Evaluating Library Effectiveness and Impact: Three Perspectives

Jeff Trzeciak, Peter Sidorko and Dianne Cmor
Strategic Plan: Foundations for Assessment

- Strategic Planning Steering Committee
- Process
- Peer Library Analysis
- Trends
- Public and Staff Input
Strategic Planning @ NPL
Steering Committee

• Comprised of
  • 5 staff,
  • Library Director and
  • 4 Trustees

• Ongoing meetings scheduled every other week
It’s essential to define our shared values and use them to clarify the essential elements of our aspirational future, the kind of library where internal and external stakeholders thrive.

Strategic Directions
Strategy is planned change, making choices about our desired future and identifying the critical few priorities toward which resources will be directed in order to advance the institution.

Environmental Scan
One of the best ways to get ideas about what we might want to create is by looking outside of ourselves for perspective and inspiration.

July-August

Values

Vision

Mission

Values/Vision/Mission
It’s essential to define our shared values and use them to clarify the essential elements of our aspirational future, the kind of library where internal and external stakeholders thrive.

August-September

Strategic Priorities, Goals, Selected Initiatives

September-October
Guiding Principles

- Privileges voices of those outside the institutional structure
- Faces outward
- Operates from trust in abundance
- Initiative, being proactive to go beyond expectations
- Emphasizes relationships
- Encourages sharing
- Change is incremental, ongoing, and ubiquitous
- Focus on “why we do it” instead of “what we do”
Aspirations

• Everyone can see a role for themselves at NPL
• Create a culture of teamwork
• Position NPL as a leader in the state
• Build trust and authentic engagement with staff
• Set high standards, and develop a system for assessing our work
• Be aspirational
• Develop a mission that connects with each staff member
• Build a diverse and inclusive workforce that reflects our community
• Be innovative
• Show up in our communities as our very best
• Create a positive and welcoming environment for everyone
• Be transparent in our work, and be both subjective and objective when needed
What are some of the “best practices” from previous NPL planning processes that you want to be sure to incorporate this time?

- Create something that is not overly engineered at a high level
- Find a balance of voices beyond senior staff
- Create something that is more than a doorstop
- Include a scorecard or dashboard that helps demonstrate progress
- Communicate throughout our work to keep people informed
Peer and Aspirant Peer Libraries

- Oakland Public Library, CA
- Carnegie Library of Pittsburgh, PA
- New Orleans Public Library, LA
- St. Louis Public Library, MO
- St. Paul Public Library, MN
- Jersey City Public Library, NJ
- Norfolk Public Library, VA
- Arlington County Public Library, VA
- Birmingham Public Library, AL
- Rochester Public Library, NY
- Detroit Public Library, MI
Peer Library Analysis

- Identified 10 libraries to examine and identify points of interest
- Committee members finalizing reports to share
- Identifying innovative work and potential influence for NPL

Birmingham Public Library
- Population of 210,000, 71% African American
- 19 libraries
- Website includes staff created content
- Extensive digital collection, including Birmingham African American Experience
- Annual staff innovation competition
- STEM robotics programs for teens

Carnegie Library of Pittsburgh
- Population of 303,625
- Significant volunteer hours
- Extensive public service hours
- Diversified income sources
- Website includes photos of staff, as well as images of new books and more
- 2.9 million library visits (2015)
- 3.9 million items borrowed (2015)
Library Trends and Developments

To determine some library trends and contemporary developments, we can study peer/aspirant peer institutions

Who are NPL peers and aspirant peers?

Criteria for choosing:
- Have particular strengths and reputation for doing innovative work
- Roughly similar size/scale as NPL
- Institutions that are a bit bigger or differently resourced and are able to do things that NPL is not yet doing
- Mix of peer and aspirant peers
- Communities with similar demographics
- Mayor’s peer cities
- Chamber peer cities
- Libraries dealing with similar issues

Public Forums

• 7 sessions held with 106 participants
• Spanish language translator provided
• Survey in English, Spanish and Portuguese
• Led by consultants DeEtta Jones Associates
• Questions asked about the City of Newark, individual communities and neighborhoods, and the Newark Public Library
Public Forums, cont’d

