GEORGIA TECH LIBRARY ASSESSMENT: CREATING AND SHARING A CUSTOM-MADE ASSESSMENT TOOL

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GEORGIA TECH AT A GLANCE

• Public Research University founded in 1885
• 26k FTS (15k Undergrad / 11k Grad)
• 2016 Revenue 1.42 Billion – 15% State, 20% Tuition/Fees, and 55% Grants/Contracts
• Computer Science, Mechanical, Aerospace, and Industrial Engineering along with Business are the largest majors
• Large Research Partnerships with Emory University
LIBRARY RENEWAL

CREATING THE NEXT
WHY IS THE LIBRARY CHANGING?

- **24,318** Library print book checkouts in 2016
- **302 million** downloads of journal articles and e-books hosted by the Library in 2016
- **1,39 million** visits to the Library in 2016
- **375,720** Users accessed SMARTech repository
- **1,4 million** Physical books owned by the Library
- **632,230** Online e-journal and e-book titles purchased and made available through the Library
- **97 percent** of collection purchases are digital
“Organizational effectiveness does not lie in that narrow minded concept called rationality. It lies in the blend of clearheaded logic and powerful intuition” — Henry Mintzberg

"Efficiency is doing better what is already being done. Effectiveness is deciding what to do better." - Peter F. Drucker
HISTORY OF THE LIBRARY’S CAMPUS WIDE ASSESSMENT EFFORTS

• Library Statistics Dashboard: 2001 – 2017

• Libqual: 2003 – 2013

• Custom Survey: 2015 – 2017

• Exit Survey: 2013 – 2017
WHY CHANGE?

**Positives**
- Longitudinal data since we had used it for a decade
- Low cost in labor / hours worked
- Can compare across peer institutions

**Negatives**
- Doesn’t address specific needs or emerging issues
- Doesn’t necessarily link with organization goals and mission
- Monetary cost
CONSIDERATIONS WHEN BUILDING THE SURVEY

- Timing / When?
- What are our goals?
- Length?
- Audience?
- Question format?
ANALYZING THE DATA

- 861 Responses
- 32 Questions
- Hand tagged the qualitative data
- Broke up analyzing quantitative data between committee members
RESULTS

861 responses

~51 percent
Undergrad

~29 percent
Masters and PhD

~17 percent
Faculty and Staff

~3 percent other
RESULTS

Affiliation

- Mechanical Engineering | Electrical & Computer Engineering
- Computer Science | Industrial & Systems Engineering
- Aerospace Engineering
- Scheller College of Business | Civil & Environmental Engineering | Biomedical Engineering
- Chemical and Biomolecular Engineering | Biology
- College of Engineering
- Georgia Tech Research Institute | College of Computing
- Literature, Media & Communication
- Chemistry & Biochemistry | Other
RESULTS

**Time at Tech**

- 139 faculty/staff respondents

- 20-plus years
- 16-20 years
- 11-15 years
- 6-10 years
- 0-5 years

**How often do you use the Library?**

- Weekly
- Monthly
- Daily
- Quarterly
- Never

**CREATING THE NEXT**
RESULTS

Major concerns

In open-ended responses, users identified these issues as most critical.

E-RESOURCES
Comprehensiveness of e-journals
Comprehensiveness of e-books
Hardware
Furniture
Food
Multimedia
Gadgets
Interlibrary Loan
Kudos
Popular Reading/Gilbert Lounge

COMPUTING
BOOKS-keeping
Awareness/Marketing
Ease of Access
Databases

Customer Service
Research Help
Discovery
The Books Are Going Away!

