Session 8

Evaluating Library Effectiveness and Impact: Three Perspectives

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The 16th Annual Library Leadership Institute
BEYOND THE BUBBLE:
Libraries leading & collaborating across boundaries
Hong Kong | 13-17 April 2018
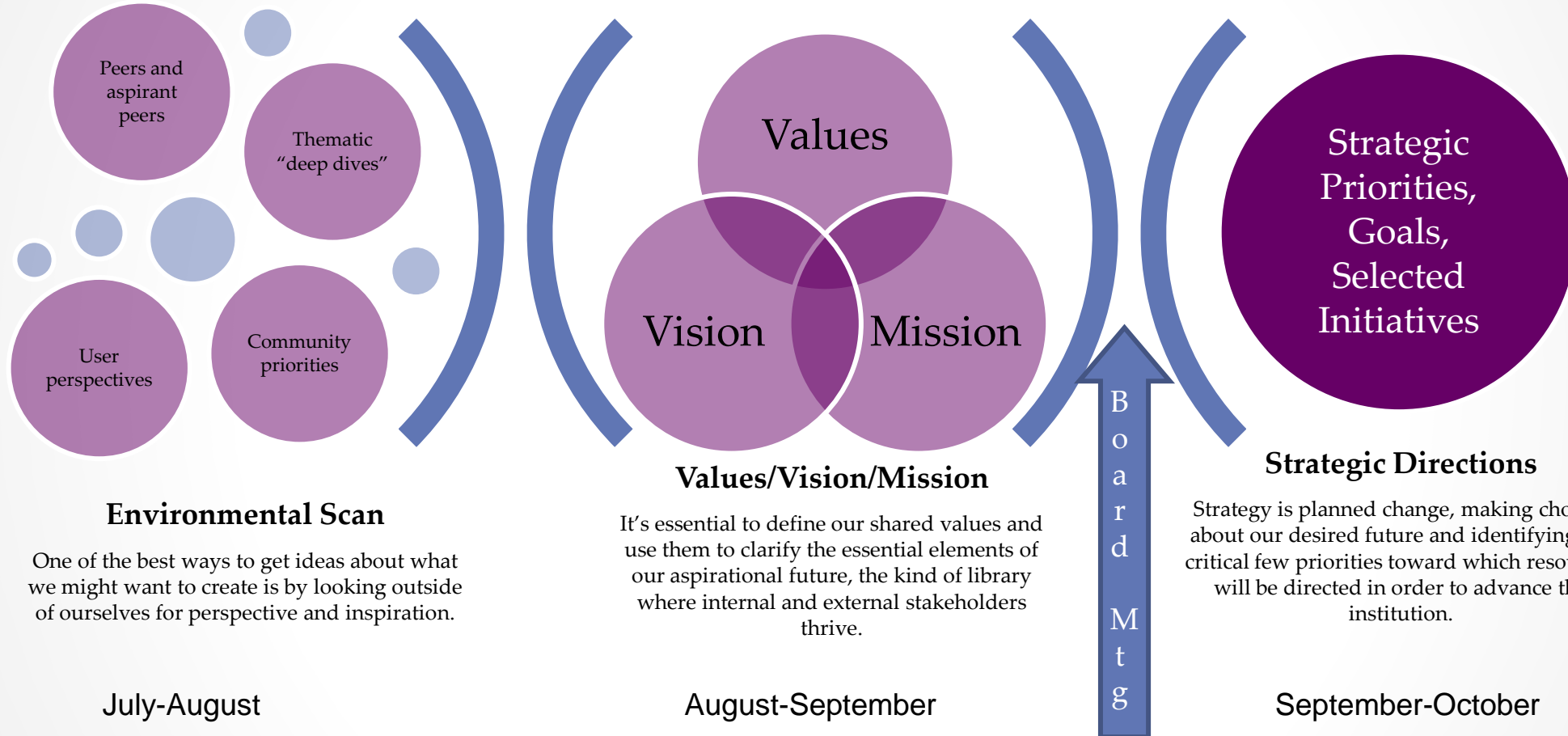
Strategic Plan: Foundations for Assessment

- 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

NPL Strategic Planning Process

Peers and aspirant peers

Thematic "deep dives"

User perspectives

Community priorities

Values

Vision

Mission

Strategic Priorities, Goals, Selected Initiatives

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.

