

You Don't Say...

Students at the University of Virginia come clean when asked, “What are you doing, and how can we help?”

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Clemons Library
University of Virginia



About the University of Virginia

- Founded in 1819
- 12 schools
- 51 bachelor's degrees
- 84 master's degrees
- 57 doctoral degrees
- 14,297 undergraduates
- 6,598 graduates (incl. prof.)
- Strong in English, History, Commerce, Education, Psych.



About the U.Va. Library



- 14 libraries
- 250 employees
- 5.2 million books
- 41,000 videos
- 18.5 million manuscripts
- 3,165,000 gate count
- 116,000 ref. queries
- 1,200 instruction sessions
- Most circled item:
The Wire, Season 1

Clemons Library

- Undergraduate and Media library
- Open 24 hours
- 4 floors
- Quiet and loud zones
- 23 group spaces
- Digital Media Lab
- Video collection
- A-Z book collection
- Leisure reading
- Support curriculum across disciplines
- Growing graphic novel collection
- Renovated entry floor based on student feedback



Goals of the Assessment



To learn what our students
are doing when they're in
Clemons...

**...and what we can do
to help them.**

Assessment Tools Used



Task Survey
Focus Groups
Library User Surveys
Computing Survey
Reference Statistics
Head Counts
Gate Counts
Space Survey



Context: 2009 MIS User Survey



- 36% undergrads consider Clemons their primary library.
- Most are undeclared or in the College of Arts and Sciences.
- Users value operating hours, media resources, and study spaces.

Context: Head & Gate Counts



Busiest Months:

October (93,338)

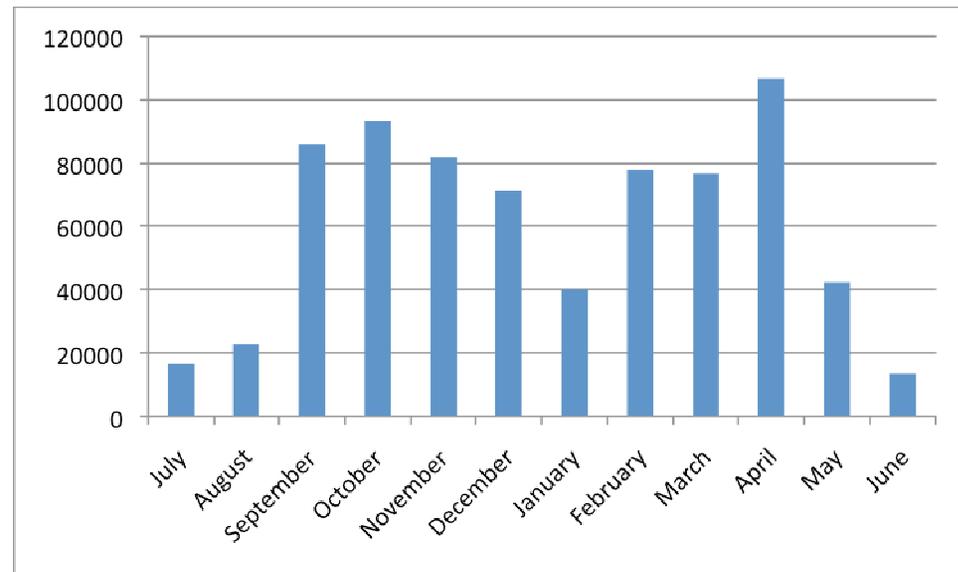
April (106,690)

Busiest Days:

Sunday - Wednesday

Busiest Times:

4:00 pm to midnight



Context: 2008 Computing Survey

- 54% brought a laptop
- 67% planned to use a library computer
- More outlets, power strips and data ports, printing from laptops, better wireless and spaces



Assessment Design

Task Survey

Focus Groups

- Exercise 1: Focus on Clemons
- Exercise 2: Focus on activities
- Exercise 3: Focus on work process

Group Discussion

- Exercise 1: Activities, help & tools
- Exercise 2: Roadblocks and solutions



Task Survey: The Tool



Clemons Library Task Survey

Date: Feb. 16, 2009

Time: 1:00 am

Clemons Library is interested in knowing what you did while you were in Clemons, and how we can design services to help you. Before you leave, please fill out this survey and turn it in on your way out. **Please take a candy bar** when you drop off your survey as a small thanks for taking the time to answer our questions.