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**How often do you use the Library's physical spaces?**

- **Undergrads**: 72 percent daily/weekly
- **Grad & PhD**: 55 percent weekly/monthly
- **Faculty**: 57 percent monthly/quarterly

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**How often do you physically browse?**

- **22 percent** Monthly
- **26 percent** Quarterly
- **40 percent** Never

*Total respondents*

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**How often do you use the website?**

- **Undergrads**: 56 percent monthly/quarterly
- **Grad & PhD**: 67 percent monthly/weekly
- **Faculty**: 60 percent daily/weekly
RESULTS

Top Services

**Undergrads**
- Printing: 90 percent
- Study Space: 80 percent
- Computer Commons: 60 percent
- Collaborative Work Areas: 57 percent

**Grad & PhD**
- Collections: 90 percent
- Printing: 90 percent
- Study Space: 80 percent
- Computer Commons: 60 percent

**Faculty**
- Collections: 62 percent
- Study Space: 26 percent
- Archives: 25 percent
- Popular Reading: 23 percent
### RESULTS

**An alternative browsing solution is important**

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<td>agree</td>
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<td>Grad &amp; PhD</td>
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**The discovery environment is effective**

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RESULTS

Most Desired Services

Undergrads
- Multimedia Access and Help: 34 percent
- Access to e-resources: 31 percent

Grads & PhD
- Access to e-resources: 70 percent
- GIL, ILL, LENDS: 9 percent

Faculty
- Access to e-resources: 75 percent
- GIL, ILL, LENDS: 14 percent
I Ideas for improvement

Expand access to electronic journals with input from faculty in their specific area of expertise/more complete access to scholarly journals via the web.
- Faculty

The library commons computers are probably the slowest on campus ... it took 10 solid minutes just to log in, another 5 minutes to initiate the web browser, and then it crashed.
- Graduate

[There needs to be] more advertising about what is available - there is no clear message and no single source to explore what is available currently.
- Undergraduate
OUTCOMES

- Boundaries between research, teaching, and learning are blurring.
- As people become more specialized, they are more likely to work in silos. Bringing them out requires effort.
- Mastering skills is just as important as mastering content.
- Physical and digital tools and spaces must work together seamlessly.
- There are many resources and library services that students and faculty are not aware of but could benefit from.
- Students should be able to apply their knowledge and skills across disciplines.
- While collaboration is an important part of research, teaching, and learning, there is still a need for quiet, individual work – and the environments to do it in.
OUTCOMES

Pilot programs in new spaces

- Library store front
- Expert Consultation Center
- Grad Commons
- Scholar’s Event Network
- Visualization Lab
- Digital Scholarship Commons
- Innovation and Ideation Studio
- Sci-Fi Reading Lounge
- Teaching Studio
- Roving Staff
2015 ASSESSMENT SURVEY RESULTS: DESIGN METHODOLOGY
1.5 Explanation of Charts and Tables

A working knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+® results notebook is essential. In addition to the explanatory text below, you can find a self-paced tutorial on the project web site at:

<https://www.libqual.org/about/about_survey/tools>

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts", radar charts feature multiple axes or "spokes" along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+® survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Information Control (IC), and Library as Place (LP).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).
WHY CHANGE?

• Embarking upon multi-million dollar project

• Had to prove value to campus, university leadership, legislators – including non-native speakers

• Positioning ourselves as experts in data visualization

• Focus on aesthetic experience
KEY CONCEPTS

• Above all else – quick and to the point

• Simple, big, visual, impactful

• Easy to understand regardless of proficiency in English

• Branded from University Guidelines
CHARTS FOR SIMPLE QUANTITATIVE DATA

Time at Tech

- 20-plus years
- 16-20 years
- 11-15 years
- 6-10 years
- 0-5 years

139 faculty/staff respondents

How often do you use the Library?

- Weekly
- Monthly
- Daily
- Quarterly
- Never
How often do you use the Library’s physical spaces?

- 72 percent Undergrads daily/weekly
- 55 percent Grad & PhD weekly/monthly
- 57 percent Faculty monthly/quarterly
ICON VISUALIZATION FOR QUANTITATIVE DATA

Top Services

Undergrads
- Printing: 90 percent
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Major concerns

In open-ended responses, users identified these issues as most critical.
“[I] could be attracted to [the] Library by useful meeting rooms for small groups, art displays, exhibits of rare books, readings or talks by interesting authors.”