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.

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.

Board Mtg

Board Mtg

July-August

August-September

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

Best Practices

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

URBAN LIBRARIES COUNCIL

http://www.urbanlibraries.org/library-members-pages-49.php
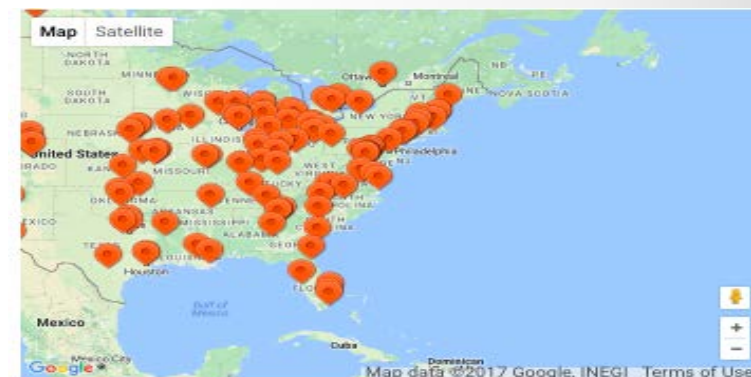
Public Forums

- 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

"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."

➢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.

Strategic Area #2 - Address Social Needs with Supportive Services

"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 need's a Social Services Department to help all the homeless." people with Mental Health issues.

- ➤ **Supportive services for children and youth.**

- ➤ **Supportive services across the generations.**

- ➤ **Provide the community with needed life skills.**

Strategic Area #3 - Respond to Specific Community Wants/Needs

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

"We LOVE our library!"

"The friendliness of it's 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."

➢**NPL has demonstrated value to the community.**

➢**NPL can leverage its strengths.**

➢**NPL can make improvements to satisfy community wants and needs.**

Strategic Area #4 - Increase visibility & impact

"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."

➢ **Address the challenge to change perceptions.**

➢ **Enhance outreach, communication, marketing and promotion.**

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.

Strategic Plan Implementation Team

- 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**
-       **Leaderhip 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**
-       **Membership:** Kirsten Giardi, Nayda Santiago, Paula Baratta, Leslie Kahn, Aaliyah Bowen, Annecy Webb, Jorge Rodriguez, Natalie Guiones, Rashida Williams
-
- 5). Nurture Newark's Youth and Families:
-        Chair: Susan Lazzarri
-        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

insyncsurveys

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:

	Low		Moderate		High	N/A = Not applicable
	1	2	3	4	5	

	Importance to me	Library Performance	N/A
	1 2 3 4 5	1 2 3 4 5	N/A
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 books & journals	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○
6. Interlibrary loan (e.g. HKALL, ILLiad) requests are forwarded through 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	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○

	1	2	3	4	5
Overall performance for Service Quality	○	○	○	○	○

Factors rated top 10 in importance

Most important factors	Mean	Highest performing factors	Mean	Lowest performing factors	Mean	Largest gaps (I - P)	Mean
I can find a quiet place in the Library to study when I need to	6.06	Library staff treat me fairly and without discrimination	5.74	I am informed about Library services	4.89	The items I'm looking for on the Library shelves are usually there	0.78
The Library is a good place to study	6.06	Library staff are approachable and helpful	5.62	Library workshops, classes and tutorials help me with my learning and research needs	4.91	A computer is available when I need one	0.74
I can get wireless access in the Library when I need to	6.05	Library staff provide accurate answers to my enquiries	5.62	A computer is available when I need one	5.00	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	0.73
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	5.94	The Library is a good place to study	5.57	The items I'm looking for on the Library shelves are usually there	5.01	I can find a quiet place in the Library to study when I need to	0.69
Printing, scanning and photocopying facilities in the Library meet my needs	5.90	Library staff are readily available to assist me	5.55	I can find a place in the Library to work in a group when I need to	5.02	When I am away from campus I can access the Library resources and services I need	0.69
Library staff provide accurate answers to my enquiries	5.90	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.51	The Library anticipates my learning and research needs	5.09	The Library catalogue is easy to use	0.67
Library staff are approachable and helpful	5.88	I can get wireless access in the Library when I need to	5.45	Course specific resources (including short loans) meet my learning needs	5.13	I can get wireless access in the Library when I need to	0.60
When I am away from campus I can access the Library resources and services I need	5.86	Face to face enquiry services meet my needs	5.39	Laptop facilities (e.g. desks, power) in the Library meet my needs	5.15	Laptop facilities (e.g. desks, power) in the Library meet my needs	0.60
Opening hours meet my needs	5.86	I can find a quiet place in the Library to study when I need to	5.37	Library signage is clear	5.15	The Library website is easy to use	0.60
The Library catalogue is easy to use	5.85	Opening hours meet my needs	5.34	When I am away from campus I can access the Library resources and services I need	5.18	Printing, scanning and photocopying facilities in the Library meet my needs	0.59