Several strong themes emerged across all sessions, and in the online survey:

- Pride in community with desire to improve and strengthen
- Major social service needs and need for multi-generational support services
- Need for increased visibility of Newark Public Library
- Leadership for Newark’s future
- Specific Needs for a better library system
Staff Forums

77 staff attended (out of 100)
Facilitated discussion of key library and community issues
Several themes emerged (Information not yet analyzed)
   Programs and Events
   - Great opportunities like SAT Prep and ESL classes
   - Need to be able to scale up and market well
   Facilities
   - Safe space with welcoming staff
   - Need to maintain better and make significant improvements
   Human Resources
   - Staff go above and beyond every day
   - Need for recognition, equitable and fair systems and policies
Online responders were asked to share one word that comes to mind when they think of The Newark Public Library.
Strategic Areas for Planning

1. **Build community**
   - Community members value Newark’s past, present and future.
   - Community members acknowledge Newark’s challenges.
   - NPL is seen as a safe and secure place for the community.
   - NPL can address community challenges.

2. **Address social needs with supportive services**
   - Strengthen supportive services for children and youth.
   - Strengthen supportive services across the generations.
   - Provide the community with necessary life skills.

3. **Respond to specific community wants and needs**
   - NPL has demonstrated value to the community.
   - NPL can leverage its strengths.
   - NPL can make improvements to satisfy community wants and needs.

4. **Increase the library’s visibility and impact**
   - Address the challenge to change perceptions.
   - Enhance outreach, marketing and promotion.

5. **Provide leadership for a Newark’s future**
   - Create more impactful collaborations and partnerships.
   - Facilitate organizational and culture change.
Strategic Area #1 - Build Community

- Community members value Newark’s past, present and future.
- Community members acknowledge Newark’s challenges.
- NPL is seen as a safe and secure place for the community.
- NPL can address community challenges.

“The diversity of people - not just color or nationality, but age, religion, economic level, lgbt, artists and professors, clerks and firemen... Also, its rich history and architecture revealed in its parks and statues, churches and bridges, train stations and other wonderful old buildings - and its amazing institutions including the library, NJ Historical Society, Newark Museum, Mosque Theater, etc."

“Residual of old and current drug problems; violence within communities; lack of employment opportunities; political corruption, both local and regional; municipal failure to reinvest in institutions that create a sense of belonging and pride.”

“The library is another place to call home.”

“The library’s role is to level the playing field. No matter who you are, you can come to the library and be served. People can come to the library to find community, safety and hope.”
Strategic Area #2 - Address Social Needs with Supportive Services

➢ Supportive services for children and youth.
➢ Supportive services across the generations.
➢ Provide the community with needed life skills.

“Our neighbors have hope because the library is willing to make changes. We need to have strong programs and relationships with schools, which then introduces positive experiences in other pockets of our community. We need to nurture people’s thoughts and help them with fundamental betterment.”

“More opportunity for intergenerational learning.”

“Would like to see people that can help with grants, small business loans, help with resources that can help with personal matters, entrepreneurship resources (resources to bring people together 1 - 2x monthly).”

“The Library needs a Social Services Department to help all the homeless.” people with Mental Health issues.
Strategic Area #3 - Respond to Specific Community Wants/Needs

“NPL has demonstrated value to the community.”

“NPL can leverage its strengths.”

“NPL can make improvements to satisfy community wants and needs.”

“"The library is one of the most important aspects of our community."

"We LOVE our library!"

"The friendliness of its staff, and the manner in which they go all out to be helpful...."

"Inside and out, the Main Branch is one of my favorite buildings in the world. Also, incredible programs such as the Kara Walker and Zadie Smith talks often rank as highlights of my year."

"Better access for parking, staying open later during the work week."

"I love when there are lectures and events. I wish they would start at 6:30 when parking is free and more plentiful. A lot of times I do not come since I would enter late and interrupt."
Strategic Area #4 - Increase visibility & impact

➢ Address the challenge to change perceptions.
➢ Enhance outreach, communication, marketing and promotion.

“Lack of awareness of location and resources is keeping people from using the library.”

