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LR&TS Assessment Report 2008-2009

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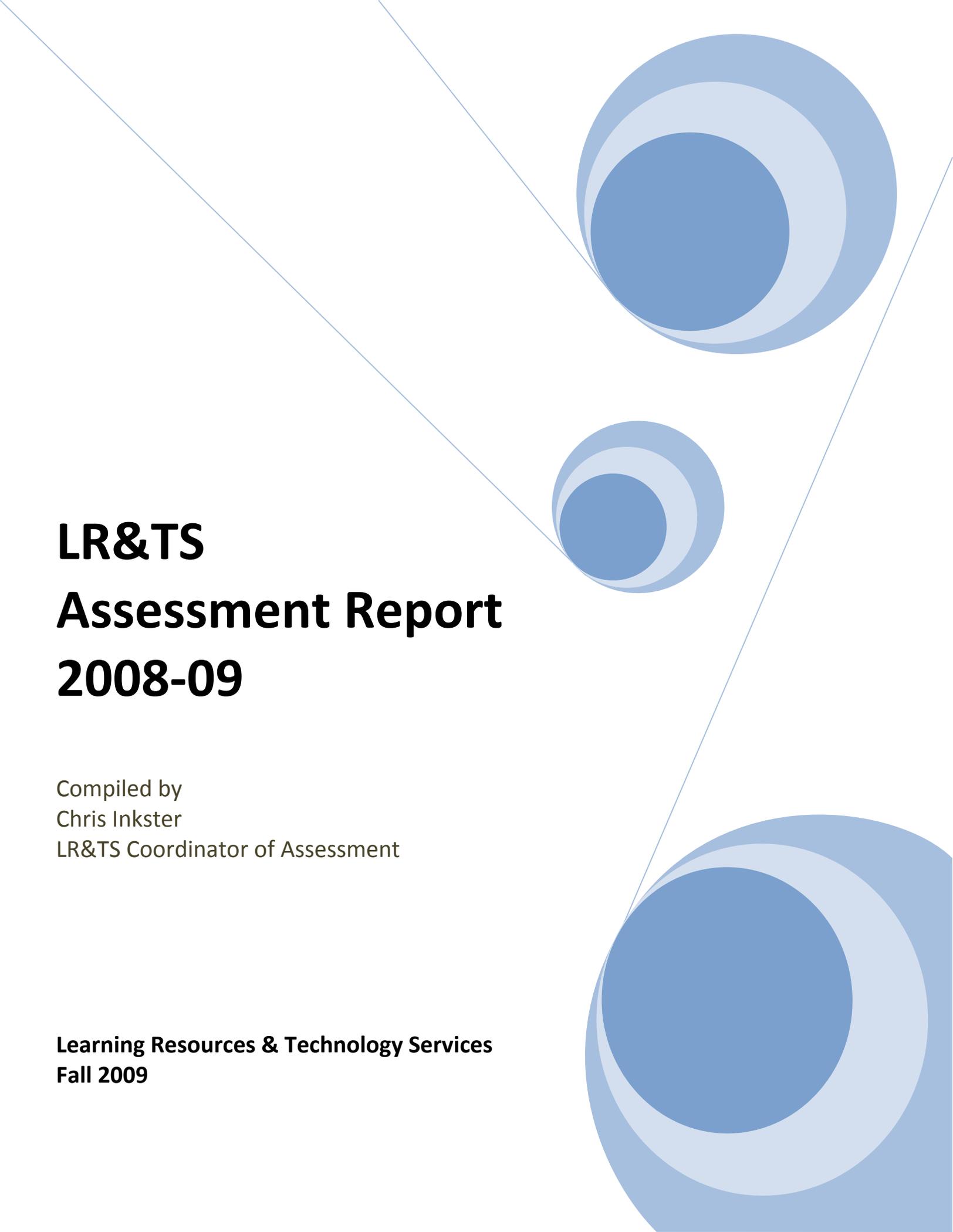


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LR&TS Assessment Report 2008-09

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**Learning Resources & Technology Services
Fall 2009**

LR&TS Assessment Report 2008-2009

Learning Resources & Technology Services

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LR&TS Assessment Report 2008-2009

Learning Resources & Technology Services

Introduction

In keeping with the campus-wide emphasis on assessment of student learning, assessment efforts at LR&TS have continued to focus on the awareness and satisfaction with services and resources provided by LR&TS. 2008-2009 was the sixth year of focused assessment at LR&TS.