Status (please circle one):

1st year 2nd year 3rd year 4th year grad faculty not affiliated with the University

1. What did you do while you were in Clemons? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Worked on individual assignment | <input type="checkbox"/> Non-class related activities (socialized, committee work, etc.) |
| <input type="checkbox"/> Worked on group assignment | <input type="checkbox"/> Copy/Print/Scan |
| <input type="checkbox"/> Checked e-mail | <input type="checkbox"/> Watched a video |
| <input type="checkbox"/> Surfing the Web | |
| <input type="checkbox"/> Read/studied | |
| <input type="checkbox"/> Other _____ | |

2. What equipment, facilities, or resources did you use? (Check all that apply.)

Equipment/facilities:

- My laptop
- A library laptop
- A library desktop
- A library monitor
- iPhone or other portable device
- Digital Media Lab
- G-Lab
- Library printer
- Booths
- Group study space
- Individual seats or carrels
- Video room
- Video station
- Other: _____

Resources:

- Software (word-processing, Excel, Powerpoint, etc.)
- Textbook
- Library book
- Video
- Google
- Wikipedia
- Library databases (JSTOR, Lexis-Nexis, MLA, etc)
- Reference books
- Reserve books
- Talked to a librarian
- Social networking site (Facebook, MySpace, etc.)
- Other: _____

3. How long did you stay in Clemons for this visit? (Circle one.)

Less than an hour 1-3 hours More than 3 hours

4. What could you have used help with? (Use back if needed.)

Distributed 9 times:

Three different days

Feb. 16, 2009

Mar. 10, 2009

Mar. 25, 2009

Three times per day

4:00 pm

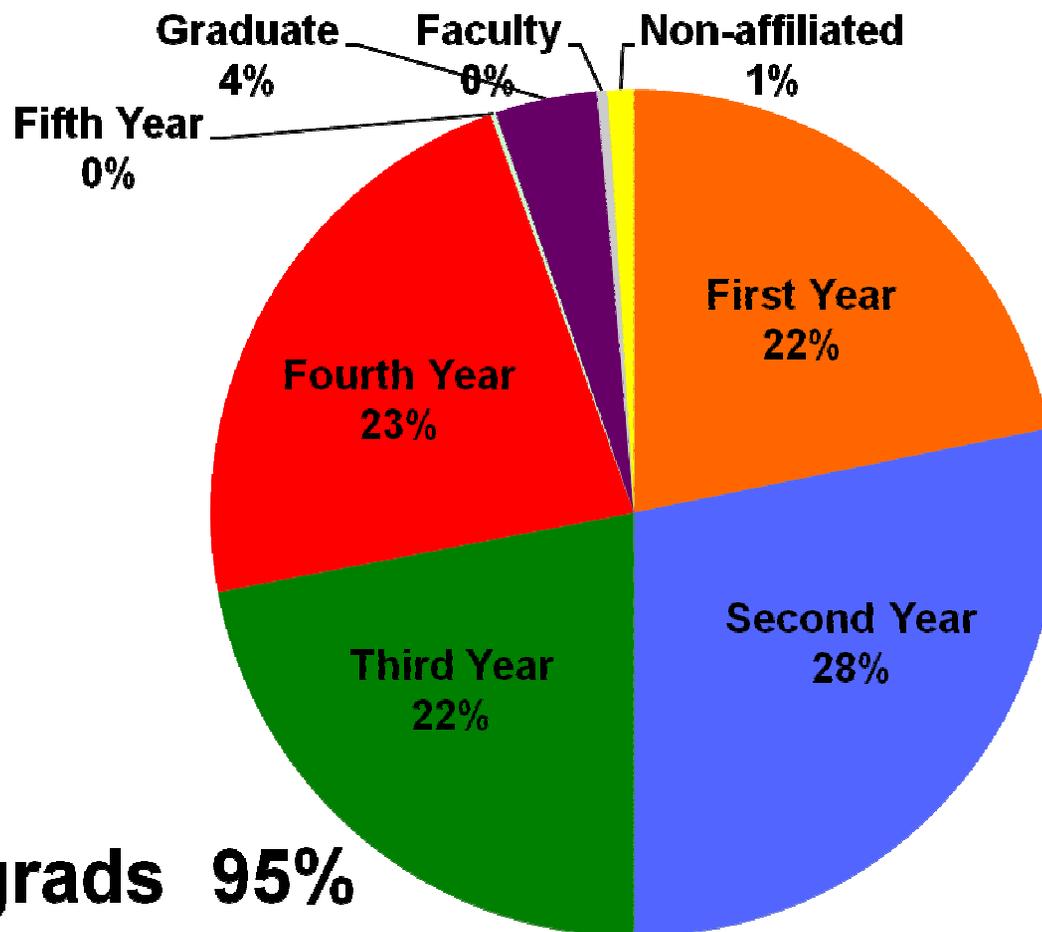
9:00 pm

1:00 am



Surveys returned: 568

Task Survey: Who Uses Clemons?