Top 10 Factors

The University of Hong Kong Library User Survey, April 2017

Mean importance scores — All respondents

4421 responses

	Importance		Performance	
	Mean	Rank	Mean	Rank
I can find a quiet place in the Library to study when I need to	6.06	1	5.37	9
The Library is a good place to study	6.06	2	5.57	4
I can get wireless access in the Library when I need to	6.05	3	5.45	7
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	5.94	4	5.22	16
Printing, scanning and photocopying facilities in the Library meet my needs	5.90	5	5.31	12
Library staff provide accurate answers to my enquiries	5.90	6	5.62	3
Library staff are approachable and helpful	5.88	7	5.62	2
When I am away from campus I can access the Library resources and services I need	5.89		5.18	19
Opening hours meet my needs	5.86		5.34	10
The Library catalogue is easy to use	5.85	10	5.18	18
The Library website is easy to use	5.85	11	5.26	14
Library staff treat me fairly and without discrimination	5.84	12	5.74	1
Library staff are readily available to assist me	5.84	13	5.56	5
The items I'm looking for on the Library shelves are usually there	5.80	14	5.01	25
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.76	15	5.34	11
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.75	16	5.15	21
A computer is available when I need one	5.75	17	5.00	26
The Library website provides useful information	5.73	18	5.19	17
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.65	19	5.51	6
I can find a place in the Library to work in a group when I need to	5.61	20	5.02	24
Library signage is clear	5.58	21	5.15	20
Books and articles I have requested from other libraries and campuses are delivered promptly	5.57	22	5.30	13
Face to face enquiry services meet my needs	5.56	23	5.39	8
Course specific resources (including short loans) meet my learning needs	5.54	24	5.13	22
The Library anticipates my learning and research needs	5.46	25	5.09	23
Electronic enquiry services (e.g. email, WhatsApp-a-Librarian) meet my needs	5.45	26	5.23	15

Ranked by "Importance"

The University of Hong Kong Library User Survey, April 2017

Mean performance score — All respondents

4421 responses

	Performance		Importance	
	Mean	Rank	Mean	Rank
Library staff treat me fairly and without discrimination	5.74	1	5.84	12
Library staff are approachable and helpful	5.62	2	5.88	7
Library staff provide accurate answers to my enquiries	5.62	3	5.90	6
The Library is a good place to study	5.57	4	6.06	2
Library staff are readily available to assist me	5.56	5	5.84	13
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.51	6	5.65	19
I can get wireless access in the Library when I need to	5.45	7	6.05	3
Face to face enquiry services meet my needs	5.39	8	5.56	23
I can find a quiet place in the Library to study when I need to	5.37	9	6.06	1
Opening hours meet my needs	5.34	10	5.86	9
Information resources located in the Library (e.g. books, journals, DVDs) help my learning and research needs	5.34	11	5.76	15
Printing, scanning and photocopying facilities in the Library meet my needs	5.31	12	5.90	5
Books and articles requested from other libraries/campuses are delivered promptly	5.30	13	5.57	22
The Library's reply is a speedy response	5.26	14	5.85	11
Electronic enquiry services (e.g. email, WhatsApp-a-Librarian) meet my needs	5.23	15	5.45	26
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	5.22	16	5.94	4
The Library website provides useful information	5.19	17	5.73	18
The Library catalogue is easy to use	5.18	18	5.85	10
When I am away from campus I can access the Library resources and services I need	5.18	19	5.86	8
Library signage is clear	5.15	20	5.58	21
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.15	21	5.75	16
Course specific resources (including short loans) meet my learning needs	5.13	22	5.54	24
The Library anticipates my learning and research needs	5.09	23	5.46	25
I can find a place in the Library to work in a group when I need to	5.02	24	5.61	20
The items I'm looking for on the Library shelves are usually there	5.01	25	5.80	14
A computer is available when I need one	5.00	26	5.75	17
Library workshops, classes and tutorials help me with my learning and research needs	4.91	27	4.97	28
I am informed about Library services	4.89	28	5.31	27