“It’s a missed opportunity because people don’t know what is here to use or even the rooms can be used for community.”

“Have an outreach team to go to disenfranchised community to get the word out about the library and what it offers.”

“Something visual on the outside of the buildings to make them more recognizable.”

“It would be helpful if the Library conducted outreach to the Colleges in the City (big or small) to connect with the students. This is to offer an additional resource outside of the College.”
Strategic Area #5 - Provide leadership

“‘They have some amazing collections that I rely on. They really are valuable to my work and to the history of our city.’”

“The Library is and should continue to be a place that builds bridges.”

“Collaboration with international libraries to share information and programing best practices.”

“It’s the largest library system in the state. Professionalism. It’s multicultural.”

“Its prevailing professionalism and striving to make progress.”

“I want to see the library connect more to the other organizations in the city.”

➢ Collaborations and partnerships.
➢ NPL organizational and culture change.
Strategic Plan Implementation Team

• Reporting to the Director, the Strategic Plan Implementation Team is responsible for advancing and supporting the library’s strategic plan through effective execution of its key initiatives.

• The team will:
  o Identify objectives that support the strategic directions and goals;
  o Communicate implementation timelines;
  o Identify and implement a process of continual assessment based on outcomes; and
  o Implement a process on-going staff and community feedback and reporting.

• The Chairs will:
  o Report progress monthly to the Leadership Team;
  o Develop written reports to be shared with the Board of Trustees; and
  o Present at least once annually to the Board of Trustees.
1). Provide Welcoming, Safe and Vibrant Environments
   Chair and Leadership Team Liaison: George Williams
   Members: Ana Herrera, Shileen Shaw, Monica Malinowski, Isidra Myricks, Sandra Jones, James Burse

2). Enhance and Promote Newark Public Library’s Distinctive Special Collections
   Chair: Tom Ankner
   Leadership Team Liaison: Ingrid Betancourt
   Additional Members: Dale Colston, Nadine Sergejeff, Yesenia Lopez, Michael Novakovic

3). Strengthening Digital Literacy Skills for All:
   Chair: Joy Robinson
   Leadership Team Liaison: Nicole Butler
   Members: Joy Robinson, Diego Quintero, Cavelle Dixon, Ranssel Rodriguez, Jim Capuano

4). Contribute to the Personal Growth and Well-Being of All Newarkers:
   Chair: Leslie Kahn
   Leadership Team Liaison: Rod Jefferson

5). Nurture Newark’s Youth and Families:
   Chair: Susan Lazzari
   Leadership Team Liaison: Heidi Cramer
   Members: Maisy Card, Cynthia Becker, Tara Murphy, Leala Arnold, Natasha Osborne, Aurelia Rodriguez, Paul Volpe
Next Steps

- Timelines
- Continual Feedback
- Board reporting
- Measureables
The University of Hong Kong

1 Assessment of Library Performance
   • Biennial user survey (Insync)

2 User Experience Research
   • Visitors and Residents
   • Behavioural Mapping
   • Non-participant Observation
1 Assessment of Library Performance: Biennial User Survey

- Australia, New Zealand, Singapore, HK, North America
- ServQual
- Importance vs Performance
- Likert Scale (1-7)
- Gap analysis (28 questions)
- Freeform comments
- Benchmarking tool
- Performance improvement tracking
Biennial User Survey

• Communication
• Service Delivery
• Facilities & Equipment
• Information Resources
• Extras??
SECTION A: USER SATISFACTION

I. Service Quality

Please tell us how important the following are to you and how well do we perform:

<table>
<thead>
<tr>
<th>Importance to me</th>
<th>Library Performance</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low 1</td>
<td>Moderate 2</td>
<td>High 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Opening hours meet my needs
2. Recommended materials are purchased and processed rapidly for inclusion in the collection
3. Heavily used materials are placed in the Reserve Collection in a timely manner
4. Books & journals are reshelved quickly
5. Prompt action is taken regarding missing or lost journals
6. Inter-library loan and (journals) requests are handled in a timely manner
7. Library staff are readily available to provide assistance and respond in a timely manner
8. Library staff are polite and friendly
9. Library staff are knowledgeable and answer enquiries accurately and clearly
10. Library orientation/courses/workshops meet my needs
11. Items from Hing Wai Storage and off campus branch libraries/Main Library are delivered in a timely manner
12. Laptop loaning service meets my needs