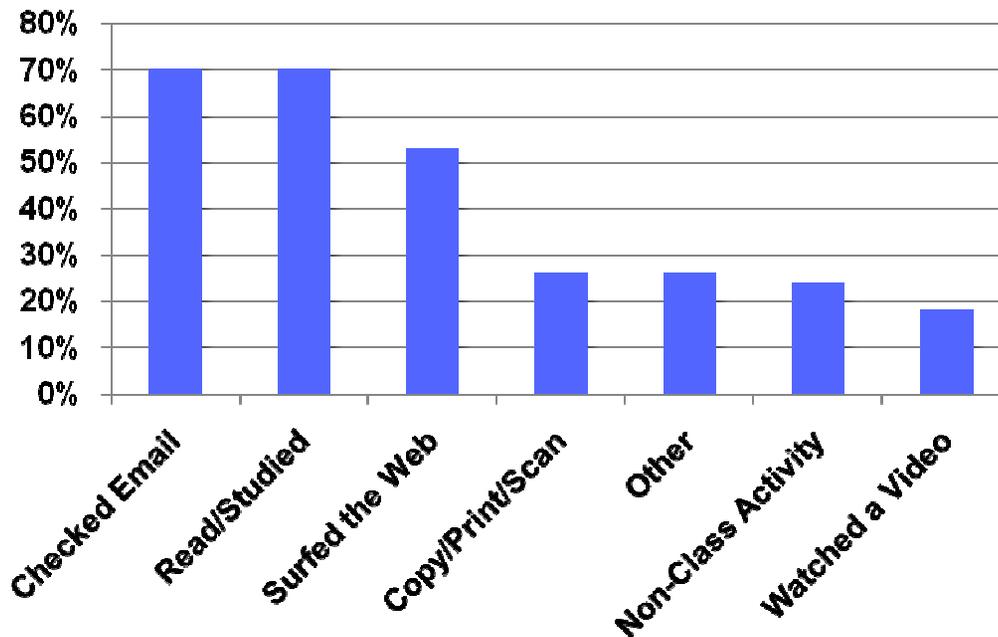


Undergrads 95%

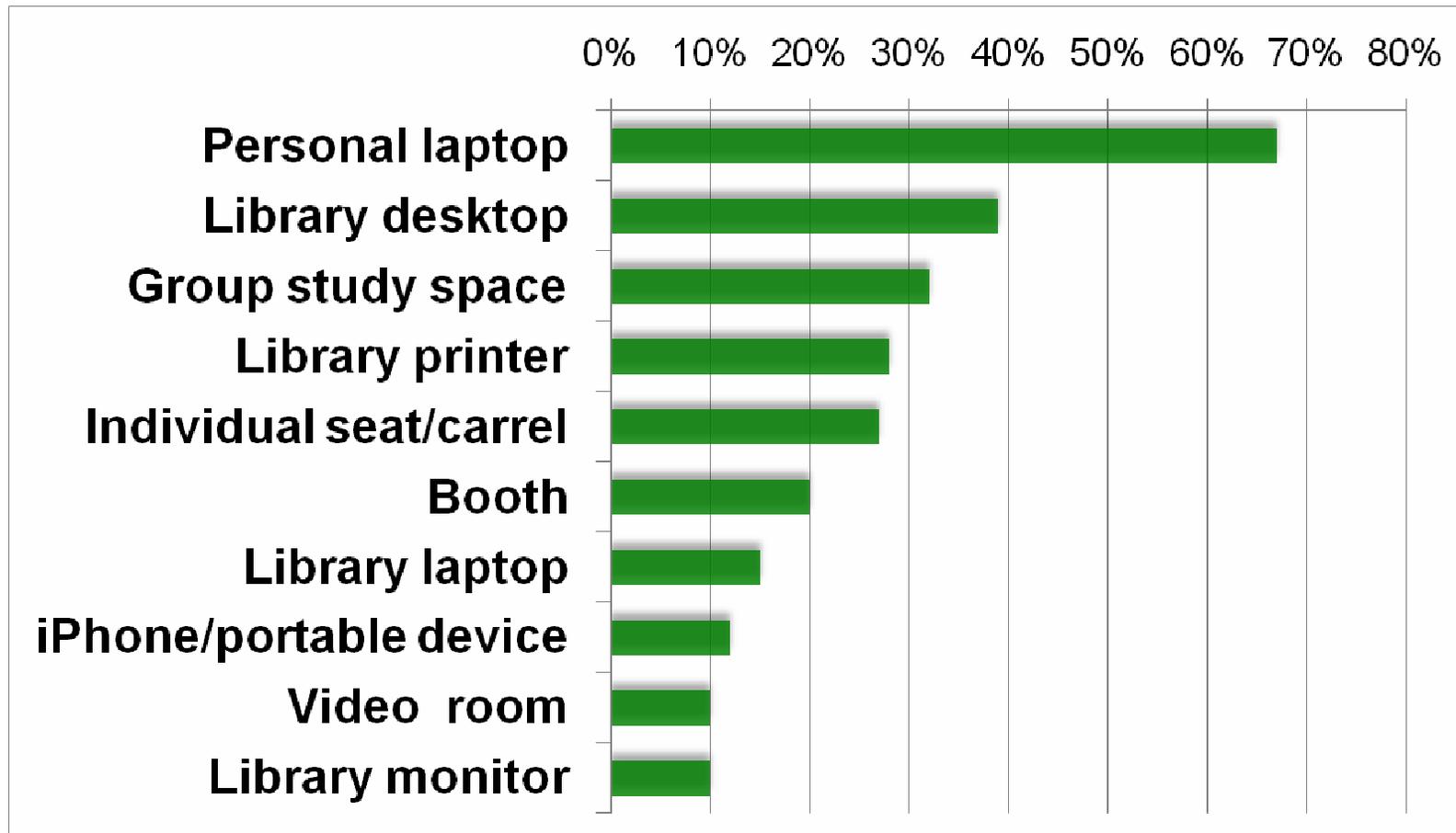
Task Survey: What Are They Doing?



