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LR&TS Assessment Report 2009-2010

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LR&TS Assessment Report 2009 – 2010



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Fall 2010

LR&TS Assessment Report 2009-2010

Learning Resources & Technology Services

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LR&TS Assessment Report 2009-2010

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 library and technology services and resources provided by LR&TS. 2009-2010 was the seventh year of focused assessment at LR&TS. This year the university reduced the reassigned time for assessment coordinators across the colleges from .5 to .25. As a result, LR&TS assessment projects were by necessity also diminished. In fall 2009, the LR&TS Dean's Advisory Council approved an assessment plan whereby one major assessment (rather than two or three) will be conducted each academic year on a rotating basis (see [Appendix A](#)).

The emphasis for 2009-10 was on the repetition of the LibQUAL+ national Web-based survey, first conducted at SCSU in 2007. Thus the results of the LibQUAL+ Survey comprise the bulk of this annual report.

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 2009-10 included Robin Ewing (Access), Tom Hergert (InforMedia Services), Fred Hill (Reference), Casey Wagner (Information Technology Services), and Sandra Williams (Reference). Work group leaders have also been active in assessment activities related to their areas.

Process for Determining Assessment Focus

After the Dean's Advisory Council received the results of the 2007 LibQUAL+ results in fall 2007, it was agreed that LR&TS would target student worker customer service skills, with the goal that the next time the LibQUAL+ Survey is administered (in 2010, after three years), faculty and student perceptions about student worker assistance at the service desks would be improved. Work groups and the Service Desk Collaborative (coordinators of Circulation, Computer Lab, HelpDesk, and Periodicals service desks) implemented a number of training activities to improve customer service skills for LR&TS student workers. In addition, results of the LibQUAL+ Survey were shared with work group leaders, and each work group individually determined areas from these assessment results to focus on for the coming years.

The triangulation analysis of the 2006-07 assessment projects was presented to DAC in fall 2007 (see [Appendix B](#)). This report provided in-depth analysis of the results of the LibQUAL+ Survey, the Miller Center Survey of spring 2007, several work group assessments that focus on awareness and satisfaction of resources and services (Reference Desk, Library Instruction, and study rooms), and other SCSU data sources (NSSE, SCSU Faculty Survey, and Graduating Senior Survey). In addition, a few areas of concern that were identified by the assessment results were addressed by LR&TS in general; for instance, student workers from the 2nd floor computer lab continue to monitor appropriate student behavior in direct response to student perceptions of occasional noisy environments in the Miller Center study areas, and signage concerning appropriate cell phone use was again updated. Thus the results and challenges of the LibQUAL+ 2007 report have been a focus of the LR&TS service desks for three years.

All of these 2007 assessment projects provided a solid foundation for the planning and implementation of the second iteration of the LibQUAL+ survey in spring 2010.

LibQUAL+ Survey – 2010

LibQUAL+ Survey – Background

LR&TS first participated in the LibQUAL+ Survey in spring 2007, with plans to repeat the survey every three years. This nationally normed survey is used by hundreds of libraries across the world. The 2009-2010 survey (see [Appendix C](#)) consisted of 22 questions that ask participants to rank on 1-9 scales (9 high) their *minimum acceptable* service level, their *desired* service level, and their *perceived* service level at their academic library. These questions focused on three broad themes:

- Affect of Service* (AS – 9 questions)
- Information Control* (IC – 8 questions)
- Library as Place* (LP – 5 questions)

Also included were five *local questions* chosen from a LibQUAL+ question bank to highlight areas not otherwise included in the survey. The survey concluded with scaled questions in three more areas:

- General Satisfaction* (3 questions)
- Information Literacy* (5 questions)
- Library Use* (3 questions)

In addition to these 38 questions, participants were invited to add a comment about the library.

For the second iteration of the LibQUAL+ Survey in spring 2010, the LR&TS Assessment Coordinator and LR&TS Assessment Committee decided to use a new version of the survey called *LibQUAL Lite*. This version shortens the time needed to complete the survey

considerably. At the same time studies have shown that because all of the participants answer a core of questions and all 22 questions are answered by a portion of the participants, the results are as valid as administering the entire survey to all participants. (References available on request.)

The LR&TS Assessment Coordinator gathered and entered data on SCSU population groups and library statistics. This institutional data will make it possible to compare LR&TS LibQUAL+ results with results from similar institutions. A revised software package to make this comparison easier to do is expected to be available through LibQUAL+ in the near future.

LibQUAL+ Survey – Methodology

The LibQUAL+ Lite Survey was distributed via email to a random sampling of 900 undergraduates, 600 graduate students, and 600 faculty members, for a total of 2,100 people. Participants received an invitation email from the LR&TS Dean one week before the survey link was distributed in March. The survey was open two weeks, with two emailed reminders sent.

The LibQUAL Lite Survey took less than 10 minutes to complete, and a total of 292 SCSU community members completed the questionnaire:

- 93 undergraduates (up from 81 in 2007)
- 97 graduate students (up from 72 in 2007)
- 99 faculty from all ranks (down from 105 in 2007)

As an incentive to participate, email addresses of two participants were drawn from a list of 50 submitted email addresses chosen at random by the LibQUAL+ administrators, and these two (a student and a faculty member) received \$200 gift certificates to the SCSU Computer Store. The certificates were supported through the LR&TS Foundation.

In spite of a chance to win a valuable incentive, the return rate for the 2,100 emails was a disappointing 14%. However, this is an increase from 12% in 2007. Because this was only the second time LR&TS had elicited feedback from faculty as part of our assessment efforts (the faculty return rate was 17%), the information is especially valuable to LR&TS faculty, staff, and administration.

LibQUAL+ Survey – Analysis

The data from the LibQUAL+ Survey was generated by the survey's administrators at the Association of Research Libraries. The campus report (see [Appendix D](#)) was available in summer 2010, after the closing of all of the academic year LibQUAL+ institutional surveys. Later in summer 2010, Excel files of local campus data, including volunteered comments, were made available to the LR&TS Assessment Coordinator. In fall 2010, the Dean's Advisory Council will

review all survey results and comments to identify any areas to focus on for improvement in 2010-2013.

This LibQUAL+ Survey represents the second time that LR&TS has directly and intentionally gathered assessment data from SCSU faculty, and thus this survey has a special significance for beginning to build long-range data to be used to identify ways in which library services might be improved or better communicated.

The LibQUAL+ survey asks respondents to indicate on a 1-9 scale (9 high) their *minimum accepted level of service*, *desired level of service*, and *perceived level of service* of their academic library. Data from this survey design is thus richer than data from a single average ranking, where it is impossible to know whether the responder means for a ranking of 7 out of 10 to represent a high or low perception, as that interpretation depends on the responder's expectations and lowest acceptable level.