Overall performance for Service Quality

1 2 3 4 5
## The University of Hong Kong Library User Survey, April 2017

### Top 10 factors – All respondents

<table>
<thead>
<tr>
<th>Most important factors</th>
<th>Mean</th>
<th>Highest performing factors</th>
<th>Mean</th>
<th>Lowest performing factors</th>
<th>Mean</th>
<th>Largest gaps (I - P)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>6.06</td>
<td>Library staff treat me fairly and without discrimination</td>
<td>5.74</td>
<td>I am informed about Library services</td>
<td>4.89</td>
<td>The items I’m looking for on the Library shelves are usually there</td>
<td>0.78</td>
</tr>
<tr>
<td>The Library is a good place to study</td>
<td>6.06</td>
<td>Library staff are approachable and helpful</td>
<td>5.62</td>
<td>Library workshops, classes and tutorials help me with my learning and research needs</td>
<td>4.91</td>
<td>A computer is available when I need one</td>
<td>0.74</td>
</tr>
<tr>
<td>I can get wireless access in the Library when I need to</td>
<td>6.05</td>
<td>Library staff provide accurate answers to my enquiries</td>
<td>5.62</td>
<td>A computer is available when I need one</td>
<td>5.00</td>
<td>Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs</td>
<td>0.73</td>
</tr>
<tr>
<td>Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs</td>
<td>5.94</td>
<td>The Library Is a good place to study</td>
<td>5.57</td>
<td>The items I’m looking for on the Library shelves are usually there</td>
<td>5.01</td>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>0.69</td>
</tr>
<tr>
<td>Printing, scanning and photocopying facilities in the Library meet my needs</td>
<td>5.90</td>
<td>Library staff are readily available to assist me</td>
<td>5.5</td>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>5.02</td>
<td>When I am away from campus I can access the Library resources and services I need</td>
<td>0.69</td>
</tr>
<tr>
<td>Library staff provide accurate answers to my enquiries</td>
<td>5.90</td>
<td>Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs</td>
<td>5.51</td>
<td>The Library anticipates my learning and research needs</td>
<td>5.09</td>
<td>The Library catalogue is easy to use</td>
<td>0.67</td>
</tr>
<tr>
<td>Library staff are approachable and helpful</td>
<td>5.88</td>
<td>I can get wireless access in the Library when I need to</td>
<td>5.45</td>
<td>Course specific resources (including short loans) meet my learning needs</td>
<td>5.13</td>
<td>I can get wireless access in the Library when I need to</td>
<td>0.60</td>
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<tr>
<td>When I am away from campus I can access the Library resources and services I need</td>
<td>5.86</td>
<td>Face to face enquiry services meet my needs</td>
<td>5.39</td>
<td>Laptop facilities (e.g. desks, power) in the Library meet my needs</td>
<td>5.15</td>
<td>Laptop facilities (e.g. desks, power) in the Library meet my needs</td>
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<tr>
<td>Opening hours meet my needs</td>
<td>5.80</td>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>5.37</td>
<td>Library signage is clear</td>
<td>5.15</td>
<td>The Library website is easy to use</td>
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<tr>
<td>The Library catalogue is easy to use</td>
<td>5.85</td>
<td>Opening hours meet my needs</td>
<td>5.34</td>
<td>When I am away from campus I can access the Library resources and services I need</td>
<td>5.18</td>
<td>Printing, scanning and photocopying facilities in the Library meet my needs</td>
<td>0.59</td>
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</table>
### The University of Hong Kong Library User Survey. April 2017

#### Mean importance scores — All respondents

**4421 responses**

<table>
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<th>Importance</th>
<th>Performance</th>
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<tbody>
<tr>
<td>Mean</td>
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<td>6.06</td>
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<tr>
<td>5.45</td>
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</tbody>
</table>

