

Using Assessment to Improve Library Services

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American University of Sharjah

- 6000 students
- Co-educational
- College of Engineering / College of Arts & Sciences / College of Architecture, Art & Design / School of Business Administration
- American-style curriculum

AUS Library

- SEATING FOR 900 STUDENTS
- 140,000 PRINT AND MEDIA
- 180,000 EBOOKS
- 50+ ELECTRONIC DATABASES



AUS Library

- 135+ DESKTOP COMPUTERS
- 45+ LAPTOPS TO CHECKOUT
- GROUP STUDY ROOMS
- PRESENTATION ROOMS



AUS Library

Library Use

- 19,000 weekly gate count
- 3000+ students attend research skills instruction annually
- 820,000+ full-text retrievals last year





Why do we assess?

Desire to solve problems and develop new knowledge

Create or improve services

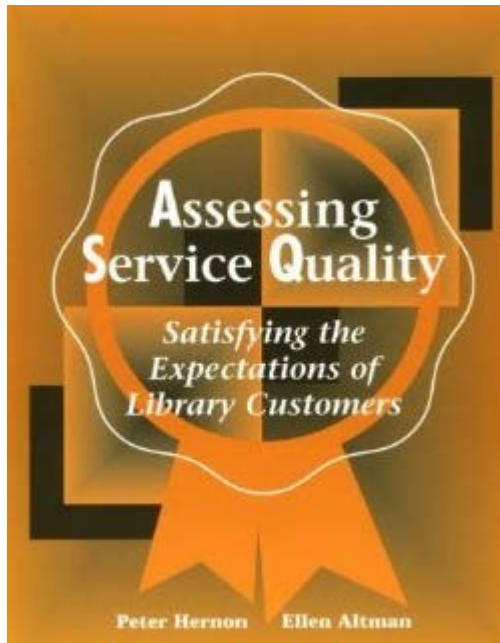
Prove library impact

Measure effectiveness and user satisfaction

Maintain successes

Increase or decrease services or resources

Improve subsequent assessment projects



"Customers are more than a source for data collection; they are the reason for libraries' existence. It is important (if not essential) to listen to, and learn from, customers and to use the insights gained to improve services."

Peter Hernon and Ellen Altman

COMMENTS

COMPLAINTS

COMPLIMENTS

MAYBE

"I say"

[illegible]

UNIVERSITY OF TORONTO
LIBRARY

Accession Number _____
Author _____
Title _____
Subject _____
Date _____
Location _____

[illegible][illegible]

L'Alchimie V
L'Esperance
L'Espresso

Lincoln

Language **Language** **Language**

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Our work

Our work is to make the
documents available to the public
in a way that is easy to use
and that is accessible to all.

UNIVERSITY OF TORONTO
LIBRARY

Author _____
Title _____
Date _____
Call number _____

Notes
This book was purchased by the University of Toronto Libraries from the estate of the late Dr. J. H. P. [unclear] in 1968. It is a gift of the [unclear] family.

[illegible]

LIBRARY

Call number _____

Author _____

Title *The white heat of the novel: White in the hot place.*

Date *1980-1981*

Dewey number *812.3*

The white _____

CONFIDENTIAL

| Country | Company | Company Name |
|---------------------|---------|--------------|
| USA | | |
| Canada | | |
| Mexico | | |
| Brazil | | |
| Argentina | | |
| Chile | | |
| Colombia | | |
| Cuba | | |
| Guatemala | | |
| Honduras | | |
| Nicaragua | | |
| Panama | | |
| Paraguay | | |
| Peru | | |
| Puerto Rico | | |
| Uruguay | | |
| Venezuela | | |
| Bolivia | | |
| Costa Rica | | |
| Curaçao | | |
| Dominican Republic | | |
| Ecuador | | |
| El Salvador | | |
| Guinea-Bissau | | |
| Guyana | | |
| Jamaica | | |
| Laos | | |
| Lebanon | | |
| Liberia | | |
| Madagascar | | |
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| Slovak Republic | | |
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| South Africa | | |
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| Spain | | |
| Sri Lanka | | |
| Tanzania | | |
| Thailand | | |
| Togo | | |
| Tonga | | |
| Trinidad and Tobago | | |
| Tunisia | | |
| Turkey | | |
| Uganda | | |
| Ukraine | | |
| United Kingdom | | |
| United States | | |
| Yemen | | |
| Zimbabwe | | |

CONFIDENTIAL



Lettre de l'Académie

Le 17 Mars 1780.

Monsieur le Secrétaire,

J'ai l'honneur de vous adresser ci-joint le rapport que vous m'avez demandé par votre lettre du 10 courant.