LibQUAL+ data thus enables identification of items where participants' responses fell into the following categories:

- *Superiority*: Library Services Exceed Desired Level
- *Adequacy*: Library Services Exceed Minimum Level
- *Inadequacy*: Library Services are Less Than Minimum Acceptable Level

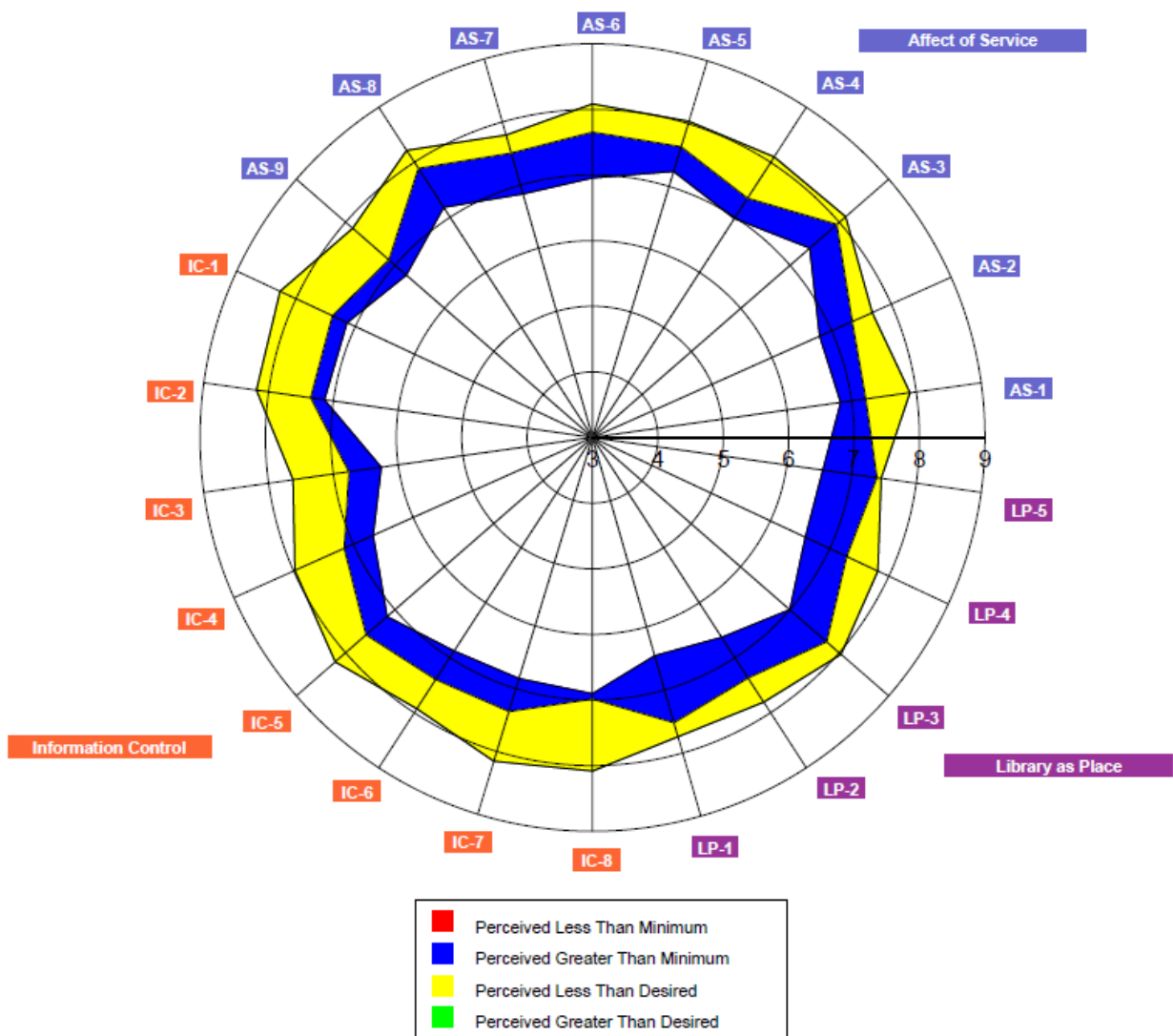
LibQUAL+ provides "radar charts" to visually represent the data, noting that a chart with yellow and blue indicates more positive responses than a chart with red areas. The radar chart for summary information for all participants is below, and all survey questions can be seen in Appendix C. The chart contains no red, meaning that none of the 22 core questions was perceived as inadequate by the respondents as a whole. At the same time, the yellow (shaded) areas indicate where the perceptions did not meet the desired level.

The blue (dark) areas in the chart below represent the items perceived as greater than the minimum. For all respondents taken as a whole, all rankings of perception of library services, resources, and facilities are above the minimally acceptable level – the blue edge closest to the center indicates the minimum acceptable and the edge toward the outside indicates the perceived level). The wider the blue band, the closer the item comes to the desired level. For example, in Question LP-1 – Library as Place (Library space that inspires study and learning), respondents would accept a library facility that scored 6.46, but they view the Miller Center at 7.52, an increase of more than one ranking (1.06). If the band is narrow, the ranking for minimum acceptable is very close to the perception of the item. For instance, the responses to Question IC-8 – Information Control (Print and/or electronic journal collections I require for my work) indicate that the minimum is 6.90 while the perceived ranking of 6.99 is only slightly (.09) above the minimum rank.

The yellow (shaded) areas in the chart indicate respondents' desired level, with the outer yellow edge representing the desired level and the inner yellow edge bordering on the blue

indicates the level of current perceptions. If the yellow and blue edges meet at the same point, then respondents' desired level is the same as the perceived level. The wider the yellow band, the further the perception is from the desired level. Again, in question IC-8, participants' desired level is 8.08, but the perceived level is only 6.99 – a significant difference of 1.09. When the yellow band is narrow, the perception comes close to the desired level. In question AS-3 (Employees who are consistently courteous), respondents' desired level was 8.13, and the perceived level was 7.95, a difference of only .18.

Summary Results for All Respondents



Radar charts were also provided for each population group (undergraduates, graduate students, and faculty) and can be seen in [Appendix E](#).

LibQUAL+ Survey—Results

Superiority: Library Exceeds Desired Level. In 2007, the Miller Center facility was the most often mentioned area that met or exceeded respondents' desired level. Three areas (out of 35) were scored in the superiority category from all respondents (library space inspires study and learning; comfortable and inviting location; and space for group learning and group study).