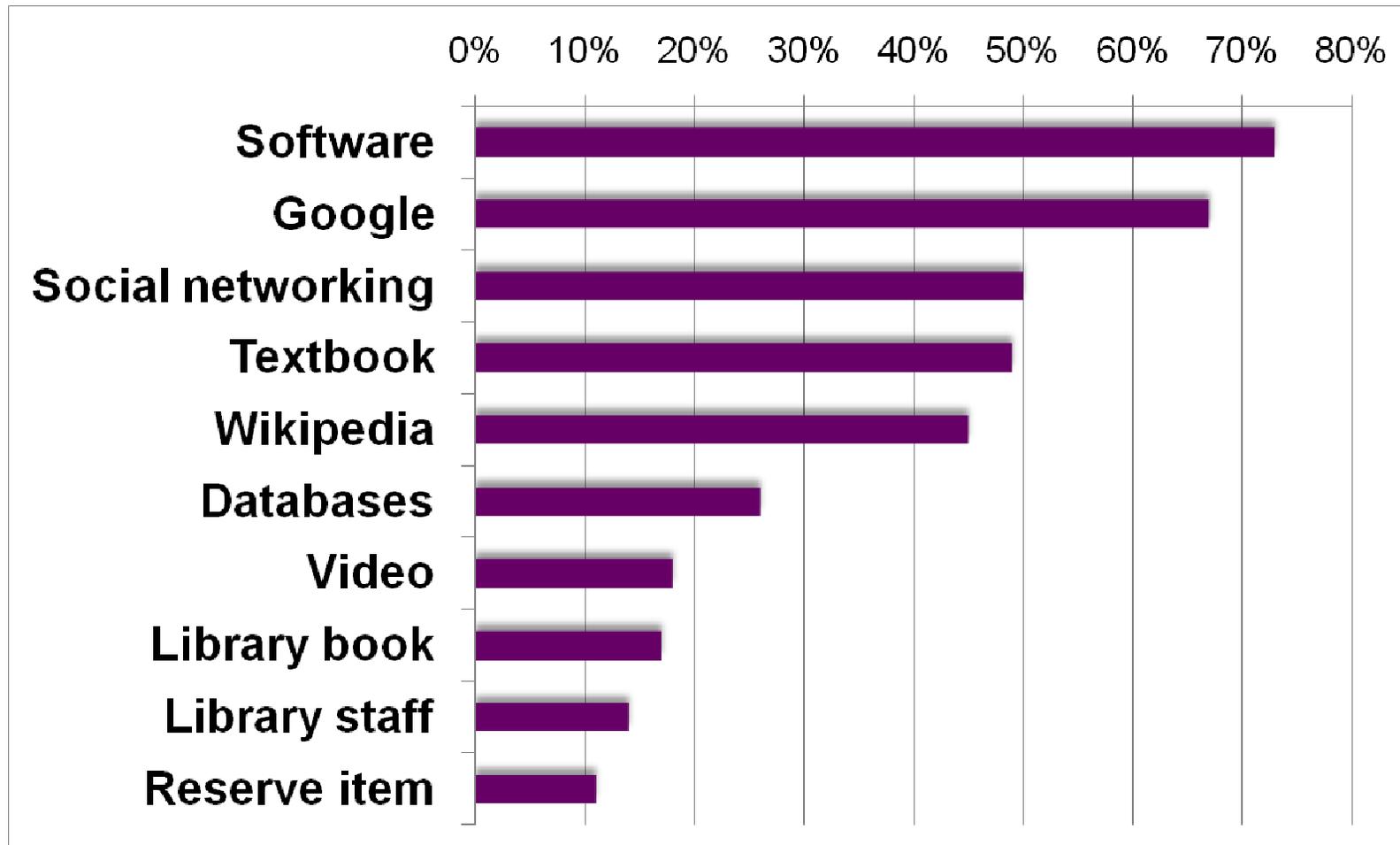
Individual assignment 80%
Group assignment 35%



Task Survey: What Equipment?