Ranked by "Performance"

The University of Hong Kong Library User Survey, April 2017

Mean gap scores — All respondents

4421 responses

	Gap		Importance	
	Mean	Rank	Mean	Rank
The items I'm looking for on the Library shelves are usually there	0.78	1	5.80	14
A computer is available when I need one	0.74	2	5.75	17
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	0.73	3	5.94	4
I can find a quiet place in the Library to study when I need to	0.69	4	6.06	1
When I am away from campus I can access the Library resources and services I need	0.69	5	5.86	8
The Library catalogue is easy to use	0.67	6	5.85	10
I can get wireless access in the Library when I need to	0.60	7	6.05	3
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.60	8	5.75	16
The Library website is easy to use	0.60	9	5.85	11
Printing, scanning and photocopying facilities in the Library meet my needs	0.59	10	5.90	5
I can find a place in the Library to work in a group when I need to	0.59	11	5.61	20
The Library website provides useful information	0.54	12	5.73	18
Opening hours meet my needs	0.52	13	5.86	9
The Library is a good place to study	0.49	14	6.06	2
Library signage is clear	0.43	15	5.58	21
I am informed about Library services	0.43	16	5.31	27
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	0.42	17	5.76	15
Course specific resources (including short loans) meet my learning needs	0.41	18	5.54	24
The Library anticipates my learning and research needs	0.37	19	5.46	25
Library staff are readily available to assist me	0.28	20	5.84	13
Library staff provide accurate answers to my enquiries	0.27	21	5.90	6
Books and articles I have requested from other libraries and campuses are delivered promptly	0.27	22	5.57	22
Library staff are approachable and helpful	0.25	23	5.88	7
Electronic enquiry services (e.g. email, WhatsApp-a-Librarian) meet my needs	0.22	24	5.45	26
Face to face enquiry services meet my needs	0.17	25	5.56	23
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	0.15	26	5.65	19
Library staff treat me fairly and without discrimination	0.11	27	5.84	12
Library workshops, classes and tutorials help me with my learning and research needs	0.06	28	4.97	28

Ranked by "Gap"

The University of Hong Kong Library Client Survey, March 2013
Best practice categories graph