In 2010, however, only one area met desired expectations:

- Community space for group learning and group study (LP-5)

One other item was close to superiority:

- Employees are consistently courteous (AS-3)

Undergraduates identified the following three areas of superiority (in 2007, the three areas of superiority for undergraduates all dealt with the library facility):

- Employees who are consistently courteous (AS-3)
- Community space for group learning and group study (LP-5)
- Willingness to help others (AS-8)

In addition, two other items were close to superiority:

- A comfortable and inviting location (LP-3)
- Helpful online guides and tutorials (local question)

Graduate students identified the following area as exceeding their desired level of service:

- Employees are consistently courteous (AS-3)

They also identified one item as close to the desired level:

- Contributes to the intellectual atmosphere of the campus (local question)

Faculty identified two areas (up from 1 in 2007) that exceeded their desired level:

- Library space that inspires study and learning (LP-1)
- Quiet space for individual activities (LP-2)

Three additional items were very close to superiority for faculty:

- Comfortable and inviting location (LP-3)
- Gateway for study, learning, or research (LP-4)
- Giving users individual attention (AS-2)

Inadequacy: Library Does Not Meet Minimum Acceptable Level. Overall, survey respondents did not identify *any* area among the 38 core questions as inadequate. Only one item was very close to inadequate:

- Print and/or electronic journal collections I require for my work (IC-8).

In addition, two of the 5 local questions were rated as inadequate:

- Enabling me to find information myself 24 hours a day (local question)

- Collections of online full-text articles sufficient to meet my needs (local question)

By contrast, in 2007, four areas of inadequacy were identified, where the library did not perform at a level that met the respondents' minimum expectations (library Website enabling me to locate information on my own; printed library materials I need for my work; electronic information I need; and easy-to-use access tools that allow me to find things on my own).

Again this year, *undergraduates* did not identify *any* of the core or local questions as not meeting at least their minimum acceptable level.

Graduate students identified four areas (down from 5 in 2007) of the core questions and three of the five local questions as inadequate:

- Making electronic resources accessible from my home or office (IC-1)
- Employees who instill confidence in users (AS-1)
- Easy-to-use access tools that allow me to find things on my own (IC-6)
- Print and/or electronic journal collections I require for my work (IC-8)
- Enabling me to find information myself 24 hours a day (local question)
- Collection of online full-text articles sufficient to meet my needs (local question)
- Helpful online guides and tutorials (local question)

Faculty, as anticipated, identified the highest number of areas of inadequacy with six of the core questions and three local questions:

- Electronic resources I need (IC-4)
- Making information accessible for independent use (IC-7)
- Readiness to respond to users' questions (AS-4)
- Print and/or electronic journal collections I require for my work (IC-8)
- Making e-resources accessible from home or office (IC-1)
- Library Web site enabling me to locate information on my own (IC-2)
- Collections of online full-text articles sufficient to meet my needs (local question)
- Enabling me to find information myself 24 hours a day (local question)
- Ability to navigate library Web pages easily (local question)

Adequacy: Library Exceeds Minimum Acceptable Level but Does Not Meet Desired Level. All other LibQUAL+ Survey responses were in this positive range, with significant numbers of all respondents agreeing (7.0 on a scale of 9 high) that the library exceeded most of their minimal level of expectations for the 34 remaining questions on the survey:

- *All respondents* ranked 28 of 34 areas adequate (82%)
- *Undergraduates* ranked 24 of 34 areas adequate (70%)
- *Graduate students* ranked 23 of 34 areas adequate (67%)
- *Faculty* ranked 19 of 34 areas adequate (56%)

Summary of Three Question Themes. Rankings summarizing the three themes of Affect of Service, Information Control, and Library at Place were the same or higher for 8 of the 12 areas, compared to 2007. Faculty responses indicated an improvement in each of the three areas. In the chart below, ranking is the average out of 9; bold indicates the average was improved from 2007.

9-high	All	All		U-	U-		Grads	Grads		Fac-	Fac-	
	2007	2010		grads	grads		2007	2010		ulty	ulty	
				2007	2010					2007	2010	
Affect of Service	7.26	7.55	up .29	7.27	7.37	up .10	7.22	7.48	up .26	7.29	7.78	up .49
Information Control	7.20	7.24	up .04	7.44	7.40	down .04	7.24	7.14	down .10	7.00	7.22	up .22
Library as Place	7.57	7.46	down .11	7.65	7.44	down .21	7.51	7.35	down .16	7.55	7.60	up .05
Overall	7.34	7.42	up .08	7.45	7.39	down .06	7.32	7.32	same	7.28	7.53	up .25

SCSU Questions. The five questions were chosen to obtain feedback on areas not covered in the core questions of the survey:

- **Superiority:** None of the local question was ranked as superior by respondents.
- **Inadequacy:** Two of the local questions were ranked overall by *all* respondents as inadequate:
 - Collections of online full-text articles sufficient to meet my needs (local question)
 - Enabling me to find information myself 24 hours a day (local question)

Two additional questions were identified as inadequate by at least one of the population groups (undergraduates did not identify any inadequacies in the local questions):

- Helpful online guides and tutorials (graduates)
- Ability to navigate the library Web pages easily (faculty)

General Satisfaction Questions. All three groups expressed **positive general satisfaction** with the 3 questions in this group (all rankings above 7 on a scale of 9 high). The highest rank was for how well undergraduates felt they were treated at the library (7.90), while the lowest rank was for the library supporting learning, research, and/or teaching needs for graduate students (7.14) and faculty (7.18).

Ten of the areas were either the same as or higher than the 2007 survey, indicating increased satisfaction with library resources and services from all three groups. The greatest improvement was in faculty perception of the library's support for learning, research, and/or teaching (up .52).

In the chart below, areas that indicate increased satisfaction are in bold.

In general, I am satisfied with ...	All 2007	All 2010		U- grads 2007	U- grads 2010		Grads 2007	Grads 2010		Fac- ulty 2007	Fac- ulty 2010	
How I am treated at the library	7.51	7.55	up .04	7.56	7.90	up .35	7.57	7.63	up .06	7.43	7.78	up .35
Library support for my learning, research, and/or teaching needs	7.05	7.24	up .19	7.38	7.69	up .31	7.24	7.14	down .10	6.66	7.18	up .52
Overall quality of service provided with the library	7.32	7.46	up .14	7.62	7.62	same	7.43	7.36	down .07	7.01	7.40	up .39

Information Literacy Outcomes. Responses for 2010 in this area show that 11 of the 20 areas on the chart below were ranked above 7 (out of 9). The lowest ranked item was the faculty's perception of how the "library helps me distinguish between trustworthy and untrustworthy information" (6.00 on a scale of 9 high) and the highest ranked item was undergraduates' view that the "library enables me to be more efficient in my academic pursuits" (7.8). All respondent groups' answers indicated an improvement in all five information literacy questions. The highest gains were in undergraduates' perception of how the "library enables me to be more efficient in my academic pursuits" (up .70) and in faculty's perceptions of four of the five questions (.92, .77, .72, and .56). Areas of information literacy outcomes that showed improvement (all questions for all three population groups) are in bold on the chart below.