Assessment Personnel

Chris Inkster has served as LR&TS Assessment Coordinator since fall 2005. An LR&TS Assessment Committee was established in 2006 to assist with goal setting, revisions and formatting of surveys, and general implementation and analysis strategies. Volunteers on this committee for 2009-09 included Fred Hill (Reference), Tom Hergert (InforMedia Services), Casey Wagner (Information Technology Services), Sandra Williams (Reference), and J. C. Turner (Dean's Office, ex officio). Work group leaders have also been active in relevant assessment activities.

Process for Determining Assessment Focus

Assessment planning began in fall 2008 by using the most recent results of the two major assessment instruments: the Miller Center survey and the telephone survey conducted by the SCSU Survey in 07-08.

After the Assessment Coordinator shared pertinent assessment results individually with each work group leader, the Dean's Advisory Council discussed the assessment results and planned for areas that the surveys showed needed attention.

Based on the results of the spring 2007 LibQUAL+ Survey, service areas committed to continuing target student worker customer service skills, with the goal that the next time the LibQUAL+ Survey is administered (in 2010, on a three-year rotation schedule), faculty and student perceptions about this would be improved.

In fall 2008 the Assessment Coordinator proposed an assessment plan focused on revising and repeating the Miller Center Survey and the Telephone Survey. The plan also continued

analyzing assessment data from other sources as these became available (for example, NSSE and Graduating Senior Survey) as well as focused assessments planned by LR&TS work groups.

Revising and Planning

The Assessment Coordinator drafted revisions of the Miller Center and Telephone Survey instruments to continue to diminish any ambiguities that were noted in the in-depth analysis of the 2007-08 data. The Assessment Coordinator met with the faculty director of the SCSU Survey to revise several the Telephone Survey questions and to discuss suggestions for improving the formatting and the ordering of the questions to make the responses more parallel to the Miller Center Survey.

Again this year, several guidelines were followed in the revision process:

- Questions focusing on technology and library should be relatively evenly balanced on the two Miller Center Survey versions
- Similar questions on the Miller Center Survey and the Telephone Surveys should be asked in similar ways if possible in order to compare data
- Questions about new services should be added as appropriate (i.e., the redesigned library webpage)
- Consistent wording of “library and technology” rather than LR&TS should be used
- Precise wording and formatting to prevent ambiguous results should be considered when revising questions
- Valid questions should be retained as much as possible so that long-term assessment data can be gathered

Revised questions from the Miller Center Survey and Telephone Survey were then shared with work group leaders for feedback and suggestions. The LR&TS Assessment Committee made further suggestions for revision and keeping the surveys parallel.

The Assessment Coordinator worked with individual work groups as requested to develop focused assessment instruments. Work groups that collaborated in this way included:

- Reference – Library Instruction evaluation (fall, spring)
- Reference – Reference Desk evaluation (fall, spring)
- ITS – HelpDesk satisfaction survey draft
- Miller Center service desks – survey planned and designed for implementation in fall 2009

Assessment Instruments

Miller Center Survey

This survey (see [Appendix A](#)) again had two versions: A and B. The survey had a total of 12 questions:

- yes/no questions (with follow-up questions) – 7
- open-ended questions – 3
- demographic question – 1
- Likert-type items – 2 (1 question with 12 sub-questions ranging from 1 – *Strongly Disagree* to 4 – *Strongly Agree* and an option for *no opinion* and 1 question with 11 sub-questions)
- forced choice item – 2 (1 with 12 sub-questions and 1 with 8 sub-questions with *Used and satisfied*, *Used but not satisfied*, *Aware of but not used*, and *Not aware of*)

The differences between Version A and Version B were the categories of resources and services listed for question #7, a forced choice item. At the suggestion of workgroup leaders, the questions on D2L from the 2007-08 survey were not asked this year; instead, the library-focused question #9 was substituted.

- library Wegpage use (Version A)
- library resources use (Version B)

The format of the survey was similar to the format used since 2005-06, as those changes had significantly improved the reliability of the data received. This format for the questions with forced choices was continued this year with directed answers:

Used and satisfied
Used but not satisfied
Aware of but not used
Not aware of

Students were again invited to write additional open-ended comments in a box at the end of the survey.

Telephone Survey

This survey (see [Appendix B](#) for script) consisted of 27 questions, including two yes/no questions, 6 forced questions, 4 multiple response items, 15 5-point Likert-type scale questions, and two open-ended questions. A few questions were revised to better match the questions on the Miller Center Survey. The introductory text for the question sets was also revised to improve the reliability of student responses.

The participants in the Telephone Survey are not necessarily library users (as is primarily true in the Miller Center Survey, with the exception of students waiting in the lobby for a bus) and thus gives us a broader perspective of student awareness and satisfaction.