Tracking over time
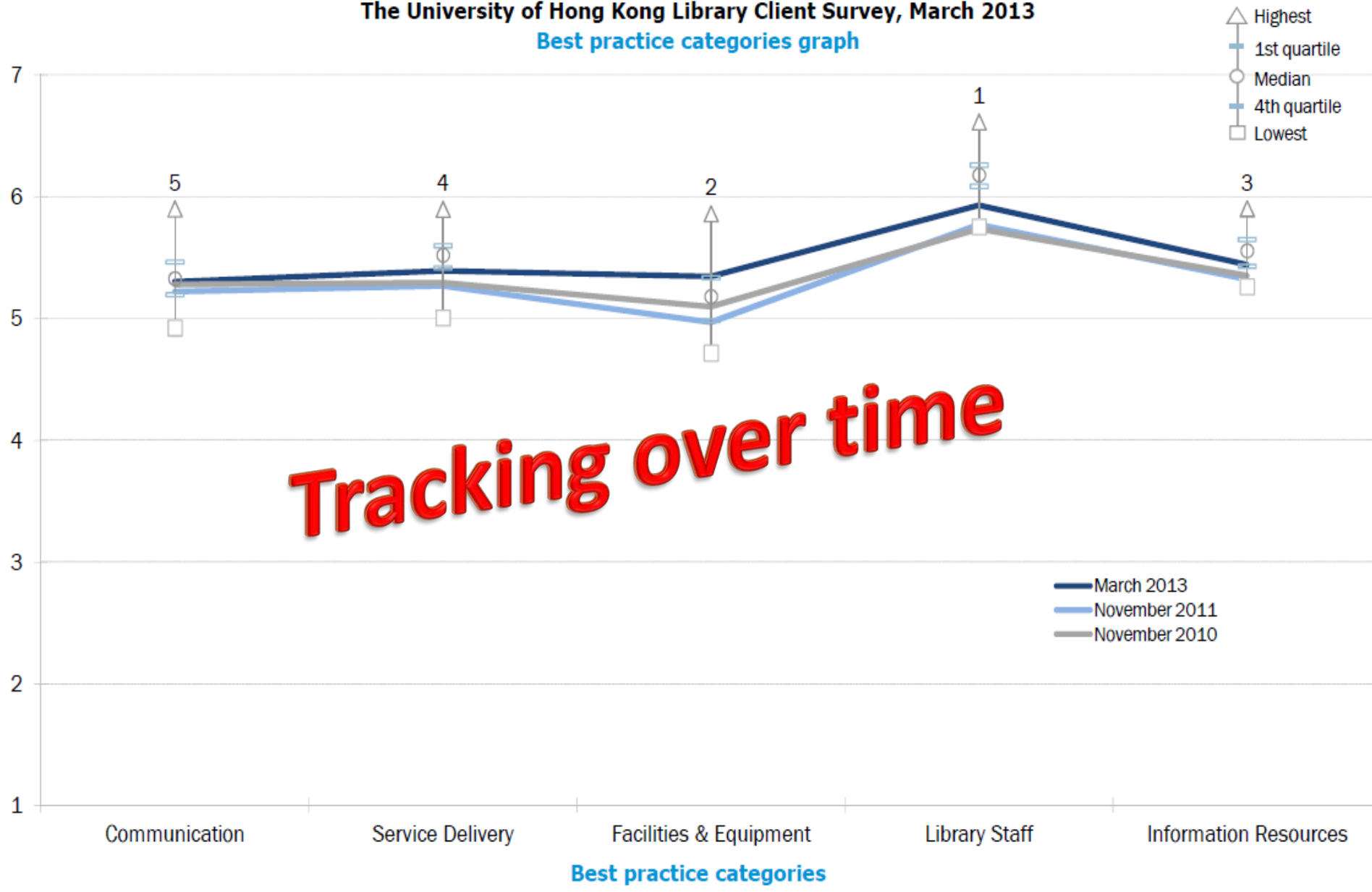
Performance tracking and benchmarking

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

	Communication	Service Delivery	Facilities & Equipment	Library Staff	Information Resources	Weighted Total
Weighting	15%	22%	18%	20%	25%	100%
March 2013	75.7%	77.0%	76.4%	84.7%	77.7%	78.4%
November 2011	74.6%	75.2%	71.0%	82.4%	76.0%	76.0%
November 2010	75.4%	75.6%	72.8%	82.0%	76.5%	76.6%
Highest performer in database	84.3%	84.3%	83.7%	94.5%	84.3%	86.2%
Median	76.1%	78.9%	74.0%	88.3%	79.4%	79.4%
Lowest performer in database	70.3%	71.5%	67.4%	82.2%	75.2%	74.4%