The library ...	All 2007	All 2010		U- grads 2007	U- grads 2010		Grads 2007	Grads 2010		Fac- ulty 2007	Fac- ulty 2010	
Helps me stay abreast of developments in my field(s) of interest	6.25	6.45	up .20	6.52	7.03	up .51	6.68	6.14	down .54	5.74	6.30	up .56
Aids my advancement in my academic discipline or work	6.70	7.11	up .41	7.00	7.28	up .28	7.26	7.25	down .01	6.07	6.84	up .77

The library ...	All 2007	All 2010		U- grads 2007	U- grads 2010		Grads 2007	Grads 2010		Fac- ulty 2007	Fac- ulty 2010	
Enables me to be more efficient in my academic pursuits or work	6.87	7.32	up .45	7.10	7.80	up .70	7.43	7.10	down .33	6.31	7.03	up .72
Helps me distinguish between trustworthy and untrustworthy information	6.16	6.47	up .31	6.53	6.85	up .32	6.50	6.56	up .06	5.65	6.00	up .35
Provides me with the information skills I need in my work or study	6.69	7.17	up .48	7.14	7.46	up .32	6.92	6.97	up .05	6.19	7.11	up .92

Library Use. Not surprisingly, all groups use Google more frequently than the library Webpage. At the same time, most students use the Miller Center library resources at least weekly. Both undergraduates (67.9%) and graduate students (64.9%) make use of resources on library premises at least once a week, while less than half of the faculty do this (42.4%). About three-fourths of graduate students (76.3%) and faculty (74.7%) use the library Webpage at least weekly, while just under half of undergraduates use the Webpage this frequently (47.3%). A high percentage of undergraduates (92.5%) and faculty (93%) use Google and other search engines to access informational at least weekly, with graduate students (78.7%) using these resources at least weekly.

Library usage was the only area of the LibQUAL+ Survey to show a consistent decrease from 2007 to 2010. Even searching on Google and other search engines was decreased in the results of this survey this year. At the same time, more than half of students used the library facility at least weekly.

The chart below summarizes respondents' answers to questions about library use patterns. Results are expressed as percentage of respondents.

By percent	All	All		U-	U-		Grads	Grads		Fac-	Fac-	
	2007	2010		grads	grads		2007	2010		ulty	ulty	
				2007	2010					2007	2010	
Use library resources in MC at least weekly	60.3%	56.5%	down 3.8%	67.9%	62.4%	down 5.5%	65.2%	64.9%	down .3%	51.5%	42.4%	down 9.1%
Access library webpage at least weekly	72.4%	65.8%	down 6.6%	53%	47.3%	down 5.7%	83.3%	76.3%	down 7%	80.6%	74.7%	down 5.9%
Use Google, etc., at least weekly	93.7%	91.4%	down 2.3%	93.8%	92.5%	down 1.3%	88.8%	78.7%	down 10.1%	97%	93.0%	down 4%

Data Summary

LibQUAL+ 22 Core Questions (based on a 9-high scale):

Affect of Service (7.55)

Information Control (7.24)

Library as Place (7.46)

Above MINIMUM -- 20 (90.9%)

Above or close to DESIRED --1 (4.5%) (Community space for group learning and group study)

Below MINIMUM -- 1 (4.5%) (Print or electronic journals required for my work)

Local Questions -- Five questions selected from a LibQUAL+ question set

Above MINIMUM -- 3 (60%)

Below MINIMUM -- 2 (40%) (Collection of online full-text articles sufficient for my needs; Enabling me to find information myself 24 hours a day)

General Satisfaction -- Rankings for three questions were all well above MINIMUM and all higher than 2007

Above MINIMUM -- 3 (100%)

Satisfied with the way in which I am treated at the library (7.79)

Satisfied with library support for my learning, research, and/or teaching needs (7.32)

Rate overall quality of service provided by the library (7.47)

Information Literacy Outcome -- Rankings for all five questions were higher than 2007
Above MINIMUM -- 3 (60%)
Below MINIMUM -- 2 (40%) (Library helps me stay abreast of developments in my field(s) of interest; Library helps me distinguish between trustworthy and untrustworthy information)

Library Use -- All three questions showed significant use of resources, though down average of 4.3% from 2007

- Use of resources on library premises (56.5% use at least weekly)
- Use through accessing library Web page (65.8% use at least weekly)
- Use of Google, Yahoo, etc. (91.4% use at least weekly)

Questions (31) asked in both 2007 and 2010:

- Ranked Higher in 2010 -- 19 (61%)
- Ranked Lower in 2010 -- 12 (38.7%)

Comments Many survey participants were willing to share their specific perceptions of the library. Optional comments were received from 126 respondents (43%):

- 33 undergraduates
- 48 graduates (2 from doctoral programs)
- 45 faculty members

The tone of the comments expressed participants' attitudes toward library services, resources, and facilities. The makeup of the comments was as follows:

- Compliment – 58 (46%)
- Suggestion for change – 49 (38%)
- Both compliment and suggestion – 20 (16%)

A comparative summary of the 2007 and 2010 results may be seen in [Appendix F](#).

The LR&TS Assessment Coordinator classified comments by topic and then grouped the questions by user group and LR&TS areas so that staff and faculty could begin to work on areas that might need change and/or improvement. Classified comments are in [Appendix G](#).

As was true in 2007, this year LR&TS faculty, staff, and administrators were not surprised that the LibQUAL+ Survey confirmed many of our professional observations, particularly regarding faculty perceptions of library services. We are well aware that our library budgets have not allowed us to expand the print and electronic collections as much as faculty would like to see. At the same time, the comments offered by survey participants have provided a rich source for further discussion and investigation as we consider changes in the future.

TechQual+ Survey Report – Spring 2010

TechQual+ – Background

In 2007 the Information Technology Services (ITS) workgroup expressed an interest in doing a campus-wide technology-based survey parallel to the LibQUAL+ survey. The LR&TS Assessment Coordinator researched surveys and discovered TechQual+, a survey which quite precisely parallels the methodology and formatting of the LibQUAL+ survey. Casey Wagner, Technology Support Services manager, received training on administering TechQual in fall 2009 at the Educause conference. The LR&TS Assessment Coordinator assisted with training and preparation of the Institutional Review Board application, with the necessary steps to be taken with Sponsored Programs, and with providing contacts on campus to create the random sample, create the email list, and publicize the survey's availability.