Focus Group

Responses from the Dean's Student Group, which meets annually in the spring with the LR&TS Dean, were used to provide another student viewpoint on LR&TS services and resources.

Assessment Instrument Administration

Miller Center Survey (N = 285)

The Miller Center Survey (Versions A and B) was administered to individuals who entered or exited the Miller Center during the second and third week of March, 2009. Ten two-hour blocks, including evenings and weekends, were scheduled so that students present in the Miller Center at various times and days of the weeks would be able to participate. Several members of the LR&TS Assessment Team and library faculty volunteered to assist with distributing the surveys as students entered the library wing. No incentive was provided to participants, but most students who were asked participated willingly and many returned completed surveys. A box to deposit surveys and a poster display about the survey project was available in the Miller Center lobby for students to self-administer the survey.

Of the 500 copies distributed, 285 usable surveys were returned, for a return rate of about 57% (down from 60% in 07-08). Because of the continued improved formatting of the survey, this year almost all returned surveys were usable and only a few were not included because of too much missing information.

Telephone Survey (N = 522)

The Telephone Survey was conducted by the SCSU Survey Center during the last week of November and the first week of December, 2008. At the Survey Center's request, the LR&TS questions were folded into a larger campus-wide survey, though LR&TS and Tech Fee questions comprised the bulk of the survey. A random sample of all SCSU students was called, and 522 completed the survey. SCSU Survey commented that students called were very willing to participate in this survey.

Data Analysis

Miller Center Survey

The Assessment Coordinator developed coding categories based on natural language coding principles to identify common themes for the open-ended questions for the Miller Center

Survey. The coding scheme was constructed from previous survey results and from a detailed sampling of 100 of the 08-09 surveys. It was interesting to note that again in 2009, student responses to open-ended questions tended to emphasize the *academic* nature of LR&TS services more. For instance, many students commented that LR&TS was helpful in providing resources “for research for my class assignments” or “for academic research.”

After the Assessment Coordinator coded the survey, all data were entered into *Excel* with the help of student workers in the Associate Dean for Library Services office. The Assessment Coordinator used a spot-checking technique to verify the accuracy of the data input. The Assessment Coordinator then used *SPSS* software to analyze the data.

Telephone Survey

The SCSU Survey Center provided an Excel document of the survey. The LR&TS Coordinator of Assessment took several workshops in SPSS and learned to use this statistical analysis software to analyze the data from the telephone survey.

Results: Miller Center Survey

In fall 2008, the Assessment Coordinator met individually with work group leaders to highlight responses and results from the Miller Center Survey that were directly connected to their work group. The Assessment Coordinator also met with the Associate Dean for Library Services to begin planning for library assessment 08-09.

Demographics. A total of 285 students responded to the survey. The majority of these students were juniors (28.1%), followed by seniors (16.8%), freshmen (16.5%), and sophomores (15.8%). Seven percent were graduate students. Most of the students (85.2%) were enrolled at SCSU during fall semester 2008. These demographics are slightly different from 2007-08, where juniors and seniors comprising about half of the participants.

Visits to Miller Center. Ninety-four percent of participants visited the Miller Center at least several times per week. The top responses for number of times visiting were:

- Several times a week (35.1%)
- Daily (26.1%)
- More than once daily (20.3%)

Use of LR&TS Website. The LR&TS Website was used by 67.2% of participants at least weekly. The responses for frequency of LR&TS Website use were:

- Less than 10x during semester (25%)

- Daily (9.1%)
- Several times per week (23.6%)
- More than once daily (10.9%)

Use of HuskyNet email and file space. Almost all of respondents (99.1%) accessed their HuskyNet email account regularly.

- More than once daily (63.3%)
- Daily (20.4%)
- Several times per week (11.7%)

Students were asked about their use of HuskyNet file space. Top responses were:

- Used HuskyNet file space to store documents (66.1%)
- Did not know how to use it (11.3%)
- Did not have a need to use it (5.2%)

Personal computer access. This question was asked for the second time this year. Results were:

- Have easy access to a computer at their residence (90.4%)
- Can easily access library databases from their residence (76.8%)
- Own a laptop computer (72.6%)

Computer utilization. Many students (73.8%) had used a computer in the Miller Center on the day they completed the survey.