- FACULTY MEMBER
**MULTIPLE QUALITATIVE EXAMPLES**

Ideal discovery environment and browsing experience

I would prefer a visual search experience; [an] augmented reality system ... something that visually emulates the stacks and allows you to select and peruse a book as if you were browsing in the stacks.
- **Faculty**

Simplify portals. Bring users to a single point of access without need to figure out which database to use.
- **Graduate**

An alternate browsing experience would ... display books of similar call numbers together as they would be arranged on a shelf and offer more detailed information than the current catalog.
- **Undergraduate**
RESULTS

2015 Assessment Survey Results
861 responses

~51 percent Undergrad
~29 percent Masters and PhD
~17 percent Faculty and Staff
~3 percent other

Background and context

Renewal of the Georgia Tech Library is underway, and along with that renewal, we are re-imagining and redefining the Library.

Over the past decade, we’ve seen a precipitous decline in library print book checkouts, while visits to the physical facility and use of the electronic collection have risen substantially.

Our physical spaces and library services are evolving to meet the changing research, learning, and teaching needs of Georgia Tech.

A majority of the Library’s physical collection—the very core of all preconceived notions of what a research library is and how librarians serve—has left the Georgia Tech Library space.

As an academic library, the Georgia Tech Library has a mission that is easy to state and hard to define: provide an essential component of the teaching, research, and learning activities of the Institute.

The Library fulfills its mission through a variety of services and resources that are developed and refined by library faculty and support staff in collaboration with the Library’s constituency: the students, faculty, and staff of Georgia Tech.

The physical space of the Library brings users together, inviting them to model innovative methods of research and scholarship for each other.

The space directs users to the services that are there to support them and even suggests tactics that can help them succeed.

Quiet study carrels and rooms say: “sometimes you will need solitude and silence to focus on your scholarship.”

Recarconfigurable couches and folding tables inside a multimedia room say: “other times, you will need to rearrange your environment to support both in-person and virtual collaboration and to examine your research question from a new perspective.”

Georgia Tech/Emory partnership

The Georgia Tech Library and Emory University Libraries have built and will operate a state-of-the-art, climate-controlled service facility known as the Library Service Center (LSC).

About 98 percent of Georgia Tech’s physical collection moved to the building in Spring 2018, freeing up valuable space in the Price Gilbert Library and Graland buildings for student and faculty use. Students, Faculty, and Staff from both Emory and Georgia Tech are able to use the center.

The ultimate goal of this partnership is to create a seamless collection with Emory Library resources available to Georgia Tech students, faculty, staff, and vice versa.

By merging our collection with Emory’s and relocating a substantial portion of our print collection to the Library Service Center, the library is able to utilize our spaces for the services and collections required by the teaching, learning, and research of the future.

How often do you use the Library’s physical spaces?

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- Printing 60 percent
- Study Space 80 percent
- Computer Commons 60 percent
- Collaborative Work Areas 67 percent

Grad & PhD
- Collections 90 percent
- Study Space 80 percent
- Computer Commons 60 percent
- Popular Reading 23 percent

Faculty
- Collections 82 percent
- Study Space 86 percent

Major concerns

In open-ended responses, users identified these issues as most critical.

Furniture
- Computers
- Outlets
- Cleanliness
- Quiet

BOOKS - keeping Quiet

How often do you physically browse?

- 22 percent* Monthly
- 26 percent* Quarterly
- 40 percent* Never* Total respondents

How often do you use the website?

- 56 percent Undergrads monthly/quarterly
- 67 percent Grad & PhD monthly/weekly
- 60 percent Faculty daily/weekly

An alternative browsing solution is important

- 44 percent Undergrads agree
- 59 percent Grad & PhD agree
- 61 percent Faculty agree

The discovery environment is effective

- 50 percent Undergrads agree
- 56 percent Grad & PhD agree
- 56 percent Faculty agree

“[I] could be attracted to [the] Library by useful meeting rooms for small groups, art displays, exhibits of rare books, readings or talks by interesting authors.”

- FACULTY MEMBER

“Information about what all is in the library should be more available to students.”

- UNDERGRADUATE STUDENT
QUESTIONS?

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