Survey Distribution

Surveys were distributed to a random stratified sample of 4,000 SCSU students (undergraduate and graduate), faculty, and staff. When the invitations were extended through an email, 213 people responded within three weeks, for a return rate of 5%. Although the return rate is disappointing, it should be noted that this was the first time that campus members have had an opportunity to respond to questions of this nature and thus still provides considerable value regarding the campus members' perceptions of technology services.

Of the 213 respondents, 71 were faculty or staff and 142 were students.

Respondents

Respondents indicated their college or administrative unit. The table below indicates the areas by numbers of response, listed by rank of the highest number of people completing the survey.

Rank	SCSU Unit	Number Completing Survey	Response Rate
1	College of Science & Engineering	57	18%
2	College of Fine Arts & Humanities	35	17%
3	Herberger College of Business	31	4%
4	College of Social Sciences	28	4%
5	College of Education	26	5%
6	Academic & Administrative Services	15	26%
7	Learning Resources & Technology Services	12	33%

Questions from Survey

The survey questions, divided into three areas of Connectivity and Access, Technology & Technology Services, and End User Experience, are listed below.

Connectivity and Access

1. Having **adequate capacity** (speed, bandwidth) when using the **wired network**
2. Having **adequate capacity** (speed, bandwidth) when using the **wireless network**

3. Having **wireless network coverage** in all the areas that are important to me as a faculty, student, or staff member
4. Having a **university network** that is reliable, available, and performs in an acceptable manner
5. Having access to important **university provided technology services** from my **mobile device**
6. Having access to important **university provided technology services** from **off campus** when at home or traveling
7. Having a **university web site** that provides **timely and relevant information**

Technology and Technology Services

8. Having a sufficient number of **online (i.e. web based) services** that are **helpful** to me
9. Having **university information systems** (finance, HR, student, library, or portal) that are **easy to use** and are **helpful** to me
10. Access to **timely and relevant information** from **university information systems** (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff
11. Having **online (i.e. web based) services** that perform (or respond) in an acceptable manner
12. Having **technology within classrooms or meeting areas** that enhances the presentation of information

End User Experience

13. Getting **training or self-help resources** that help me become more effective with technology services at my university
14. **Support staff** who are **knowledgeable** and can **assist** me with resolving problems experienced with technology services at my university
15. **Support staff** who are consistently **courteous** and **ready to respond** to my request for assistance with university provided technology services
16. Getting **timely resolution to problems** I am experiencing with technology services at my university
17. Opportunities to **provide feedback** regarding technology services at my university
18. Participating in a **university wide community of end users** seeking to make the **best use of technology resources**

Open-Ended Question (local):

19. **What information do you look up regularly on the SCSU Web site, and what tasks do you perform most frequently?**

Results

Like the LibQUAL+ Survey, the TechQual+ Survey asks respondents to respond to questions on a 9-point scale (9 high) to indicate their *desired* level of service, their *minimum acceptable* level of

service acceptable, and their *perceived* level of service provided at SCSU. The TechQual+ administrators determine a *Service Adequacy Score* (by subtracting the minimum level of service from the perceived level of service) and a *Service Superiority Score* (by subtracting the desired level of service from the perceived level of service).

In all 18 questions, respondents indicated their satisfaction with SCSU technology services with a positive score for *Service Adequacy*, indicating that no question received a score less than the minimum level of service acceptable. Thus no question was flagged a “problem area” that needs to be addressed.

Unlike the LibQUAL+ Survey, the TechQual+ Survey provides the respondent with the opportunity to give an explanation for an item that the respondent scores as *below minimally acceptable*. Of the 213 respondents, the most who provided an explanation of a minimally acceptable score was 22, or about 10% of the respondents. Thus, it can be concluded that about 90% of the respondents did not indicate that any of the technology services was less than minimally acceptable.

The number of comments received for each question is listed below.

Questions from Survey

Connectivity and Access

1. **16 comments** – Having **adequate capacity** (speed, bandwidth) when using the **wired network**
2. **11 comments** – Having **adequate capacity** (speed, bandwidth) when using the **wireless network**
3. **16 comments** – Having **wireless network coverage** in all the areas that are important to me as a faculty, student, or staff member
4. **18 comments** – Having a **university network** that is reliable, available, and performs in an acceptable manner
5. **10 comments** – Having access to important **university provided technology services** from my **mobile device**
6. **19 comments** – Having access to important **university provided technology services** from **off campus** when at home or traveling
7. **22 comments** – Having a **university web site** that provides **timely and relevant information**

Technology and Technology Services

8. **11 comments** – Having a sufficient number of **online (i.e. web based) services** that are **helpful** to me
9. **15 comments** – Having **university information systems** (finance, HR, student, library, or portal) that are **easy to use** and are **helpful** to me
10. **12 comments** – Access to **timely and relevant information** from **university information systems** (finance, HR, student, library, or portal) necessary to be successful in my role as a faculty, student, or staff

11. **5 comments** – *Having **online (i.e. web based) services** that perform (or respond) in an acceptable manner*
12. **16 comments** – *Having **technology within classrooms or meeting areas** that enhances the presentation of information*

End User Experience

13. **21 comments** – *Getting **training or self-help resources** that help me become more effective with technology services at my university*
14. **21 comments** – ***Support staff** who are **knowledgeable** and can **assist** me with resolving problems experienced with technology services at my university*
15. **10 comments** – ***Support staff** who are consistently **courteous** and **ready to respond** to my request for assistance with university provided technology services*
16. **14 comments** – *Getting **timely resolution to problems** I am experiencing with technology services at my university*
17. **14 comments** – *Opportunities to **provide feedback** regarding technology services at my university*
18. **10 comments** – *Participating in a **university wide community of end users** seeking to make the **best use of technology resources***

Open-Ended Question (local):

19. **176 comments (82.6% of respondents)** – *What **information** do you **look up regularly** on the SCSU Web site, and what **tasks** do you perform **most frequently**?*

Unfortunately, the comments are not attributed to students, faculty, or staff, making it difficult to analyze the wide variety of responses. For example, if a respondent says they use the campus Web to pay tuition and register for classes, the respondent is probably a student. If a respondent says they use D2L or email frequently, they could be either a faculty member or a student.

A scan of the responses indicates that HuskyNet email, Desire2Learn (D2L), file space, and library research are all used frequently by many of the respondents.

