Assessing the Digital Media Commons: Evaluating New Library Spaces and Services at UNC Greensboro

Southeastern Library Assessment Conference 2013
Chelsea DeAngio, Graduate Assistant 2012-2013
Kathryn Crowe, Associate Dean for Public Services
About UNCG

- Public University
- University of North Carolina system
- ~17,000 students
  ~14,000 undergraduate
  ~3,000 graduate
- 1,000 faculty
About the University Libraries

- Jackson Library
- Schiffman Music Library
- 1.2 million book volumes
- 37,000+ e-subscriptions
- 500 databases
- Approximately 100 faculty and staff
First step: needs assessment!

- Survey of UNCG students in Spring 2010:
  - 835 responses (22% response rate) from sample
  - 120 had developed a video presentation for a class
  - 60% did so because it was required
  - 28.2% decided a video the best way to fulfill an assignment
  - 77.6% did not receive any assistance on campus
  - 54% would have appreciated help with multimedia production
Media assistance in 2010

• Cameras, voice recorders, tripods, projectors in Libraries
• Media Studies lab for Media Studies students only

BUT......

• No office at UNCG provided assistance in developing media (videos, blogs, podcasts, PPT, etc.) for non-Media Studies majors.
Why establish a Media Commons?

• Supports University learning goals for critical thinking, communication and information literacy

• Supports Libraries’ goals of providing learning spaces, supporting student research and partnering with faculty
Campus partnerships

• Digital ACTS (Action, Consultation & Training Studio)
  – Undergraduate Studies
  – Multiliteracy Centers

• Media Studies Department
Digital Media Commons opened fall 2012
DMC services

• Identifying and evaluating media sources
• Technical assistance with media projects
• Consultation on communicating media
• Technology, space and software
• Faculty development and training
Assessment study outcomes
February – May 2013

• Staff will gain understanding of what current practices are effective/ineffective
• Services will better support user needs regarding hours of operation, materials, and services
Assessment methods

**Formal**
- Surveys
- Desk Statistics
- Focus Group
- Usage Study

**Informal**
- Whiteboard photos
- Weekly poll
Surveys

• Developed among staff
• 100 distributed, 70% returned
• 10 questions
  – Demographic information
  – When did they visit DMC?
  – Why did they choose DMC?
  – How helpful was the staff?
  – What is the awareness of DMC on campus?
  – Open comments
Desk statistics

• Used LibAnalytics
• Entered information after each patron interaction (in person, phone, instant message or email)
• Recorded type of question (general info, reference, technology). Recorded date and time info
• Recorded date/time via Time Stamp
Focus group

- Low participation rate
- Offered incentive from film production professor
- Discussed DMC policies, hours, services, customer service
- Recorded and transcribed audio
Usage study

- App created by UNCG Libraries technology services team
- Statistics taken 4x daily on iPad over one week in March, April
- Number of patrons, noise level, activities, materials used, food and drink consumption were all tracked
Whiteboard photos

• Recorded types of studying happening in DMC
• Indicated what subjects were most often studied
• Used with permission of students
• Took photos at closing time
Weekly poll

• New questions about DMC and study habits each Monday
• Captured by photo each Sunday evening
Limitations of assessments

• Most assessments completed by one staff member
• Assessment took place over just one semester
• Too many assessments without any one being completely thorough
• Assessment only factored in current DMC users
Survey results

- Average patron aged 19-21
- 12% were biology students
- 56% discovered DMC through word of mouth
- Most visited days: Mon-Wed
- Saturdays least popular
Desk statistics results

• April saw highest usage numbers
• Typically had 10-15 official consultations per month, fewer in Dec, more in April
Focus group results

• Participants noted that services and technology were great but “9 times out of 10, I’m just coming for a relaxing place to work.”

• Participants agreed best thing about DMC was comfort level

• Requested 24/5 services, like other parts of the library
Usage study results

• Patrons most often sit in section closest to service desk
• 1/3 of all patrons had personal laptops with them
• 1/3 of all patrons had food or drinks with them
Whiteboard results

- Math, science and foreign language students most frequently utilized the boards
Poll results

• Students report visiting most frequently from noon – 4 pm weekdays
• Presentations were the most common type of multimedia project used for classes
• Requests made for 24/5 services, more computers
Recommendations for Future Assessment

• Continue desk statistics with clarified language
• Year long usage study needed to properly track trends
• Assessment team headed up by GA, recruit student staff members to take larger role
• Focus groups with incentive to cast wider net for both DMC users and non-users
• Impact of DMC on student learning
Questions?