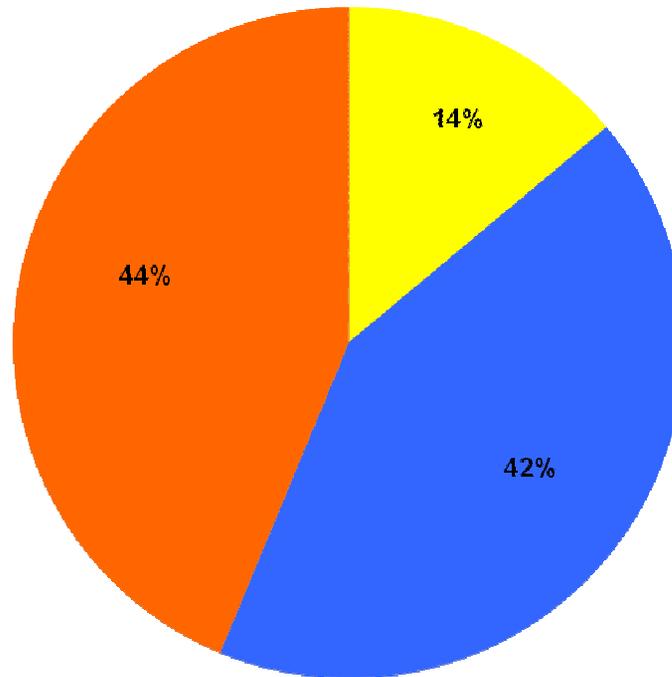
Task Survey: What Resources?



Task Survey: How Long?

When they're in Clemons they're here for...

■ Less than 1 hour ■ 1-3 hours ■ More than 3 hours





Task Survey: “Can I get her number?”

Final Question: What could you have used help with?

“How do I find books in the library?”

“More tables with big monitors for group work.”

“More Ethernet cords.”

“...the air is stale down there...”

“Why is it so cold?”

“How can we quickly access the online version of the Wall Street journal?”

“Get more laptops. Nicer headphones.”

“How do I do a problem with a differential eq.?”

“How can I connect to UVA wireless with my mobile device?”

“Is it possible to make desktop screens moveable?”

“Where can I find more on this topic?”

Focus Groups and Discussion: Tools



Focus groups of 10-12 students:

Groups 1-3:

Exercise 1: Post-it Notes About Clemons

Exercise 2: Post-it Notes About Activities

Exercise 3: Timeline About Process

Group 4:

Discussion Group: Activities, Help,
Roadblocks, Solutions



Exercise 1: “Meet group @ fish tanks”

Post-it Notes About Clemons





Exercise 1: “Write paper” & “Napping”

Student activities fell into 5 areas:

- Group projects, studying, paper writing and research (49 notes)
- Reading books or watching movies and browsing for both (50 notes)
- Digital Media Lab for video editing and creation (10 notes)
- Equipment: power strips, printers (34 notes)
- Socializing (51 notes)

Exercise 2: “Watched Scarface”