**Ranked by “Importance”**
# The University of Hong Kong Library User Survey, April 2017

## Mean performance score — All respondents

4421 responses

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Performance</th>
<th>Importance</th>
</tr>
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<tbody>
<tr>
<td>Library staff treat me fairly and without discrimination</td>
<td>5.74</td>
<td>5.84</td>
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<td>Library staff are approachable and helpful</td>
<td>5.62</td>
<td>5.88</td>
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<td>Library staff provide accurate answers to my enquiries</td>
<td>5.62</td>
<td>5.90</td>
</tr>
<tr>
<td>The Library is a good place to study</td>
<td>5.57</td>
<td>6.06</td>
</tr>
<tr>
<td>Library staff are readily available to assist me</td>
<td>5.56</td>
<td>5.84</td>
</tr>
<tr>
<td>Self Service (e.g., self check loans, requests, renewals, holds) meets my needs</td>
<td>5.51</td>
<td>5.65</td>
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<tr>
<td>I can get wireless access in the Library when I need to</td>
<td>5.45</td>
<td>6.05</td>
</tr>
<tr>
<td>Face to face enquiry services meet my needs</td>
<td>5.39</td>
<td>5.56</td>
</tr>
<tr>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>5.33</td>
<td>5.40</td>
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<tr>
<td>Opening hours meet my needs</td>
<td>5.14</td>
<td>5.36</td>
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<tr>
<td>Information resources located in the Library (e.g., books, journals, microform)</td>
<td>5.34</td>
<td>5.76</td>
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<tr>
<td>Printing, scanning and photocopying facilities meet my needs</td>
<td>5.31</td>
<td>5.90</td>
</tr>
<tr>
<td>Books and other resources (e.g., books, journals, microform) meet my needs</td>
<td>5.30</td>
<td>5.57</td>
</tr>
<tr>
<td>The Library anticipates my learning and research needs</td>
<td>5.26</td>
<td>5.85</td>
</tr>
<tr>
<td>Electronic enquiry services (e.g., email, WhatsApp/Librarian) meet my needs</td>
<td>5.23</td>
<td>5.40</td>
</tr>
<tr>
<td>Online resources (e.g., ejournals, databases, ebooks) meet my learning and research needs</td>
<td>5.22</td>
<td>5.94</td>
</tr>
<tr>
<td>The Library website provides useful information</td>
<td>5.19</td>
<td>5.73</td>
</tr>
<tr>
<td>The Library catalogue is easy to use</td>
<td>5.18</td>
<td>5.85</td>
</tr>
<tr>
<td>When I am away from campus I can access the Library resources and services I need</td>
<td>5.18</td>
<td>5.36</td>
</tr>
<tr>
<td>Library signage is clear</td>
<td>5.15</td>
<td>5.58</td>
</tr>
<tr>
<td>Laptop facilities (e.g., desks, power) in the Library meet my needs</td>
<td>5.15</td>
<td>5.75</td>
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<tr>
<td>Course specific resources (including short loans) meet my learning needs</td>
<td>5.13</td>
<td>5.54</td>
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<tr>
<td>The Library anticipates my learning and research needs</td>
<td>5.09</td>
<td>5.46</td>
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<tr>
<td>I can find a place in the Library to work in a group when I need to</td>
<td>5.02</td>
<td>5.61</td>
</tr>
<tr>
<td>The items I’m looking for on the Library shelves are usually there</td>
<td>5.01</td>
<td>5.80</td>
</tr>
<tr>
<td>A computer is available when I need one</td>
<td>5.00</td>
<td>5.75</td>
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<td>Library workshops, classes and tutorials help me with my learning and research needs</td>
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<td>4.97</td>
</tr>
<tr>
<td>I am informed about Library services</td>
<td>4.89</td>
<td>5.31</td>
</tr>
</tbody>
</table>
# The University of Hong Kong Library User Survey, April 2017