2 User Experience (UX) Research

Visitors and Residents
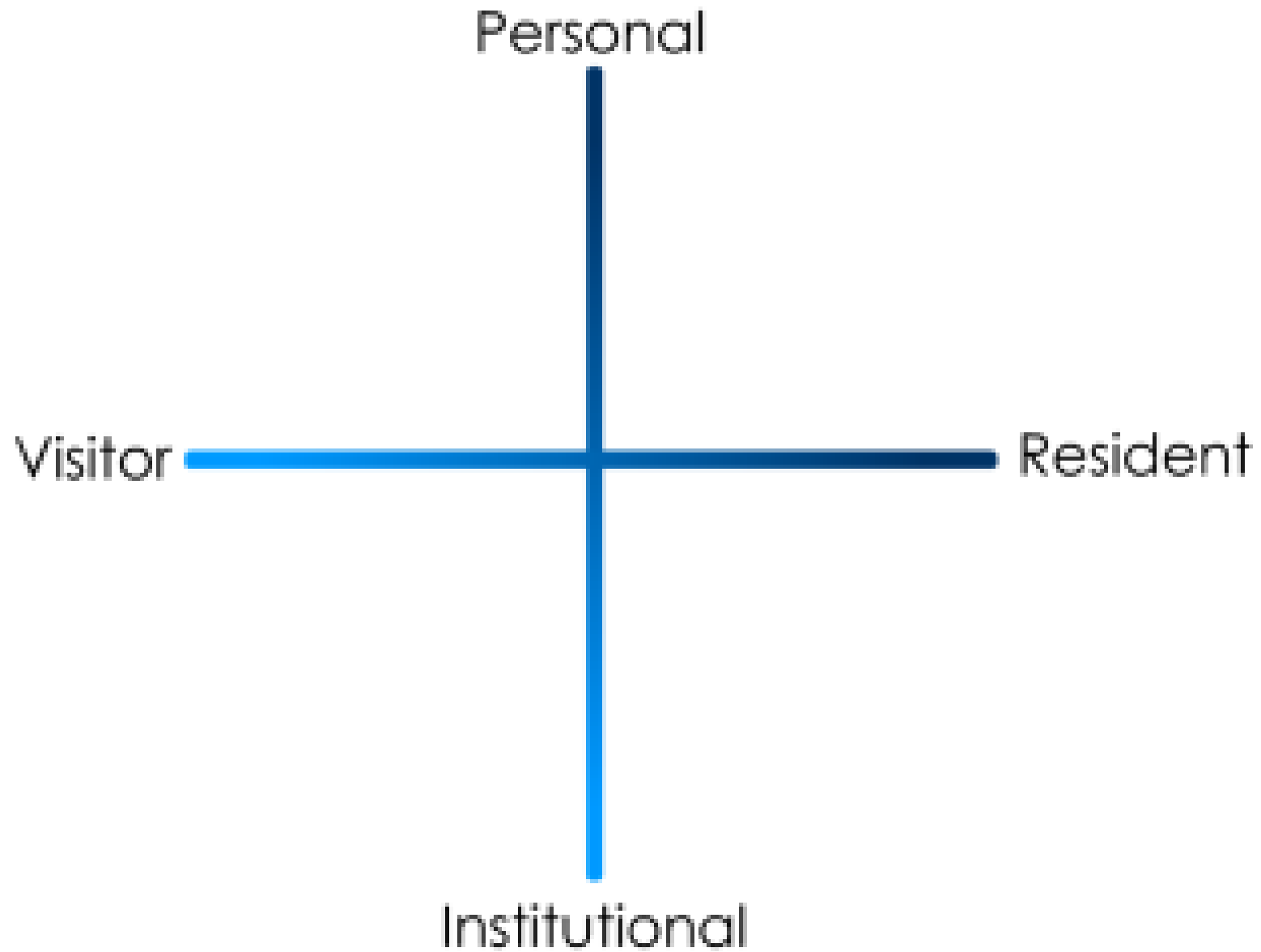
Behavioural Mapping

Non-participant Observation

Personal

Visitor ———————————————— Resident

Institutional

http://www.oclc.org/research/themes/user-studies/vandr/details.html

Personal

Visitor

Resident

Institutional

9GAG!!!