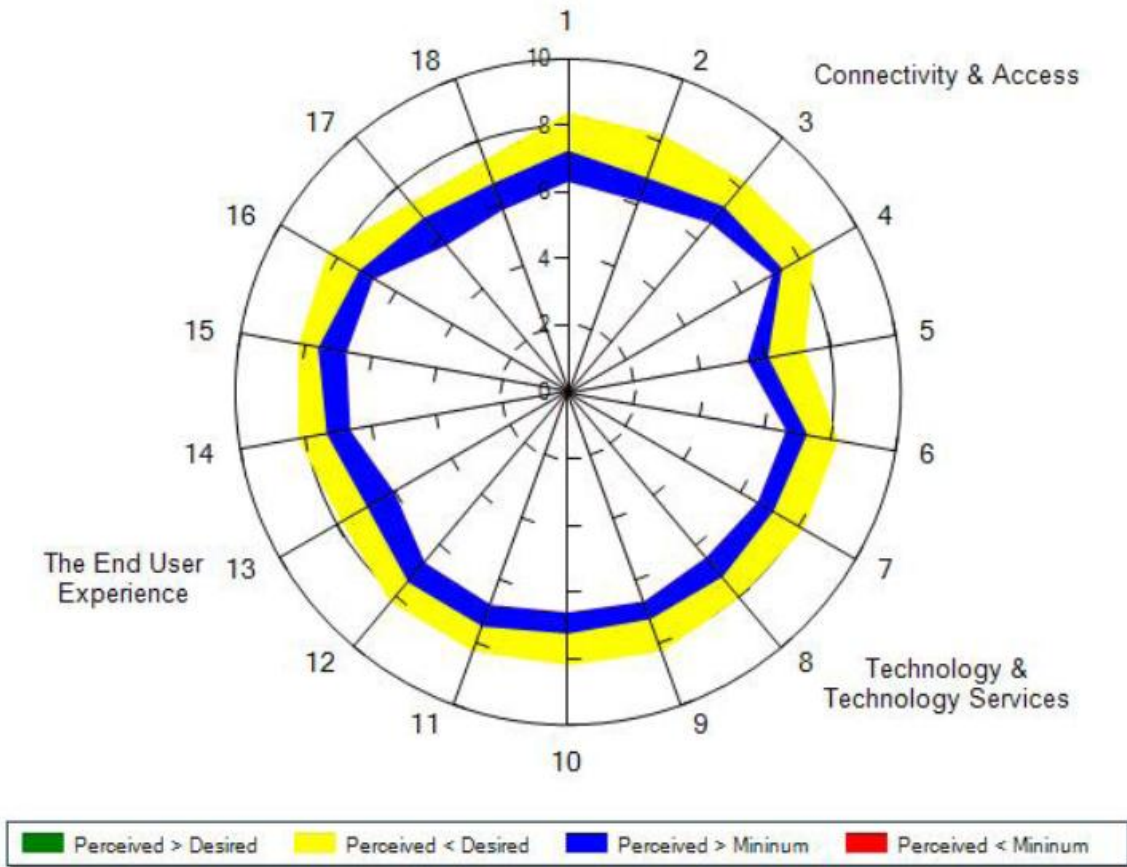
Radar Charts

Like LibQUAL+, the data from TechQual+ Survey is depicted on “radar charts.” A chart of yellow (desired service level is less than desired, but higher than minimum) and blue (perceived service level is greater than minimum) is more desirable than a chart showing red (perceived is below the minimum acceptable) areas.

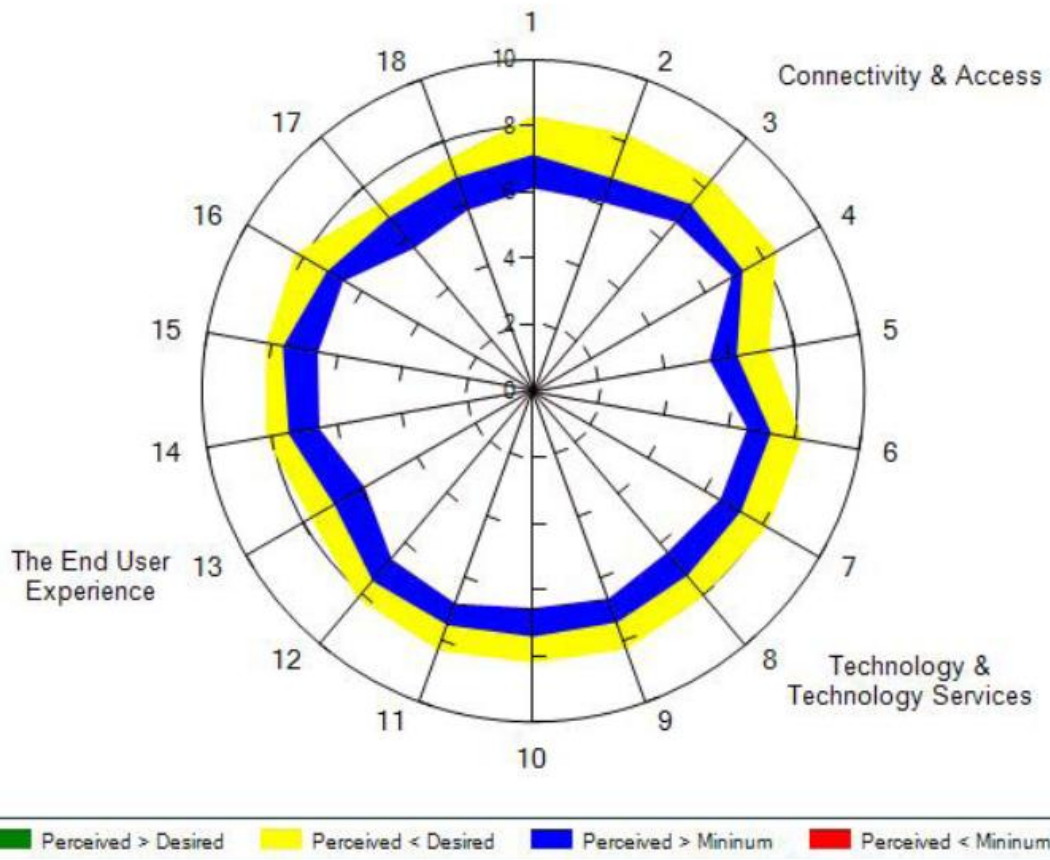
None of the radar charts from this survey showed any red areas, indicating a high degree of satisfaction with the SCSU technology services in the survey. At the same time, none of the radar charts showed any green areas, where the perceived level is greater than the desired level of service.

For more explanation on interpreting the radar charts, see pages 5-6 of this report.