The most frequent reasons (all with at least 20% responding) for using a Miller Center computer were to:

- Read email (48.1%)
- Use D2L (35.4%)
- Use a printer (35.4%)
- Do a class assignment other than a paper (32.6%)
- Use Facebook, MySpace, etc. (30.2%)

Other reasons with 15-20% responding were as follows:

- Write assigned paper (21.8%)
- Check news (18.9%)
- General convenience (15.8%)
- Faster Internet connection than at home (13.3%)
- Use software not owned (11.2%)

Library utilization. This question was added to the 2008 survey to parallel the Miller Center computer utilization question. Many of the students (44.9%) used the library resources or services on the day they completed the survey.

The most frequent reasons for use were:

- Do research for an assignment (21.9%)
- Use library database such as *Academic Search Premier* to find articles (11.6%)
- Use Google or Yahoo to do research for a class assignment (11.6%)

Library Webpage. This section was added to the survey this year. Of the 8 questions about the newly re-designed Webpage, three questions were ranked *Used and Satisfied or Strongly Agree/Agree* by more than 90% of the respondents.

- Ask a Librarian link (91.4%)
- Overall, the library webpage is easy to use (95.9%)
- Overall, the library webpage helps me locate library resources on my own (93.8%)

Students were unaware of several items:

- *Ask a Librarian* link (57.4% were unaware)
- *How Do I ...* help link (48.7% were unaware)

The only item showing significant dissatisfaction among users was Articles and Database (16% used by not satisfied) – perhaps students were dissatisfied with the availability of full text for articles they wanted to use.

Library Collections. This section was also added to the survey this year. Students reported the following usage of library resources used for research:

- Online journal / magazine articles (24.2%)
- Books (21.1%)
- E-Books (13.0%)
- Print academic journals (11.6%)

When asked about how library collections supported their research needs, students responded *Strongly Agree or Agree* as follows:

- Online indexes and databases (82.3%)
- Availability of full text articles (77.0%)
- Books (74.6%)
- Availability of print articles (69%)

When asked how many library items they had used for research during the current semester, students responded as follows (most frequent answer is bold):

- Books (**0 = 42.9%**; 1-5 = 36.6%; 6-15 = 17.9%; 16-24 = 2.7%)

- Articles (0 = 17.1%; **1-10 = 55.9%**; 11-25 = 16.2%; 26-49 = 9%; 50+ = 1.8%)

At least 10% of the respondents (10% of 285 = 29) had *not used* the following library resources during the semester:

- Book check out (42.9% has not checked out a book)
- FindIt icon (39.8%)
- Print articles (25.7%)
- Books (20.2%)
- Full text articles (13.3%)
- Online databases (11.5%)

Overall support (*Strongly Agree or Agree* responses) provided by library resources was indicated as follows:

- Overall, the library supports my research needs (91.1%)
- Books, magazines, DVDs, CDs, etc., are available to support my entertainment interests (56.7%)

Top two ways library and technology resources and services support your academic learning.

This question was added in 2006-07 to parallel the university's institution-wide emphasis on assessing student learning. For the past two years, students' comments have been more focused on the academic nature of these resources and services, with comments like "great resources for my classes," "has the journal articles I need," and "academic materials for my assignments."

The following ways of academic support, listed in rank order, were mentioned by students for this year's survey:

- Academic research (43.8%)
- Computer access (16.8%)
- Can get help / instruction (11.2%)
- Academic work / study (9.0%)
- Environment (9.0%)

The small group of students (n = 5) who *disagreed* that library and technology resources and services supported their academic learning mentioned needing more help, more study rooms, more food choices, and more full text articles as the reasons.

Satisfaction with day's visit to Miller Center. Almost all of the participants (90.4%) were satisfied with their visit to the Miller Center on the day of the survey, for these reasons:

- Accomplishing what they came to do (52.3%, up from 46% in 07)
- Did research / used resources (13.7%)
- Environment (9.5%)
- Computer access (2.1%)

The few students (n = 19) who were *dissatisfied* most often mentioned lack of computer access as the reason.

Top reasons for using the Miller Center. Comments related to academics (study and research were mentioned by 87%) were the most frequently mentioned responses for the top reasons for using the Miller Center.

- Academic work (study, read, do assignments, etc.) (53.5%)
- Environment (37.2%)
- Academic research (33.7%)
- Computer access (29.7%)

Overall student satisfaction with library and technology resources and services. Students were asked about their use and satisfaction for 24 items (each version of the survey had 12 unique items listed). For another 12 items (included on both versions of the survey), students were asked to respond on a scale from Strongly Agree to Strongly Disagree. At least 90% of students *who had used the services or resources* rated 22 of these 36 items (61%) as *Used and Satisfied* or *Strongly Agree / Agree*. (Ninety percent of the 285 survey participants is 256.)