Je suis, Monsieur, avec toute l'estime et toute la haute considération que je vous dois, votre très humble et très obéissant serviteur,

Le Secrétaire de l'Académie,

[Signature]

Par ordre de l'Académie,

[Signature]

AMERICAN UNIVERSITY OF SHARJAH
LIBRARY

Comments

Complaints

Compliments ...

I JUST WANTED 2
SAY THANK YOU 2
THE WONDERFUL STAFF
YOU HAVE ♡♡
A.K.A.

*Your comments MAY be posted on this
public bulletin board*

20/9/08

Our reply ...

AMERICAN UNIVERSITY OF SHARJAH
LIBRARY

27/03/2010

Comments

Complaints

Compliments ...

i be shuddering.
pls adjust the
thermostat

*Your comments MAY be posted on this
public bulletin board*

Our reply ...

Dear Student, You are right about the cold temperature in the library. Some of the study/media rooms have manual temperature controls that you can adjust. For the overall library, we are working with the building engineers to adjust the temperature; however, this is an ongoing problem here during the warmer months of the year. Please bring a sweater, just in case. Sally Crosby scrosby@aus.edu

AUS | American University
of Sharjah

UNIVERSITY LIBRARY

Library Workshops

November

All About The AUS International Study and
Exchange Program
Monday 3, 4:00 p.m.

Test Taking Strategies and Test Anxiety
Tuesday 4, 3:00 p.m.
Wednesday 5, 3:00 p.m.
(repeated session)

Introduction To APA Citation Style
Sunday 9, 3:00 p.m.

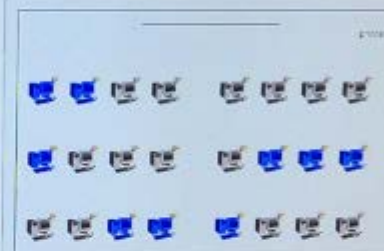
Better Presentations With Prezi
Tuesday 11, 3:00 p.m.
Wednesday 12, 3:00 p.m.
(repeated session)

Register at library.aus.edu



THE LIBRARY

Computer Lab Status: Library IC2



Icons:



In Use



Available



Offline

Total computers: 24 Available: 15 In Use: 9 Offline: 0 Computer has an active timeout

News: Dan Brown visits AUS

Calendar: Flag Day Celebration at AUS

Wednesday 05 November 2014 | 4:20

What makes the CCC successful?

- Simple and easy
- Anonymity
- Prompt, sincere responses
- Transparency
- Review of comments with staff input
- Closing the loop, make changes when you can

LibQUAL

- Web-based survey from ARL
- 3200 USD
- Gap-analysis survey
- Every 4 years

Measures:

- Affect of service
- Information control
- Library as place



When it comes to...

- 1) Employees who instill confidence in users
- 2) Making electronic resources accessible from my home or office
- 3) Library space that inspires study and learning
- 4) Giving users individual attention
- 5) A library Web site enabling me to locate information on my own
- 6) Ability to navigate library Web pages easily
- 7) Employees who are consistently courteous
- 8) The printed library materials I need for my work
- 9) Quiet space for individual activities
- 10) Readiness to respond to users' questions
- 11) The electronic information resources I need
- 12) Adequate hours of service

| | My Minimum Service Level Is | | | | | | | | | My Desired Service Level Is | | | | | | | | | Perceived Service Performance Is | | | | | | | | | | | | | | | | | | |
|---|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|---|---|---|-----|
| | Low | | | | | | | | | High | | | | | | | | | Low | | | | | | | | | High | | | | | | | | | |
| 1) Employees who instill confidence in users | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/A |
| 2) Making electronic resources accessible from my home or office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 3) Library space that inspires study and learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 4) Giving users individual attention | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 5) A library Web site enabling me to locate information on my own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 6) Ability to navigate library Web pages easily | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 7) Employees who are consistently courteous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 8) The printed library materials I need for my work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 9) Quiet space for individual activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 10) Readiness to respond to users' questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 11) The electronic information resources I need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| 12) Adequate hours of service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/A |

Affect of service

Information control

Library as place

Satisfaction

Please indicate the degree to which you agree with the following statements:

28) The library helps me stay abreast of developments in my field(s) of interest.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

29) The library aids my advancement in my academic discipline or work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

30) The library enables me to be more efficient in my academic pursuits or work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

31) The library helps me distinguish between trustworthy and untrustworthy information.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

32) The library provides me with the information skills I need in my work or study.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

33) In general, I am satisfied with the way in which I am treated at the library.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