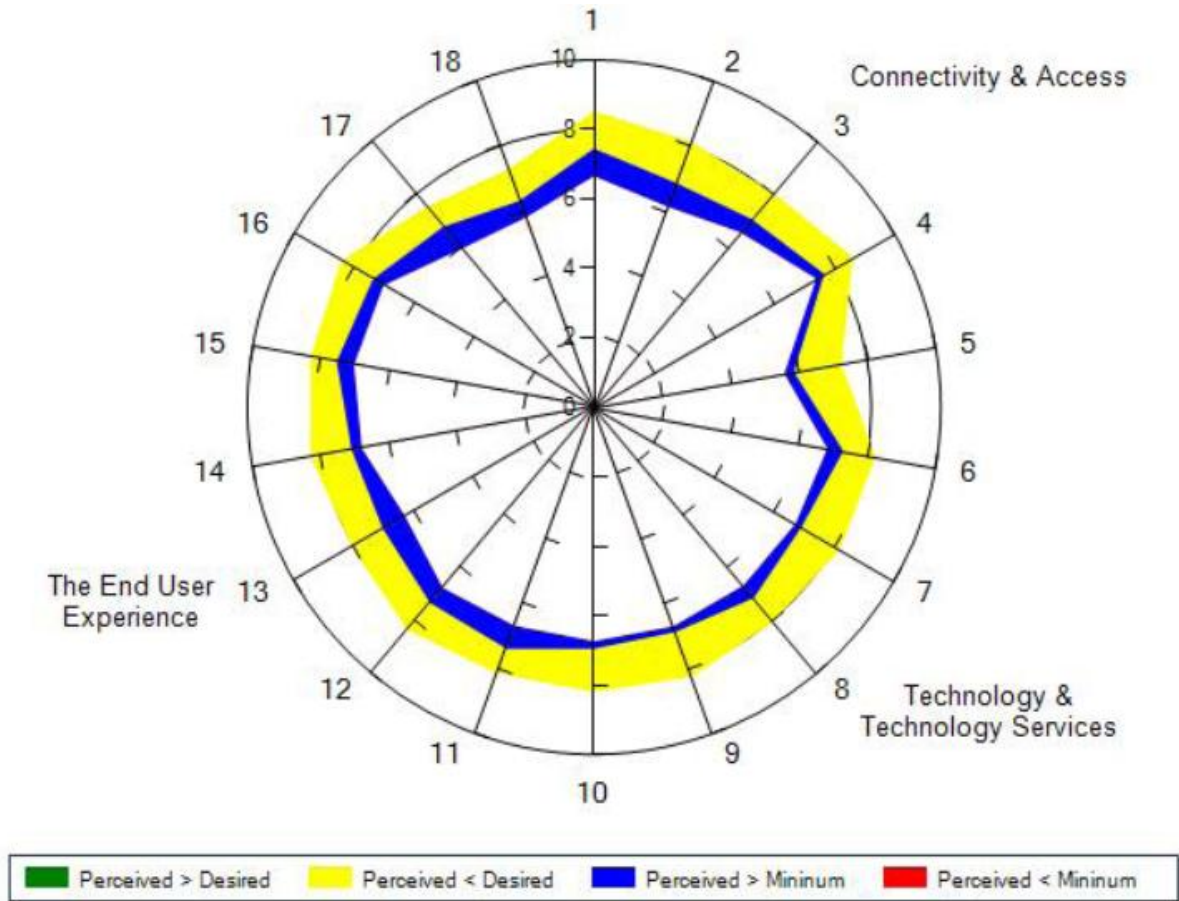
Radar Chart – All Respondents



Radar Chart –Students



Radar Chart – Faculty and Staff



Complete TechQual+ Report

The complete TechQual+ report, including all comments, is available in [Appendix H](#).

Other LR&TS Assessment Activities

Dean's Student 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 Assessment Coordinator classified students' comments so work groups could more easily analyze comments related to their work groups. In April 2010, five students met with the Dean to discuss the Miller Center and its services. The students this year appreciated the facility and atmosphere, study environment, library services, computer and printer access, and Miller Center hours. Members of the group made suggestions regarding lack of student knowledge about Miller Center resources and services, study rooms and study spaces, printing issues, computer labs, and getting help.

The categorized comments, taken from the meeting transcript, are included in [Appendix I](#).

Tech Fee Questions Again in 2009-10, the Tech Fee Committee included questions in the annual SCSU Telephone Survey, in which 553 students participated.

- **Overall satisfaction with student-related computer services** Overall, 89% of students were satisfied with computer services for students (33% very satisfied, 56% satisfied). Only 6% (n = 31) were dissatisfied. This satisfaction with computer services has remained highly positive for as long as the question has been asked on the SCSU survey.
- **How students would spend Tech Fee money** Phone responders ranked this question as follows:
 - #1 – provide access to new technologies (70%)
 - #2 – increase the number of general access computers for students (67%)
 - #3 – provide new technologies specifically for instructional purposes (57%)
 - #3 – subsidizes student software purchases (57%)
- **Technologies used for school work** Students indicated that they now use the following technologies for school work:
 - #1 – Gmail / Google (87%)
 - #2 – You Tube (60%)
 - #3 – Wikis (55%)
 - #4 – Social networks (33%)
- **Value of having HuskyNet e-mail account** – 93 % indicate their HuskyNet mail account is valuable to them.
 - Very valuable (64%)
 - Somewhat valuable (29%)
 - Not valuable (6%)

- **HuskyNet as primary or secondary e-mail account**
 - Primary (52%)
 - Secondary (46%)

- **Would like to see web content from SCSU designed for mobile device (Smartphone, iPhone, iTouch)**
 - Yes (43%)
 - No (48%)

See [Appendix J](#) for additional details.

LR&TS Workgroup Collaborations The LR&TS Assessment Coordinator assisted the following groups with focused assessment projects: Reference, Library Instruction, and Service Desk Collaboration

Reference – Reference Desk Evaluation In both fall and spring semesters, reference librarians asked all patrons to fill out evaluation / satisfaction forms during one week. The forms were tallied and comments were collected on a spreadsheet and analyzed.

Fall 2009 (n = 60)

Reference Librarian made me feel welcome	Yes – 99%
Reference Librarian helped me learn something today	Yes – 97%
Overall, the Reference Librarian provided satisfactory assistance	Yes – 97%
Would you recommend the Reference Desk to a friend?	Yes – 97%

Spring 2010 (n = 73)

Reference Librarian made me feel welcome	Yes – 100%
Reference Librarian helped me learn something today	Yes – 100%
Overall, the Reference Librarian provided satisfactory assistance	Yes – 99%
Would you recommend the Reference Desk to a friend?	Yes – 100%

Reference -- Library Instruction Evaluation In 2009-10, 272 library instruction sessions were presented for 6,109 students. 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. Comments were used by instruction librarians to improve future teaching sessions.

Evaluation forms were received from 1,624 students in 100 sessions. First-year students completed the most evaluations (37%), followed by seniors (19%), juniors (15%), graduate students (13%), and then sophomores (9%).