## Mean gap scores — All respondents

### 4421 responses

<table>
<thead>
<tr>
<th>Item</th>
<th>Gap Mean</th>
<th>Gap Rank</th>
<th>Importance Mean</th>
<th>Importance Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The items I'm looking for on the Library shelves are usually there</td>
<td>0.78</td>
<td>1</td>
<td>5.80</td>
<td>14</td>
</tr>
<tr>
<td>A computer is available when I need one</td>
<td>0.74</td>
<td>2</td>
<td>5.75</td>
<td>17</td>
</tr>
<tr>
<td>Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs</td>
<td>0.73</td>
<td>3</td>
<td>5.54</td>
<td>4</td>
</tr>
<tr>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>0.69</td>
<td>4</td>
<td>6.06</td>
<td>1</td>
</tr>
<tr>
<td>When I am away from campus I can access the Library resources and services I need</td>
<td>0.69</td>
<td>5</td>
<td>5.66</td>
<td>8</td>
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<td>I can get wireless access in the Library when I need to</td>
<td>0.60</td>
<td>7</td>
<td>6.05</td>
<td>3</td>
</tr>
<tr>
<td>Laptop facilities (e.g. desks, power) in the Library meet my needs</td>
<td>0.60</td>
<td>8</td>
<td>5.75</td>
<td>16</td>
</tr>
<tr>
<td>The Library website is easy to use</td>
<td>0.60</td>
<td>9</td>
<td>5.85</td>
<td>11</td>
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<tr>
<td>Printing, scanning and photocopying facilities in the Library meet my needs</td>
<td>0.59</td>
<td>10</td>
<td>5.50</td>
<td>5</td>
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<tr>
<td>I can find a place in the Library to work in a group when I need to</td>
<td>0.59</td>
<td>11</td>
<td>5.61</td>
<td>20</td>
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<tr>
<td>The Library website provides useful information</td>
<td>0.54</td>
<td>12</td>
<td>5.73</td>
<td>18</td>
</tr>
<tr>
<td>Opening hours meet my needs</td>
<td>0.52</td>
<td>13</td>
<td>5.86</td>
<td>9</td>
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<tr>
<td>The Library is a good place to study</td>
<td>0.49</td>
<td>14</td>
<td>6.06</td>
<td>2</td>
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<tr>
<td>Library signage is clear</td>
<td>0.43</td>
<td>15</td>
<td>5.58</td>
<td>21</td>
</tr>
<tr>
<td>I am informed about Library services</td>
<td>0.43</td>
<td>16</td>
<td>5.31</td>
<td>27</td>
</tr>
<tr>
<td>Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs</td>
<td>0.42</td>
<td>17</td>
<td>5.76</td>
<td>15</td>
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<tr>
<td>Course specific resources (including short loans) meet my learning needs</td>
<td>0.41</td>
<td>18</td>
<td>5.54</td>
<td>24</td>
</tr>
<tr>
<td>The Library anticipates my learning and research needs</td>
<td>0.37</td>
<td>19</td>
<td>5.46</td>
<td>25</td>
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<tr>
<td>Library staff are readily available to assist me</td>
<td>0.28</td>
<td>20</td>
<td>5.84</td>
<td>13</td>
</tr>
<tr>
<td>Library staff provide accurate answers to my enquiries</td>
<td>0.27</td>
<td>21</td>
<td>5.90</td>
<td>6</td>
</tr>
<tr>
<td>Books and articles I have requested from other libraries and campuses are delivered promptly</td>
<td>0.27</td>
<td>22</td>
<td>5.57</td>
<td>22</td>
</tr>
<tr>
<td>Library staff are approachable and helpful</td>
<td>0.25</td>
<td>23</td>
<td>5.88</td>
<td>7</td>
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<tr>
<td>Electronic enquiry services (e.g. email, WhatsApp-Librarian) meet my needs</td>
<td>0.22</td>
<td>24</td>
<td>5.45</td>
<td>26</td>
</tr>
<tr>
<td>Face to face enquiry services meet my needs</td>
<td>0.17</td>
<td>25</td>
<td>5.56</td>
<td>23</td>
</tr>
<tr>
<td>Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs</td>
<td>0.15</td>
<td>26</td>
<td>5.65</td>
<td>19</td>
</tr>
<tr>
<td>Library staff treat me fairly and without discrimination</td>
<td>0.11</td>
<td>27</td>
<td>5.84</td>
<td>12</td>
</tr>
<tr>
<td>Library workshops, classes and tutorials help me with my learning and research needs</td>
<td>0.06</td>
<td>28</td>
<td>4.87</td>
<td>28</td>
</tr>
</tbody>
</table>