34) In general, I am satisfied with library support for my learning, research, and/or teaching needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Strongly Disagree Strongly Agree

35) How would you rate the overall quality of the service provided by the library?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
Extremely Poor Extremely Good

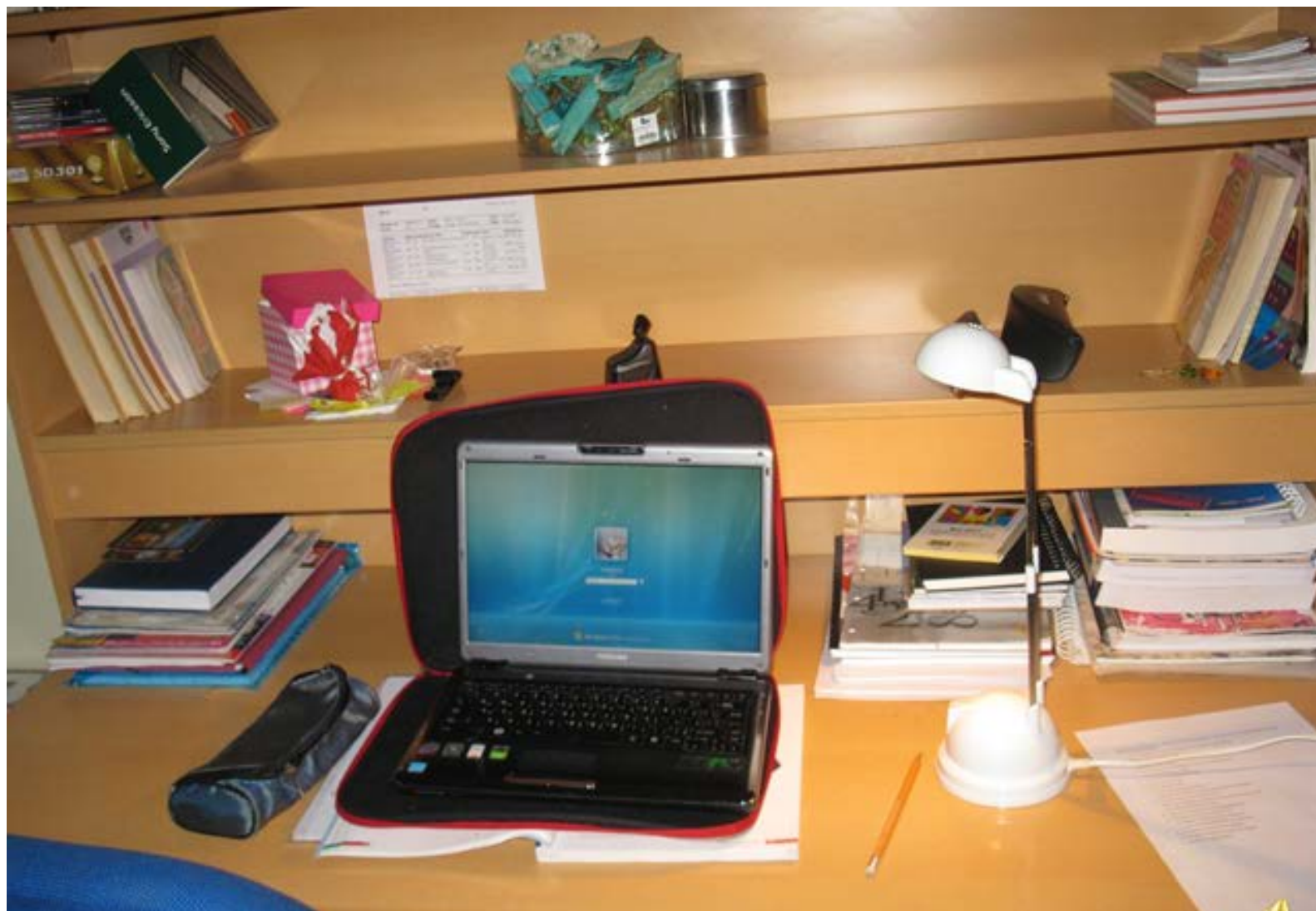
LibQUAL major findings:

- Overall satisfaction is excellent
- Noise is an issue
- Website needs improvement
- Faculty want more resources