Students were asked if they were *more confident about starting their research* as a result of the session:

93.0% Yes (up from 91.9% in 2009)
 0.5 % Not sure

When asked if the *sessions were helpful*, students responded as follows:

93.0% Yes
 0.6% No

Service Desk Collaboration This LR&TS group conducted a building-wide survey for a week in late October/early November of 2009. The survey focused on perceptions of services provided (including student worker attitudes and competency). Service desks that took part in the survey and number of people filling out surveys were as follows (N = 459):

- Computer Lab (2nd floor) 52
- Computer Store 71
- Circulation 194
- Periodicals 47
- HelpDesk (basement) 95
- Interlibrary Loan 0

Results of the survey, completed by 459 people, showed the following very positive results:

Results by percent of users at area that completed survey	Computer Lab 2 nd Floor	Computer Store	Circulation Desk	Periodicals Desk	HelpDesk (Basement)	ILL	Average % of Users
Desk worker offered help as soon as I came up to service counter	98%	100%	97.9%	97.8%	98.3%	N/A	98.26%
Desk worker knew services of area and was able to help me	100%	100%	96.9%	100%	96.8%	N/A	98.68%
Overall, the desk worker provided satisfactory assistance	100%	100%	99%	100%	100%	N/A	99.8%

The entire report is available in [Appendix K](#).

Other SCSU Assessment Data

Campus data sets The most recent data from other campus data sets that have in the past been analyzed by the Assessment Coordinator in order to collect assessment and evaluation data related to library and technology services were unavailable as of the writing of this report (August, 2010). These data sets include National Survey of Student Engagement (NSSE), Graduating Senior Survey, and possibly material gathered for the First Year Experience project of 2009. Data will be analyzed as it becomes publically available.

University Assessment – LR&TS Report Each fall the college assessment coordinators submit a report to the University Assessment Office. For the 2009-2010 LR&TS report, the LR&TS Assessment Coordinator focused the report of assessment results on *implicit student learning objectives*, which are the foundation for providing the technology and library resources and services. Implicit student learning outcomes were stated this way: *Students who use _____ (LR&TS resource or service) will report satisfaction.*

Implicit student learning outcomes highlighted included:

Library

- Students in **library instruction sessions** will report increased confidence in being able to locate research appropriate for their assignments
- Students who seek **assistance from the Reference Desk** (in person, by phone, or by email) will report satisfaction with the help they received.
- Students who **use Ask a Librarian link to locate assistance** will report satisfaction

Technology

- Students who **seek help in the computer labs** will report satisfaction with the help they received.
- Students who **participate in technology training / software workshops** will report satisfaction with the workshops.
- Students in classes that **meet in e-classrooms** will report that the use of the technology improves their learning and class performance.

Overall Satisfaction

- Students who **use the Miller Center** will report that library and technology resources and services have helped with their assignments.
- Students who **have used the Miller Center facility** will report overall satisfaction with their visits.

For the entire report, see [Appendix L](#).

Assessment Coordinator's Comments

The results of assessment and evaluation from the wide variety of data sources in recent years have shown that LR&TS patrons generally hold a very positive view of LR&TS services and resources. Overall satisfaction questions continue to indicate that our patrons appreciate the technology and library resources and services provided by LR&TS in the Miller Center, elsewhere on campus, and to off-campus students and faculty.

Assessment Follow-Up

The LR&TS Dean, Associate Deans, 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 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 between 2007 and 2010, when the LibQUAL+ Survey was conducted for the second time. This year's LibQUAL+ Survey results indicated considerable improvement in this area. Only a handful of faculty members mentioned unhelpful student workers. Indeed, the item "Employees are consistently courteous" was rated close to superiority by all LibQUAL+ Survey respondents. With the turnover in student workers in LR&TS, however, having a student work force that is helpful to campus patrons will continue to require ongoing training and nurturing.

The highly positive results of the first Service Desk Survey, with its focus on customer satisfaction, is another indication that patron perceptions of student worker skills and attitudes have improved in the past three years. Overall, 98.8% of the 459 patrons who participated in the week-long survey indicated the desk worker provided satisfactory assistance.

These findings are an indication that the setting of the goal of improving student worker attitudes and skills, combined with the training and emphasis, brought about a positive change in this important area of LR&TS service. The Access and TSS staff and areas are to be especially commended for their concentrated work in improving patrons' perceptions of student workers.

This year there were few complaints about noise in the library. The use of designated quiet and group areas has continued, as has student worker monitoring of behavior in quiet areas.

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 2010 became available. In fact, continuous improvement is a vital part of the LR&TS culture and commitment.

In fall 2010, the Assessment Coordinator shared a wide variety of LR&TS assessment data with those writing ASAOPSA reports. The writers made considerable use of the data to answer some of the questions for the report.

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 evaluation and assessment skills and were helpful in planning for the implementation of the LibQUAL+ Survey.

Missy Northenscold, Sheila Landucci, Ann Chmielewski, Sonja Estwick (all in the LR&TS Dean's Office), Brianna Inkster, and Whitney Inkster have all provided supportive assistance, especially with *Excel* software and details. Kristin Lyman (LR&TS Communications) assisted with emails regarding LibQUAL+, Karin Duncan helped with posters to encourage students to complete the LibQUAL+ Survey, and Carl Schmitt assisted with a gift certificate incentive. The funds for the incentive (two \$200 gift certificates to the SCSU Computer Store to participants chosen at random) were approved by the LR&TS DAC and provided by the LR&TS Foundation. Ruth Zietlow, Associate Dean of Library Services, was also supportive of all assessment efforts.

Colleagues across campus who also serve in assessment leadership positions provided encouraging and knowledgeable support and assistance, especially Jim Sherohman (University Assessment Director), Holly Evers (University Assessment Office support staff), Joe Melcher (COSS), Sandy Johnson (COSE), Melanie Guentzel (Graduate School), and Frances Kayona (COE).

All LR&TS work group leaders, faculty, staff, students, and administrators who volunteered to assist with assessment efforts in any way are also appreciated and gratefully acknowledged.

Appendices

[Appendix A](#)

Assessment Plan – 2009-2010

[Appendix B](#)

Triangulation Study –2006-07

[Appendix C](#)

LibQUAL+ Survey Questions – 2010

[Appendix D](#)

LibQUAL+ Report for SCSU – 2010

[Appendix E](#)

LibQUAL+ Radar Charts for Undergraduates, Graduate Students, and Faculty

[Appendix F](#)

LibQUAL+ Comparison 2007 & 2010

[Appendix G](#)

LibQUAL+ Survey Comments Classified by Topics and Population Group

[Appendix H](#)

TechQual+ Report for SCSU – 2010

[Appendix I](#)

Dean’s Advisory Group – 2010

[Appendix J](#)

Tech Fee Questions – 2010

[Appendix K](#)

Service Desk Customer Satisfaction Survey – 2010

[Appendix L](#)

LR&TS Report to University Assessment – Fall 2009

Report and appendices available online at:

<http://lrts.stcloudstate.edu/about/reports>