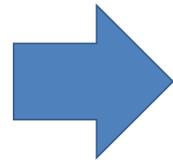


# Learning from our Users: Using Assessment to Drive Change

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Surveys tell you where you need to go, but they don't tell you what road to take to get there.

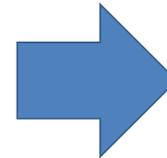


## Preliminary Data Analysis

- LibQUAL+® results
- University strategic objectives

## Identified Focus Group Populations:

- Graduate students
- Distance students

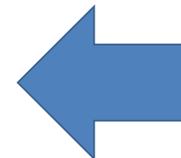


## Challenges:

- Scheduling conflicts
- Distracting communications technology

## Benefits: These focus groups

- Made issues concrete
- Allowed users to propose their own ideas
- Allowed users to provide feedback on library developed solutions
- Provided data driven evidence to feed into the strategic planning process
- Overcame longstanding objections to some proposed solutions
- Produced remarkably consistent feedback both within each targeted group and, in some cases, across the two groups.

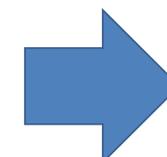


## Critical Success Factor – Library and Campus Buy In:

- Focus group scripts developed by library staff that provide services used by targeted groups.
- Data analysis & recommendations prepared by committees with members from:
  - Libraries
  - Administration
  - Faculty
  - Academic support services.

## Practical Implications/Value:

- Confirmed that survey data provides flags identifying problem areas but follow-up research is needed to provide an understanding of the full implications.
- Demonstrated the importance of concrete evidence and involving all affected parties in overcoming barriers to solutions. Bringing together library staff, faculty, academic support services staff, and administrators resulted in increased cooperation among these groups and yielded a wider range of possible ways to address the issues.



**RECOMMENDATIONS FOR IMPROVING LIBRARY SERVICES FOR GRADUATE STUDENTS**

1. Make information of interest to graduate students easier to find on the library website.
  - a. Create a graduate student portal on the library website that provides information on library services useful to graduate students.
  - b. Make "Ask Us" (upper right side of the library website homepage) more visible on the library home page as well as other locations, such as the UNT online catalog page and the electronic resources page.
  - c. Make "News and Events" (lower right side of the library website homepage) more visible and inclusive.
2. Improve communication with and outreach to graduate students:
  - a. Use discipline specific distribution lists, blogs, or Blackboard announcements to communicate regularly with graduate students about library services, events, resources of use in their disciplines, use care to communicate only when there is information to share, and not because of a schedule that has been established.
  - b. Prepare both general and discipline specific brochures about library services/resources and make them available in the appropriate academic department offices. Make the more general brochures available in service areas on campus and online that are used by graduate students.
  - c. Develop gateways to distribute at orientations, workshops, etc. that include library contact information useful to graduate students (reference by appointment, ILL, etc.).
  - d. Work with academic departments/colleges/schools to ensure that new graduate students are exposed to a librarian with knowledge in their discipline during their first semester. This may be at a meeting already scheduled by the department or in a meeting or workshop set up for this purpose. This practice is already in place for some disciplines but should be expanded to all disciplines.
  - e. Establish a faculty speaker series that takes place in the Libraries and that features an informal setting for faculty members to talk about their research with students. Ensure that the series is scheduled at a time that encourages graduate students to attend.
3. Increase graduate student participation in library workshops targeted to them.
  - a. Work with the graduate school to establish an incentive program to encourage graduate students to attend library workshops.
  - b. Make in person workshops convenient. Schedule workshops at times convenient not only to graduate students on campus full time but also at times convenient to graduate students who commute and/or work full time and attend evening classes. Provide food, both as an incentive and to save time for other overscheduled participants.
  - c. Establish pre-registration for graduate student workshops. This practice may create more commitment to attend on the part of the registrants and will also allow planning for food, providing certificates, etc.
  - d. Make instruction available online, including both live and archived webinars, videos of instruction sessions, and brief tutorials.
4. Customize reference services for each discipline.
  - a. Establish discipline specific "office hours" staffed by subject specialists for the various disciplines on a weekly basis, using instant messaging or other technology.
  - b. Enhance existing subject specific services, including reference by appointment with a subject librarian and the subject guides and market them to graduate students.

**Opportunities for Improvement – Graduate Students – 2009**

Ranking	LibQUAL+® Item
1	A library Web site enabling me to locate information on my own.
2	Print and/or electronic journal collections I require for my work.
3	Easy-to-use access tools that allow me to find things on my own.
4	Availability of online help when using my library's electronic resources.
5	The electronic information resources I need.
11	Online course support (readings, links, references).
17	Making me aware of library services.
21	Teaching me how to access, evaluate, and use information.

**Opportunities for Improvement – Online Users – 2009**

Ranking	LibQUAL+® Item
1	A library Web site enabling me to locate information on my own.
2	Easy-to-use access tools that allow me to find things on my own.
3	Availability of online help when using my library's electronic resources.
4	Print and/or electronic journal collections I require for my work.
5	The electronic information resources I need.
8	Online course support (readings, links, references).
10	Making me aware of library services.
14	Teaching me how to access, evaluate, and use information.

