Don’t Just Collect the Data! Closing the Loop with User Surveys

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Eric
“LONGITUDINAL DATA COLLECTION AND USE: LIBQUAL+ ® @ RADFORD UNIVERSITY, 2005-2014”

“DON'T JUST COLLECT THE DATA! CLOSING THE LOOP WITH USER SURVEYS”

LIBRARY ASSESSMENT CONFERENCE 2014 PANEL DISCUSSION

ERIC ACKERMANN

MCCONNELL LIBRARY, RADFORD UNIVERSITY
WHAT IS LIBQUAL+ ®?

- LIBRARY SERVICE QUALITY SATISFACTION SURVEY
- 20 QUESTIONS AND A COMMENT BOX
- SEVERAL VERSIONS: ORIGINAL AND LITE
HOW DOES RU USE LIBQUAL+ ®?

• ALERT US TO CHANGING USER NEEDS
• TRACK EFFECTIVENESS OF ANY CHANGES WE MAKE
• THREE-YEAR PLAN (NOW TWO-YEAR)
• ANALYZE BOTH RATINGS AND COMMENTS
EXAMPLE: AFFECT OF SERVICE

• ISSUE: POOR CUSTOMER SERVICE PROVIDED AT OUR SERVICE POINTS

• DETECTED IN 2008 SURVEY (RATINGS DATA)

• RESPONSE: IMPROVED CUSTOMER SERVICE TRAINING; ADDITIONAL FULL TIME SUPERVISORY STAFF

• RESULTS: ONGOING; SUCCESS
EXEMPLARY: INFORMATION CONTROL

- ISSUE: INADEQUATE COMPUTER HARDWARE AND SOFTWARE
- DETECTED IN 2005 SURVEY (COMMENT DATA)
- RESPONSE: IMPROVED HARDWARE AND SOFTWARE AS FUNDING PERMITTED
- RESULTS: SUCCESS
EXAMPLE: LIBRARY AS PLACE

• ISSUE: LACK OF STUDY SPACES FOR INDIVIDUAL AND GROUP STUDY
• DETECTED IN 2005 SURVEY (COMMENT DATA; LATER RATINGS)
• RESPONSE: ADDED SPACES AS FUNDING PERMITTED
• RESULTS: ONGOING; PARTIAL SUCCESS
Don’t Just Collect the Data!
Closing the Loop With User Surveys
A UNC Chapel Hill Perspective

Heather Gendron (hgendron@email.unc.edu)
Assessment Coordinator, University Library
Head of the Sloane Art Library
UNC Chapel Hill
UNC Library Strategic Plan

- University Libraries, in partnership with Health Sciences Library
- Assessment – continuous and the bedrock of our strategic planning and implementation process
- Strategic Planning Assessment: environmental scan, interviews and focus groups w/ faculty and students
**“Investing in Success”**

**GOAL 5**

**DEMONSTRATE AND COMMUNICATE LIBRARY VALUE**

- Conduct periodic and comprehensive user-centered assessments in order to inform planning and improve services.

- Collect, analyze, and report data that support decision making, improve performance, and demonstrate the value of library services, collections, and environments.

- Build awareness of and support for library spaces, collections, expertise, and services through a comprehensive communications and marketing program.
The Research Lifecycle
Foster researchers’ success by providing active support throughout the research lifecycle, from identification of the problem through dissemination of results.

Transformative Teaching & Learning
Support continuous and transformative learning experiences by engaging in all aspects of the educational continuum.

Service To & Beyond the UNC Community
Support an informed and engaged citizenry and scholarly community statewide and globally, and provide information resources and services that support the health care and economic development of North Carolina.
The Research Lifecycle

**Goal 2:** Provide researchers with the space, tools, and information assistance they need to successfully conduct research and manage research results.
How important or unimportant to your research is each of the following digital research activities and methodologies today?

- Using models or simulations: Graduate (561), Faculty (199)
- Writing software or code: Graduate (439), Faculty (163)
- Analysis of pre-existing quantitative data that you do not generate in the course of your research: Graduate (691), Faculty (205)
- Analysis of quantitative data that you generate in the course of your research: Graduate (890), Faculty (357)
- GIS/mapping of data: Graduate (280), Faculty (91)
- Computational analysis of text (text mining): Graduate (309), Faculty (106)
AUDIENCES
- University Administration
- University Library Staff
- Administrative Board of the Library
- Library Development
- Student Library Advisory Board
- Faculty and students
- Other campus stakeholders

NARRATIVE + DATA
- Basic findings
- Detailed analytical report
- 1 page handout

VIA...
- Library staff programs
- Library website
- Meetings w/ faculty and students
Best Practices

1. **Keep your strategic plans handy.** Map your findings to the university’s and the library’s strategic goals.

   *The analysis process happens within a decision making context.*

2. **Tell the library’s story with data.** Write reports, talking points, 1-pagers with different audiences and uses in mind.

3. **Make it easy for library staff** to apply data/findings to their goals.

4. **Tailor your message** to different audiences.
thanks!

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Elizabeth
Don’t Just Collect the Data!

Closing the Loop at the University of Chicago

Elizabeth Edwards
Assessment Librarian
Annual Survey Program

- 2004: LibQUAL+
- 2007: LibQUAL+
- 2010: Homegrown survey of graduate students
- 2011: Homegrown survey of undergraduates
- 2013: Homegrown survey of faculty
Homegrown Surveys

2010 Survey of Graduate and Professional Students
- 18% response rate (1,791 respondents)
- 4,000+ comments in response to 6 open-ended questions
- 93% overall satisfaction

2011 Survey of Undergraduates
- 26% response rate (1,352 respondents)
- 1,100+ comments in response to 6 open-ended questions
- 80-90% overall satisfaction

2013 Faculty Survey
- 17% response rate (645 respondents)
- 2,000+ comments in response to 7 open-ended questions
- 89% overall satisfaction
Meta-Analysis Project

- Themes and challenges
- Supporting data
- Areas for further discussion
Undergraduates currently make the most frequent use of Library spaces, while graduate students expressed the most dissatisfaction with Library spaces on recent Library surveys. However, both student groups value the Library’s varied spaces for their ability to facilitate both quiet study and collaborative work.
“I often find myself wishing for separate grad/faculty and undergrad libraries on campus. Especially at night, the Reg becomes more of a meet/meat market for undergrads than a space for study and research, esp. in the non-stacks areas.”

**Annual Surveys**

**Supporting Data**

- University demographics
- Library entrance data

**Areas for Discussion**

- Is increasing use of the Library by undergraduates affecting the willingness of other user groups to use the Library?
- How can the Library ensure that spaces are conducive to the work of graduate students without alienating undergraduates?
Thank you!

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Panelist Conversation
Thank You!