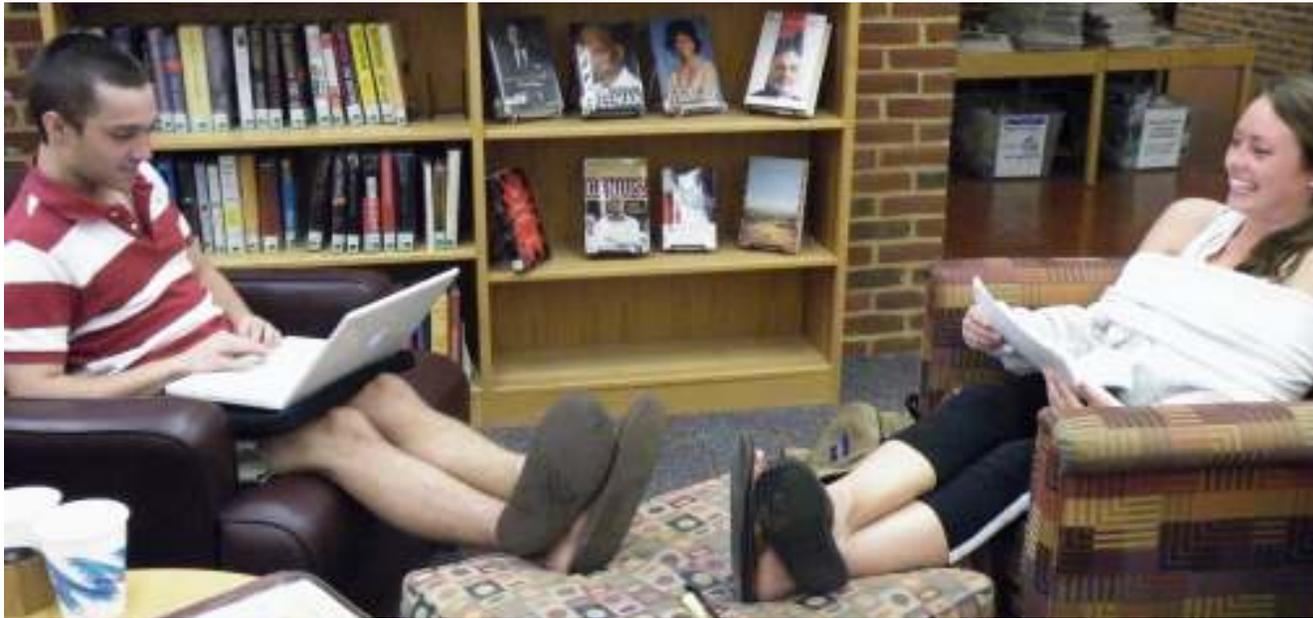


Post-it Notes About Activities

1. Write down for each of your last three visits to Clemons:
 - what you worked on
 - was it group or individual
 - what resources you used
2. Place the Post-it notes on the wall according to what floor you were on when you did the activity.



Exercise 2: “Astronomy Midterm”



1st Floor:

Silent floor
Individual study
Extra power
Stacks

2nd Floor:

Group work
Study tables
Group rooms
Stacks

3rd Floor:

Video viewing
Media creation

4th Floor:

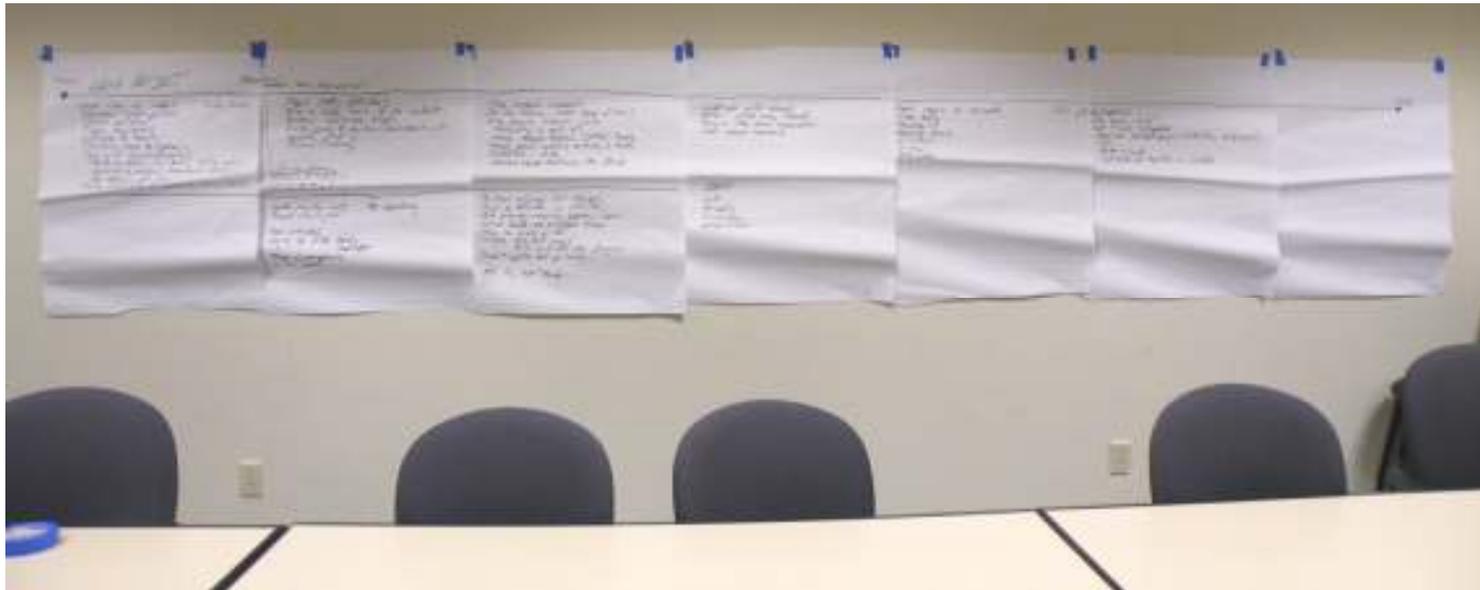
Collaborative work
Individual work
Lounging
Browsing