When asked to rate “library and technology resources and services available at SCSU support my student learning,” the responses were:

- Strongly agree (41.8%)
- Agree (53.1%)
- Disagree (.4%)
- Strongly disagree (4.2% -- n = 12)

When asked “I was satisfied with my visit to the Miller Center today,” students responded:

- Yes (90.4%)
- No (8.7% -- n = 19; see Appendix C, page 12, question 11 for comments)

Complete results for the 36 items are available on [Appendix C](#).

Comments in box. More than 40 students (15% of participants) took time to add a comment this year. Categories of comments included:

Overall (8): library great ... good ... perfect ... thank you all for the hard work and good service ... I love the library ... 😊

More computers (6): more Macs, Macs are too slow

Hours (5): 24/7 like other universities (3) ... especially during exams ... after hours rooms get crowded and are not conducive to study ... librarian here 24/7 or at least longer (1)

Food (4): add food court ... add Chipotle ... let us eat at tables where there are no computers to ruin with spills ... let us eat and drink; sometimes I'm here for 4 hours

Collections (4): update books for business—most are from the 70s and do not help with research ... need full text for psychology, sociology, anthropology ... increase videos/DVDs that are related to courses ... Find It said the journal was located in Miller Center; I tried to find it and it said we don't have journal -- frustrating

Facility (2): great atmosphere ... students should be aware that spaces to work in groups are not for playing in groups, listening to music with high volume, or talking by cell phone with loud voices

Survey (2): Nice questions ... thanks for asking us about what we think

Student workers (2): Train student workers on courtesy. A smile goes a long way even if you don't mean it . . . Student working at the circulation desk wasn't very polite and willing to help when I wanted to check out a laptop. She was staring at her computer and didn't look up at me. :-)

Pet peeves (1 each): NumLock is always on when you sign in ... need headphones to check out ... need more recycling bins ... Firefox problem on my profile had to be reset a number of times ... fix chairs so they don't rock and squeak ... put full length mirrors in the restrooms ... my generation is too reliant on electronic resources ... limit use of MySpace and YouTube during high traffic times

Instruction: It was very helpful when I have a class that has a speaker come and teach us how to use the library website.

See [Appendix C](#) for more details and analysis of the 2008-09 Miller Center Survey.

Results: Telephone Survey

Demographics. The SCSU Survey completed interviews from 522 students in the last week of November and first week of December in 2008. Seniors (21%), juniors (21%), and freshmen (21%) were tied for the largest group, followed by sophomores (19%) and graduate students (13%). Most of the students lived off-campus (83%), with 17% living in residence halls. Slightly more than half (50.4%) were male, with 49.6% females. All of the students were attending SCSU in fall semester 2008.

Visits to Miller Center. A high percentage of the students (89%) said they had visited the Miller Center facility during fall semester 2008. More than half (59%) visited at least once a week. Responses to this question in rank order were:

- Less than 15 times / semester (30%)
- Several times a week (23%)
- Once a week (16%)
- Daily (13%)
- Not at all (11%)

- More than once per day (7%)

Access via computer for academic research Many of the students also accessed LR&TS resources via computer, with 82.2% doing this at least once a week. Responses were:

- Weekly (36.8%)
- Several times a week (31.6%)
- Daily (9%)
- More than once daily (4.8%)

Use of technology services. Almost all (97.6%) accessed technology services (including D2L, e-mail, and file space) at least weekly. Responses were:

- Daily (42.4%)
- More than once daily (39.3%)
- Several times a week (14.2%)
- Weekly (1.7%)

Library Collections. Students were asked if library collections were adequate for their research needs for classes. Responses that indicated students who had used the collections *Strongly agreed or Agreed* as follows:

- Books (91.7%)
- Journals, magazines, and newspapers (95.1%)
- Online full text articles (93.4%)

Student satisfaction with resources and services. Students were asked about their awareness of and use of 14 additional LR&TS resources and services. All 14 items were identified as *satisfied* by at least 90% of respondents who had *used* the services. No items were identified as *unsatisfactory* by users. (Ninety percent of the participants is 470 students.)

For more analysis of these items, see [Appendix D](#).