Ranked by “Gap”
The University of Hong Kong Library Client Survey, March 2013

Best practice categories graph

Tracking over time

- March 2013
- November 2011
- November 2010

Best practice categories

- Communication
- Service Delivery
- Facilities & Equipment
- Library Staff
- Information Resources
### Performance tracking and benchmarking

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Service Delivery</th>
<th>Facilities &amp; Equipment</th>
<th>Information Resources</th>
<th>Weighted Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighting</strong></td>
<td>18%</td>
<td>28%</td>
<td>24%</td>
<td>30%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>April 2017</strong></td>
<td>72.6%</td>
<td>75.2%</td>
<td>74.5%</td>
<td>74.5%</td>
<td>74.4%</td>
</tr>
<tr>
<td><strong>October 2014</strong></td>
<td>77.9%</td>
<td>79.4%</td>
<td>79.1%</td>
<td>79.9%</td>
<td>79.2%</td>
</tr>
<tr>
<td><strong>Highest performer in database</strong></td>
<td>80.4%</td>
<td>83.6%</td>
<td>83.2%</td>
<td>85.8%</td>
<td>82.9%</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>77.5%</td>
<td>80.6%</td>
<td>77.1%</td>
<td>82.7%</td>
<td>79.7%</td>
</tr>
<tr>
<td><strong>Lowest performer in database</strong></td>
<td>70.7%</td>
<td>77.1%</td>
<td>66.5%</td>
<td>78.1%</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th>Information Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighting</strong></td>
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<td>22%</td>
<td>18%</td>
<td>20%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>March 2013</strong></td>
<td>75.7%</td>
<td>77.0%</td>
<td>76.4%</td>
<td>84.7%</td>
<td>77.7%</td>
<td>78.4%</td>
</tr>
<tr>
<td><strong>November 2011</strong></td>
<td>74.6%</td>
<td>75.2%</td>
<td>71.0%</td>
<td>82.4%</td>
<td>76.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td><strong>November 2010</strong></td>
<td>75.4%</td>
<td>75.6%</td>
<td>72.8%</td>
<td>82.0%</td>
<td>76.5%</td>
<td>76.6%</td>
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<tr>
<td><strong>Highest performer in database</strong></td>
<td>84.3%</td>
<td>84.3%</td>
<td>83.7%</td>
<td>94.5%</td>
<td>84.3%</td>
<td>86.2%</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>76.1%</td>
<td>78.9%</td>
<td>74.0%</td>
<td>88.3%</td>
<td>79.4%</td>
<td>79.4%</td>
</tr>
<tr>
<td><strong>Lowest performer in database</strong></td>
<td>70.3%</td>
<td>71.5%</td>
<td>67.4%</td>
<td>82.2%</td>
<td>75.2%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>
2 User Experience (UX) Research

Visitors and Residents

Behavioural Mapping

Non-participant Observation
HKU 1st Year Undergrad
HKU 1st Year Undergrad

Diagram:
- Personal:
  - Facebook
  - NBA
  - Messenger
  - Instagram
  - YouTube
  - PILK
  - BBC News
  - CNN
  - Barcly

- Resident:
  - Instagram
  - Snapchat
  - WhatsApp
  - Facility Booking

- Visitor:
  - Google Search

- Institutional:
  - Moodle
  - Memrise
  - Email

- MOODLE:
  - Gmail
  - Drive
  - Docs
  - Form
HKU Later Year Undergrad
HKU Later
Year Undergrad
HKU Faculty
Twitter

HKU

UCLA
Amazon

HKU

UCLA
Findings from Visitors and Residents Research

1. We learned about the activities our users are engaged in and also **how** they are engaged
2. Understanding how our users engage with technology (visitor vs. resident, personal vs. institutional) informs changes and improvements to our service design
3. We will continue with further studies that help us to learn about our users (e.g. user experience research including behavioural mapping and non-participant observation)
4. Modify our biennial survey to incorporate aspects of this research and behavioural
Behavourial Mapping: Interpretation