Exercise 3: “My topic was assigned.”



Timeline About Process

1. Create a timeline of a project from beginning to end.
2. What's the first thing you do? Then what? Then what? Then what?
3. Where along this timeline did you encounter roadblocks or difficulties of any kind?
4. What were they?
5. Where did you go for help?
6. Were there times when there simply was no help that you could find?



Exercise 3: “I Google for keywords.”



What They Said About Timeline:

“Use fish as a landmark”

“Clemons is close to everyone”

“Open 24 hrs.”

“Not your house”

“My TA is there”

“Wait until last minute”

“See if people did pre-work”

“Divide tasks”

“Allocate slides to group members”

“Start searching from home”

“Reconvene with resources”

“Coordinate by email”

“Meet again to compile”

“Use GoogleDocs, email”

“Plan final presentation”

“See if people did pre-work”

“Split work” and “Edit”

“Put it together”

“Print”

“Practice”



Exercise 3: “Walk around library 6 times”

When do students visit during their process?

Individual Work:

After getting assignment; after meeting with teacher; after Googling; before 2nd draft.

Group Work:

After getting assignment; after setting up meetings; before delegating tasks; after individual task; to complete project.

Phase 3: “The problem is...”



Write down all the difficulties or roadblocks you've encountered when doing your school work.

- Not being able to find information online. Textbook
- All the computers being used at the library
- No tables available/ private rooms / cubicals
- Place being either too quiet or too loud (even if I go to the 3rd floor, it's sometimes too loud)
- Wanting to check out a movie for a class, & it's checked out



Exercise 4: “We need pencils & paper.”

Help! Power, Computing and Tools

“If the power strip isn’t working, I leave, pray or get a new one”

“Logging on to a public computer takes FOREVER!”

“The internet goes in and out when there are a lot of people in the library.”

Exercise 4: “I can’t find what I need.”



Help! Finding information

“One on one...isn’t as intimidating”

“Librarian says *Oh, stacks* and I’m lost for two hours!”

“Getting started is the hardest part.”

“You assume the librarian can’t help you [with physics].”

“I would rather leave than talk to a librarian”

“You have to go where the books are, not where you want to be”

“Librarians don’t know more than me.”

Conclusion: Pull up a chair.

Pairing Task Survey with previous assessments helped develop process and exercises.

Flexibility to add open discussion to fit students' style worked.

Results have formed a foundation for decisions about space, education, outreach, communication and policies.



Thank you.

Questions?