Why student doesn't visit Miller Center more frequently. Five of the 10 reasons provided were identified by more than 10% of the respondents. (Ten percent of the participants is 52 students.) These items were ranked as follows:

- Use resources via computer (23.6%)
- No class assignments that require going to the Miller Center (13.6%)
- Not enough computers (10.7%)
- Use Miller Center often and do not need to use it more (10.3%)

How student learned about Miller Center services and resources. Only two of the seven reasons provided were identified by at least 10%. These are ranked as follows:

- From a professor (57.1%)
- From another student (19.9%)

Other ways of learning about services and resources included:

- From a library instruction session (5.4%)
- From HuskyNet Web sites (3.8%)
- From Miller Center Web sites (2.7%)
- From a worker in the Miller Center (2.7%)
- From promotional materials in the Miller Center (poster, flyers, etc.) (2.5%)
- From a technology instruction session (1%)

General satisfaction with library and technology resources used. Almost all (99.2%) *Strongly agreed* or *Agreed* that they were generally satisfied with Miller Center services and resources. Only a few (n = 4) disagreed, citing not enough computers as the most frequent reason for their dissatisfaction.

See [Appendix D](#) for more details and analysis.

Comparative Study

The Assessment Coordinator completed a comparative study of the two telephone surveys for 2008. The first was conducted in early spring of 2008 and the second was conducted in late fall 2008. The comparative study focuses on information relevant to Miller Center service desks.

All nine questions related directly to service desks received rankings of **Used and Satisfied** from at least 90% of the users in the survey.

Service that students were least aware of included research assistance (42% were unaware) and telephoning the computer HelpDesk (41% were unaware). Other items were generally unknown to about a quarter of the students in the survey.

For more details, see [Appendix E](#).

Other LR&TS Assessment Sources

LR&TS Workgroup Collaborations. The Assessment Coordinator assisted the following workgroups with focused assessment projects.

Reference – Library Instruction Evaluation

In both fall and spring semesters, library instruction presenters asked students to fill out evaluation forms. The forms were tallied and comments were collected on a spreadsheet.

Evaluation forms were received from 1,850 students in 115 sessions. Students were asked if they felt more confident about starting their research as a result of the session:

91.9% – Yes

7.0% – Not sure

When asked if the session was helpful, students responded:

93% – Yes

6% – Not sure

First year students completed the most evaluations (42%), followed by juniors (17%), sophomores (14%), and then seniors and graduate students (13%).

Reference -- Reference Desk Evaluation

In both fall and spring semesters, reference librarians selected one week during which patrons were asked to fill out evaluation / satisfaction forms. The results were collected on a spreadsheet and analyzed. It should be noted that not all patrons had time to fill out an evaluation form.

Fall 2008 (n = 74)

Reference Librarian made me feel welcome

Yes – 100%

Reference Librarian helped me with my question

Yes – 90%

Overall, the Reference Librarian provided satisfactory assistance

Yes – 100%

Would you recommend the Reference Desk to a friend?

Yes – 100%

Spring 2009 (n = 69)

Reference Librarian made me feel welcome

Yes – 100%

Reference Librarian helped me with my question

Yes – 100%

Overall, the Reference Librarian provided satisfactory assistance

Yes – 99%

Would you recommend the Reference Desk to a friend?

Yes – 100%

Reference – AskRef E-Mail Reference Service

In fall 2008, email surveys were mailed to those who had asked questions. Ten responses were received.

The reference librarian helped me with my question

Yes – 90%

I was satisfied with the promptness of the reference librarian's response to my questions.

Yes – 90%

Overall, the Reference Librarian provided satisfactory assistance.

Yes – 100%

Would you recommend the AskRef e-mail reference service to a friend?

Yes – 100%

How did you learn about AskRef e-mail reference?

Library website (70%)

Professor (20%)

Librarian (10%)

Friend (10%)

The same survey was conducted in spring 2009, with the following results:

The reference librarian helped me with my question

Yes – 98%

I was satisfied with the promptness of the reference librarian's response to my questions.

Yes – 97%

Overall, the Reference Librarian provided satisfactory assistance

Yes -- 98%

Would you recommend the AskRef e-mail reference service to a friend?

Yes – 98%

No comments were made to indicate the reasons for dissatisfaction from the one respondent.

Library Instruction

In fall 2008 and spring 2009, 1,921 evaluations of library instruction sessions were collected from students. Most were from freshmen (37.2%), followed by juniors (18.6%), seniors (18%), sophomores (11%), and graduate students (7%). Responses are as follows:

I feel more confident about starting my research for this assignment as a result of this session.

Yes – 93.9%

This library instruction session was helpful.

Yes – 95%

Dean's Advisory Group

The LR&TS Dean annually meets with a group of students to listen to them talk about what they like about the library and what suggestions for improvement they can make. The eight students in the spring 2009 group appreciated the building atmosphere, computer areas and software, library services, study areas, and the workers and staff of the Miller Center.