- 230 minutes of behavioural mapping data collected
- Data collected at 5 sites: 1) Main entrance 2) Lounge 3) Self-service collection 4) Exhibition area 5) Service counters
- Data collected 11:30am – 12:00pm and 4:30pm – 5:00pm
Behavioural Mapping: Interpretation
Preliminary findings:
• Confirm some information: e.g. preference for one of the sliding glass doors, confusion over manual and automated book returns
• Many users enter the Library and go directly to the new wing staircase
• Identified places users commonly wait, sit, and stand.
Non-participant Observation: Interpretation

- 214 observations
- Codes grouped into categories: A) Social activities, B) Library services/facilities, C) Belongings/objects, D) Technology, E) Food and Drink, and F) Actions
Non-participant Observation: Interpretation

- 130 minutes of observations  230 minutes of behavioural mapping data collected
- Data collected at 5 sites: 1) Main entrance 2) Lounge 3) Self-service collection 4) Exhibition area 5) Service counters
- Data collected 11:30am – 12:00pm and 4:30pm – 5:00pm
Non-participant Observation: Interpretation

Preliminary findings:

• Confirm some information: e.g. users leave belongings in the Library and go for breaks
• Some objects many users carry in and out of the Library: water bottles, sheets of paper
• The lounge is a social place where users sit and meet their friends
• Users often take out their cards or rearrange their belongings in the entrance and lounge: do we need to provide some standing tables for their convenience?
• Users are often carrying water bottles: do we need to provide more water dispensers on 2/F?
• Users are often carrying loose sheets of paper: could we consider plastic folders as library-branded promotional items?
UX Conclusion

• User experience research supplements Library statistics to tell us about our users’ behaviour

• Many institutions and businesses are conducting user experience research

• Non-participant observation and behavioural mapping can teach us about our users

• More studies need to be conducted
Sources


THREE
Assessment
Stories

ASSESSMENT
Story #1 - Assessing Learning

https://www.flickr.com/photos/internetarchivebookimages/14754758204/
https://www.flickr.com/photos/internetarchivebookimages/14570521667/
Assessment Types

- Satisfaction-based
- Confidence-based
- Perceived usefulness-based
- Learning/competence-based

Think about when to use which
Story #2 - Assessing Impact

Academic Publishing is an annual series of talks on how to get published for early career researchers and postgraduate students.

What were the objectives?
Introduce new concepts and trends in academic publishing to keep potential authors up-to-date.
Provide relevant advice and tips that participants can use in their academic publishing efforts.
Connect participants with publishers, editors, authors, fellow researchers & librarians.

What did the Library offer?
- 10 talks on Academic Publishing
- Speakers from 6 Academic Publishers, NTU Faculty Staff + Librarians & Graduate Student Council

What was the impact?
- 690 participants from colleges and schools
- 28% higher than 2014
Based on post-series sample survey (95 responses)

- 89% indicated talks provided relevant advice and tips useful in their publishing efforts
- 85% indicated talks introduced new concepts or trends
Focus of Assessment

IMPORTANT
• e.g. contribution to student/faculty success
• not how good is library, but how much good does it do

STRATEGIC
• Institutional strategic priorities
• Library strategic priorities

Be SELECTIVE (don’t overextend)
• focus on strategic importance, doability, actionability

From ARL Workshop: Leading a strategic assessment program in a research library
Story #3 - Assessing User Needs
UX Methods - observation

- Observe
- Validate observations
- Analyze for needs
- Brainstorm changes
- Implement the chosen few
Consider ...

What people outside of Libraries want to know
- Our contribution to student/faculty success
- Our contribution to university mission/visibility
- Accountability/efficiency/effectiveness
- Comparisons with others (peer institutions)

What no one outside the Library wants to know
- How the work is done
- How hard it is to do
- Too much details; too many needs (laundry list)
- Narrative without data; data without narrative

From ARL Seminar: Leading a Strategic Assessment Program in a Research Library
Exercise

• Thinking about the “desirable” assessment areas:
  - How might the library measure these?
  - Are there other areas we should assess?