**Opportunities for Improvement – Undergraduates – 2009**

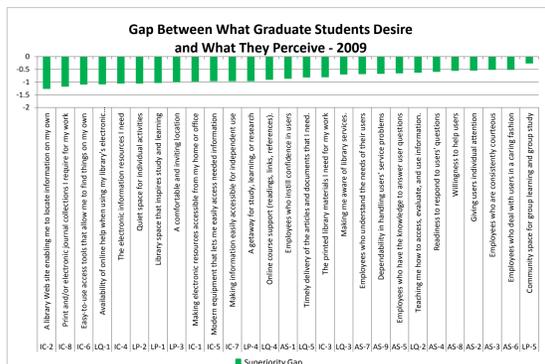
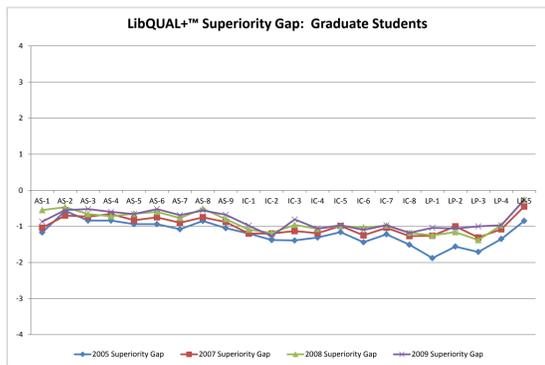
Ranking	LibQUAL+® Item
1	Library space that inspires study and learning.
2	Making me aware of library services.
3	A library Web site enabling me to locate information on my own.
4	Easy-to-use access tools that allow me to find things on my own.
5	Making electronic resources accessible from my home or office.
6	Availability of online help when using my library's electronic resources.
15	Online course support (readings, links, references).
21	Teaching me how to access, evaluate, and use information.

**RECOMMENDATIONS FOR IMPROVING LIBRARY SERVICES FOR ONLINE STUDENTS\***

1. Increase the Libraries' presence and visibility in Blackboard:
  - a. Add library links to My Blackboard and to the Blackboard sign-on page. Create a library gateway on the sign-on page.
  - b. Use the Blackboard Announcements to publicize library collections and services. The announcements can be directed to departments, faculty, students, other groups, to keep people from having to sift through items of relevance to them.
2. Provide library instruction opportunities to online students that don't require being at the physical library:
  - a. Build an online user's guide to the Libraries in Blackboard. Design it in such a way that a student can access an orientation type overview of library services or can key in on short – 5 minute or less – instructional segments focusing on specific services, tools, etc. Consider using podcasts or vodcasts stored at iTunes U.
  - b. Establish discipline specific "office hours" staffed by subject specialists for the various disciplines on a weekly basis, using instant messaging or other technology.
  - c. Develop a research paper calculator in Blackboard. This tool will allow a user to enter their research project due date and get a schedule of activities and when they need to be finished in order to complete the assignment on time. Over time, links to modules providing information about how to perform the various activities will be added. Here are some examples of calculators in use at other universities: <http://mylibraries.missouri.edu/blackboard/asp/acs6.htm>
  - d. Publicize and provide online instruction in using search software that looks for information on a specified topic in a variety of databases, including the library catalog, simultaneously.
3. Make the UNT Libraries' website easier to search:
  - a. Ensure that terminology used on library web pages includes keywords likely to be used in a Google search for information on the topics covered by the web pages. This activity will involve training web page creators and then having them use what they have learned to improve the searchability of their web pages.
  - b. Provide an entry page (which would be a one-stop shop for library resources/services) on the library website with information on and links to online services and resources. Include a link to this page from the new library gateway on Blackboard.
  - c. Create an attractive and self-explanatory icon for the online library services, and place the icon at applicable locations to attract and increase online users' attention.
4. Communicate and collaborate more effectively with faculty members that teach online classes:
  - a. Provide appropriate library information, including links, in the course syllabus template.
  - b. Communicate with/instruct faculty on the value of maintaining library information in their syllabi. Communication should be both general (Blackboard Announcements directed to faculty, listserve announcements) and specific (one on one discussions between faculty and CLEAR instructional consultants or faculty and subject librarians). (CLEAR stands for Center for Learning Enhancement, Assessment, and Redesign; CLEAR's role on campus is to "assist faculty in the creation, design, implementation, and assessment of distributed learning courses." For more information, see <http://clear.unt.edu/index.htm?%20>)
  - c. Collaborate with faculty in development of their unique course syllabi, emphasizing the role of library resources for online classes and resulting in customized pages for the specific classes that are library gateways to the content needed for the classes. Pilot this approach with a subgroup of online faculty.

\*The online student focus groups included both graduate and undergraduate students.



LibQUAL+® Item	All 2009	Fac 2009	Grad 2009	UG 2009
A library Web site enabling me to locate information on my own.	1	2	1	3
Library space that inspires study and learning.	2	5		1
Easy-to-use access tools that allow me to find things on my own.	3		3	4
Making electronic resources accessible from my home or office.	4			5
Availability of online help when using my library's electronic resources.	5		4	
Print and/or electronic journal collections I require for my work.		1	2	
The electronic information resources I need.		3	5	
Online course support (readings, links, references).		4		
Making me aware of library services.				2

- Sometimes, the route you find is direct, for example, web site improvements.
- Other times, the route is Indirect. We can't fix the complexities that many abstracts and indexes present. But we can provide instruction on how to work with those tools.