Students made suggestions regarding recycling and garbage cans and heat in the building, checkout equipment, communication signage and other information, computer issues, hours, safety, staff, and the Website. This year there were no comments about noise in the building or about unhelpful student workers.

See all comments, categorized by topic, in [Appendix F](#).

LR&TS Assessment Report to University Assessment

Each fall the LR&TS Assessment Coordinator submits a report to the University Assessment Office. The following chart summarizes the implicit student learning outcomes related to LR&TS services and resources for the 07-08 year.

Program learning outcomes assessed this year	Where did you assess this learning outcome? (Course? Other activity?)	Assessment methods and tools* (How did you assess this student learning outcome?)	Key findings** (Briefly describe what the results show about student learning. How well was the outcome met? Suggested length 25 to 50 words.)
LIBRARY			
Students in library instruction sessions will report increased confidence in being able to locate research appropriate for their assignments	At conclusion of 17 sections of professor-requested library instruction sessions (N = 1,921)	Brief half-page self-report evaluation filled out by 1,921 students attending library instruction sessions with their classes. Anonymous evaluation forms were entered into a spreadsheet by an adjunct librarian. Library faculty are then able to look at responses from all of their library instruction sessions in order to make improvements.	94% indicated they were more confident about doing research for the class; 7% were not sure. 95% reported that the session was helpful; 6% were

			not sure.
	Miller Center Survey (N = 285)	Students were asked if they had used and were satisfied with library instruction sessions.	83% of students who attended were satisfied (down from 88% in 2007); 41% were aware of the service but had not used it
Program learning outcomes assessed this year	Where did you assess this learning outcome? (Course? Other activity?)	Assessment methods and tools* (How did you assess this student learning outcome?)	Key findings** (Briefly describe what the results show about student learning. How well was the outcome met? Suggested length 25 to 50 words.)
Students who seek assistance from the Reference Desk (in person, by phone, or by email) will report satisfaction with the help they received.	Surveys are distributed to students who seek help at the Reference Desk during one week in fall semester and one week in spring semester	Brief quarter-page self-report evaluation filled out by students who ask for assistance at the Reference Desk. Anonymous forms were analyzed by the Reference Coordinator, who shared general trends with all Reference librarians. Although more questions were answered during the weeks of the evaluation, 117 forms were returned.	100% of the students who returned forms were highly satisfied with the assistance they received.
	Survey of students at Reference Desk (N = 142)	Students were asked if they had used and were satisfied with asking for assistance at the Reference Desk.	96% of students who used the Reference Desk were satisfied; 38% were aware of the service but had not used it
	Telephone survey (N = 522)	Students were asked if they were satisfied with assistance at the Reference Desk	94% of users were satisfied with Reference Desk assistance, though 38% were not aware of the service
Students who use Ask a Librarian link to locate assistance will report satisfaction	Miller Center Survey (N = 285)	Students were asked if they had used the Ask a Librarian Link	91% of students who has used the link were satisfied; 58% were aware but hasn't used
Students who use the Miller Center book collection for research will report satisfaction	Miller Center Survey (N = 285)	Students were asked if the Miller Center book collection supported their academic needs	86% of users were satisfied; 25% were aware but hadn't used

Students who use the full text journal articles for research will report satisfaction	Miller Center Survey (N = 285)	Students were asked if the full text journal articles supported their academic needs	88% of users were satisfied; 29% were aware but hadn't used
Program learning outcomes assessed this year	Where did you assess this learning outcome? (Course? Other activity?)	Assessment methods and tools* (How did you assess this student learning outcome?)	Key findings** (Briefly describe what the results show about student learning. How well was the outcome met? Suggested length 25 to 50 words.)
TECHNOLOGY			
Students who seek assistance with D2L will report satisfaction with the help they received.	Miller Center Survey (N = 285)	Students were asked if they had used and were satisfied with assistance they received with D2L.	92% of students who had asked for help with D2L were satisfied
Students who seek help in the computer labs will report satisfaction with the help they received.	Miller Center Survey (N = 285)	Students were asked if they were satisfied with help in the computer labs.	90% of students who asked for help were satisfied; 50% were aware that help was available but had not used it
Students who participate in technology training / software workshops will report satisfaction with the workshops.	Miller Center Survey (N = 285)	Students were asked if they were satisfied with the technology / software workshops.	82% of users agreed that the technology workshops were satisfactory; 52% were aware but had not used
	Telephone survey (N = 522)	Students were asked if they were satisfied with the technology workshops.	96% of users agreed that the technology workshops were satisfactory; 37% were aware but hadn't used
Students in classes that meet in e-classrooms will report that the use of the	Miller Center Survey (N = 285)	Students were asked if the equipment in the campus electronic classrooms (instructor station, Internet connection, projector, etc.) is beneficial and improves their learning.	87% agreed or strongly agreed that the e-classroom technology