Studying students: an ethnographic study

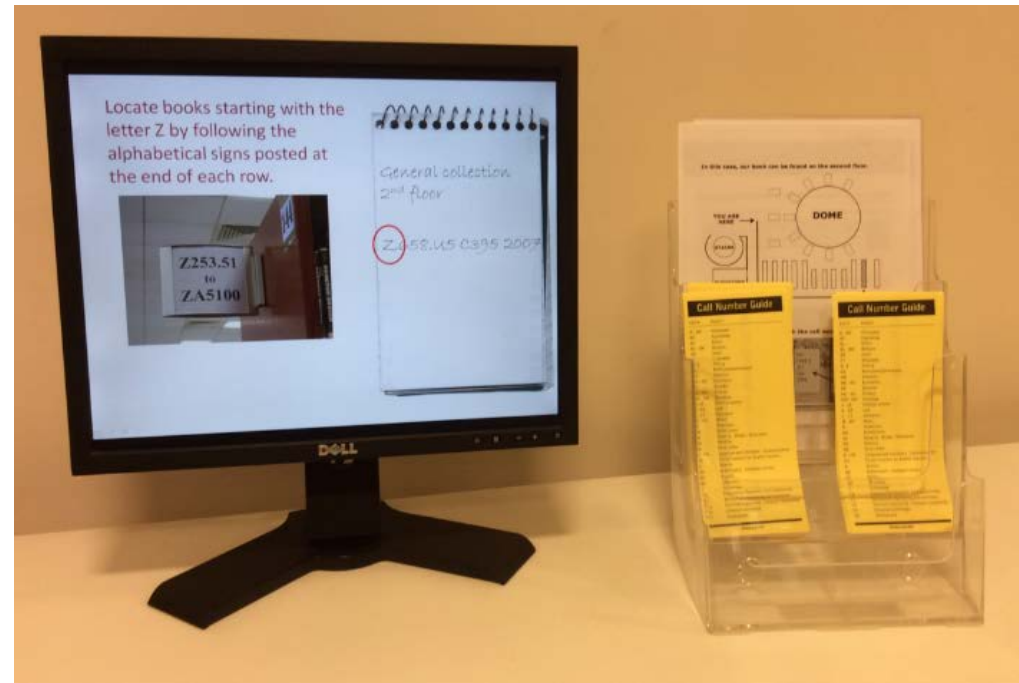
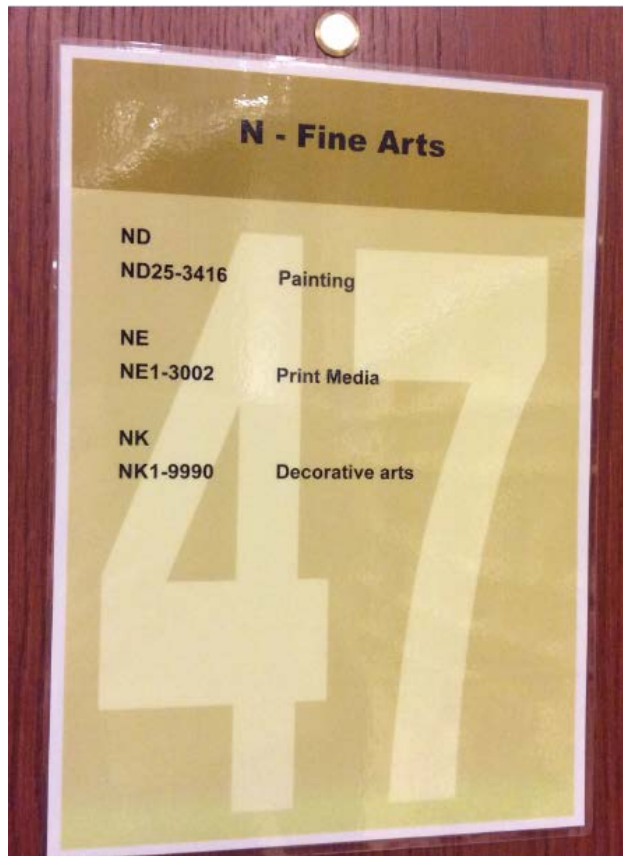
- Based on the University of Rochester's study
- Collaborated with LAU, AUP, and AUC
- Mapping Exercise and Photo Survey
- Recruited 8 students – 22 photos







Solutions




millennium.aus.edu/record=b1361202

AUS AUS Library Mailspot AUS Banner Blackboard Learn AUS IT FAQ AUS IT Help Desk

Start Over Place Hold Add to My Lists Save Records MARC Display New Search

RECORD # b1361202 Search

☐ Limit search to available items



Reviews & More

More Resources:


Locate *Ethnographic fieldwork : an anthropological reader* in

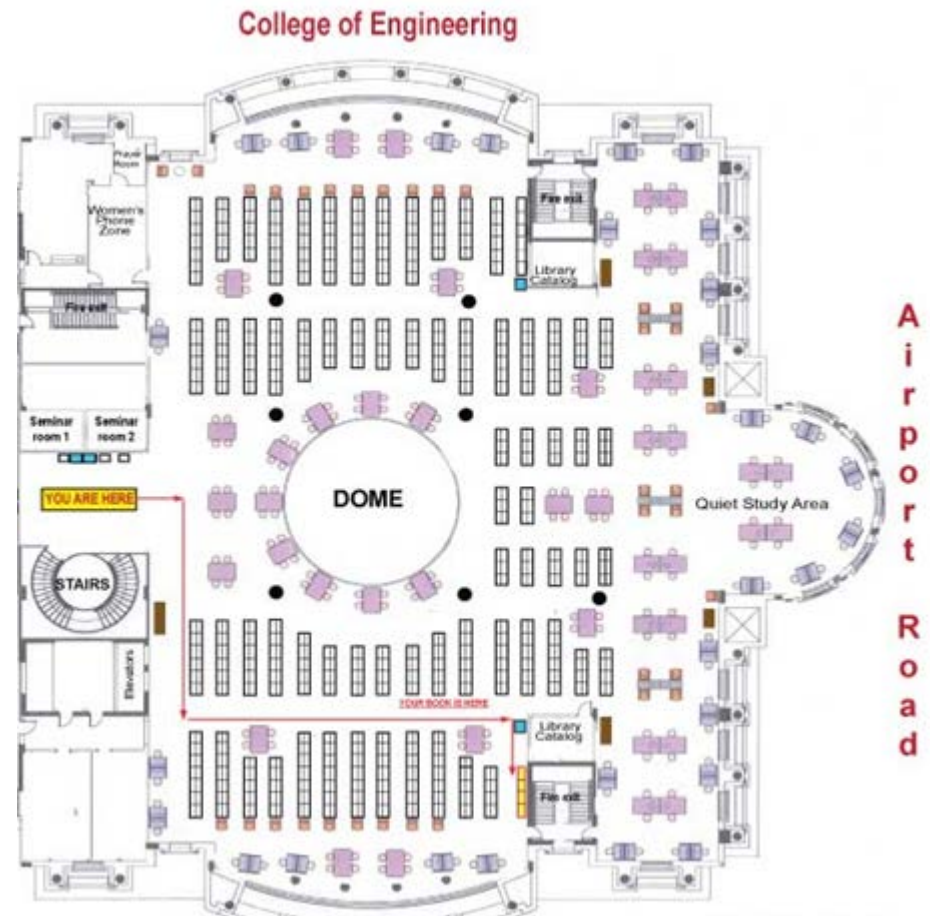
General Collection Map

Title *Ethnographic fieldwork : an anthropological reader /*
edited by Antonius C.G.M. Robben and Jeffrey A. Stuka.

Publisher Malden, MA : Blackwell Pub., c2007.

| LOCATION | CALL # | STATUS |
|-----------|------------|----------|
| General - | GN346 | DUE |
| 2nd Fl | .E675 2007 | 05-02-15 |

 BOOK



Students need many
different learning spaces

Research Help Desk (RHD)



Research Help Services

- What is the level of student awareness?
- How do students prefer to communicate with librarians?
- Where do students seek research help?
- How satisfied are students?

Methods used



Surveys (online & paper)



Focus Groups

Initial Findings

- Students prefer to communicate with a librarian in person
- Students seek help from friends before approaching the RHD
- High satisfaction rate
- Possible need for assistance on the weekends
- Students seek research help at other service points in the library



Ask



Ask





Research Help Desk
1st Floor-Library



researchhelp@aus.edu



06 515 2277

Ask A Librarian

library.aus.edu



Action taken

- Changed our email address
- Additional and more prominent links from our homepage
- Weekend “Ask a Librarian” coverage
- RHD outreach to schools on campus

Other Considerations

- Students or respondents being allergic to surveys
- Identify best time to engage respondents
- Join campus-wide initiatives if possible
- Ensure you close the loop by taking action

Further Reading

Click, A., Stopel, M., Alam, M.T., Kreidieh, S., Flanagan, D., Foster, N.F., and Ray, K. (2012) Studying Students across Borders: An Ethnographic Study of Research Behavior, *International Journal of Library Science*, 05(1): 1-13.

Hernon, P. and Altman, E. (2010). *Assessing service quality: Satisfying the expectations of library customers*. Chicago : American Library Association.

Murphy, S.A. (2014). *The quality infrastructure : measuring, analyzing, and improving library services*. Chicago : American Library Association.

Nelson, W.N. and Fernekes, R.W. (2002). *Standards and Assessment for Academic Libraries: A Workbook*. Chicago : American Library Association.