technology improves their learning and class performance.			improved their learning
Program learning outcomes assessed this year	Where did you assess this learning outcome? (Course? Other activity?)	Assessment methods and tools* (How did you assess this student learning outcome?)	Key findings** (Briefly describe what the results show about student learning. How well was the outcome met? Suggested length 25 to 50 words.)
OVERALL SATISFACTION			
Students who use the Miller Center will report that library and technology resources and services have helped with their assignments.	Miller Center Survey (N = 285)	Students were asked if library and technology resources and services have helped with their assignments.	96% were satisfied with ways in which library and technology services have helped with their assignments
Students who use the Miller Center will report that library and technology resources and services have helped with their assignments and supported their learning.	Miller Center Survey (N = 285)	Students were asked if library and technology resources and services support their academic learning	96% were satisfied with the support from library and technology services
Students who have used the Miller Center facility will report overall satisfaction with their visits.	Miller Center Survey (N = 285)	Students were asked why they had come to the Miller Center on the day of the survey and whether or not they were satisfied with their visit.	90% were satisfied with their visit to the Miller Center the day of the survey
	Telephone survey (N = 522)	Students were asked about their overall satisfaction with Miller Center resources and technology.	97% agreed or strongly agreed

See [Appendix G](#) for the complete report.

Comments

The results of assessment and evaluation from the wide variety of data sources in recent years have continued to show that LR&TS patrons generally hold a very positive view of LR&TS services and resources.

However, the assessment data does reveal a number of areas for improvement in particularly crucial areas such as student workers' customer service skills and computer availability in the library. Additional suggestions for addressing these issues are expected to be forthcoming in the fall 2008 semester from LR&TS, the new Associate Deans, the Dean's Advisory Council, the work groups, and the administration.

Assessment Follow-Up

The LR&TS Dean, Dean's Advisory Council, and workgroups continue to make use of data gathered by the various recent LR&TS assessment instruments to inform decisions and guide planning and direction. Typically, each work group decides on the area(s) it would like to emphasize for further investigation, change, or improvement.

The DAC selected student worker skills and attitudes as a focus for improvement in 2007-08. This choice was based on past Miller Center Surveys, Telephone Surveys, and especially on the comments entered by faculty and students into the LibQUAL+ Survey in spring 2007.

The Assessment Coordinator displayed a poster called "Your Opinion Matters -- We've Listened to You in the Past" to bring students' attention to changes made in LR&TS as a result of assessment surveys. The poster is available in [Appendix H](#).

There are many instances where the work groups have anticipated assessment results in advance and have already planned for and in some cases even implemented improvements before the assessment results for 2008-09 became available. In fact, continuous improvement is a vital part of the LR&TS culture and commitment.

Acknowledgements

The Assessment Coordinator would like to thank many who have assisted with assessment projects this year.

Those who volunteered for the LR&TS Assessment Committee provided their survey design expertise and were extremely helpful in revising and improving the 2008-09 survey instruments, in distributing the Miller Center Surveys to students, and in lending assistance for analyzing and displaying results.

Steven Wagner, David Robinson, and Michelle Hammes of the SCSU Survey provided excellent assistance and advice for revising questions for the Telephone Survey and with setting up the question script for effective statistical analysis. Steve Malikowski taught the Assessment Coordinator the basics of manipulating *SPSS* to better analyze the resulting data sets for the Miller Center Survey.

Missy Northenscold and Ann Chmielewski (LR&TS Dean's Office), Brianna Inkster, and Whitney Inkster have all provided supportive assistance with *Excel* software and details. Student workers in the Associate Dean for Library Services office assisted with data input for the Miller Center Survey.

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Appendices

[Appendix A](#)

Miller Center Survey, Versions A and B 2009

[Appendix B](#)

Phone Survey Script

[Appendix C](#)

Miller Center Survey Results 2009

[Appendix D](#)

Telephone Survey Results Fall 2009

[Appendix E](#)

Comparison of Spring 2008 and Fall 2009 Telephone Survey

[Appendix F](#)

Dean's Student Advisory Group 2009

[Appendix G](#)

LR&TS Report to University Assessment Office Fall 2009

[Appendix H](#)

Poster to demonstrate changes based on student suggestions

Report and appendices available online at:
<http://lrts.stcloudstate.edu/about/reports/default.asp>