FACEBOOK

INSTAGRAM

FLIPBOARD

yousician

SNAP CHAT

WALLET

GOOGLE CALENDAR

TELEGRAM

WHATSAPP

FOREST

SKYPE

GOOGLE SEARCH

MOODLE

Google Drive

youtube
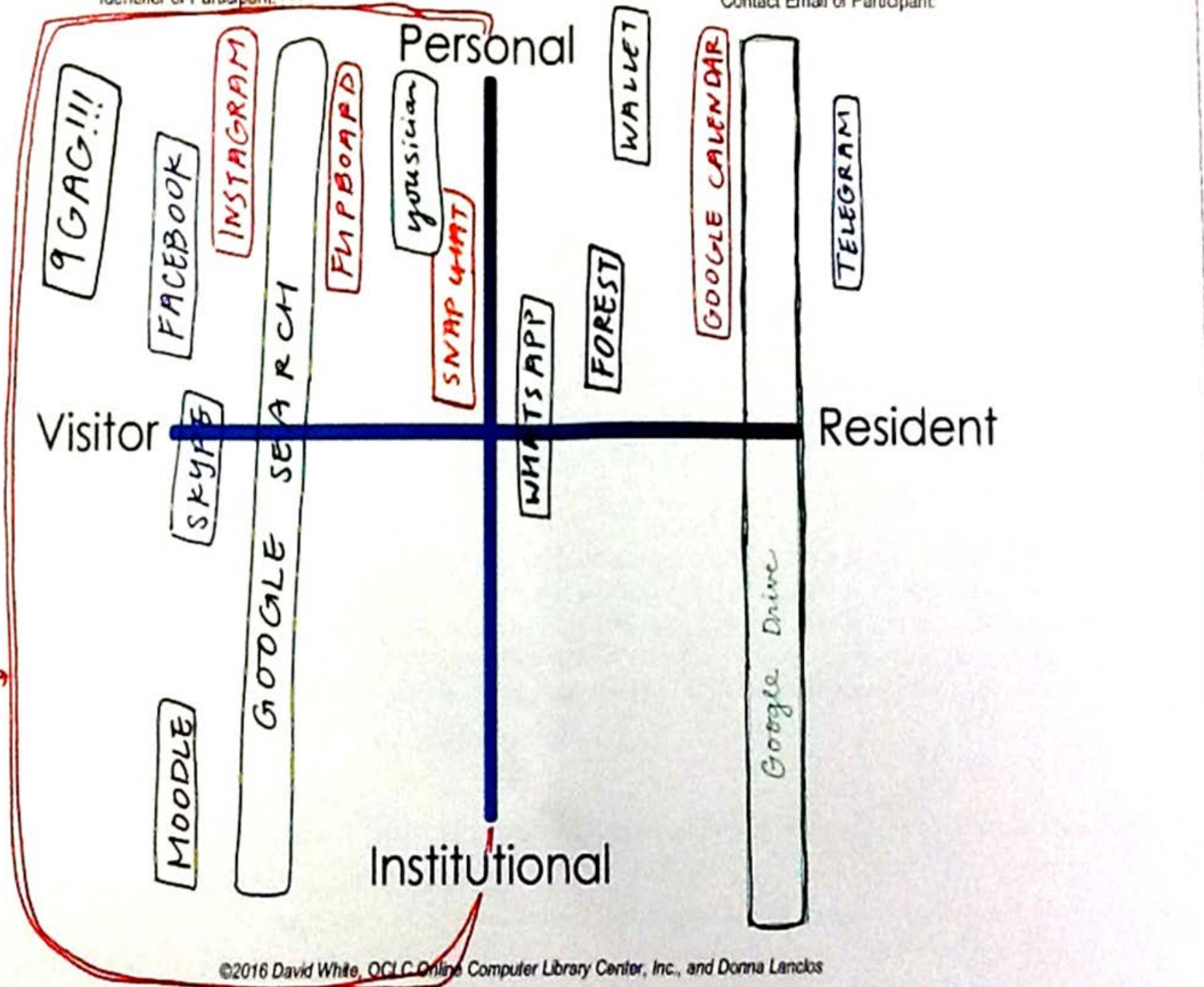
HKU 1st Year Undergrad

Personal

INSTAGRAM
SNAPCHAT
WHATSAPP

App Store
Facebook
Openrice
NBA
movie review
Amazon
Taobao
GOODREADS
bbc news
cnn news

Messenger
Instagram
yahoo mail
kindle
Bard yun

Re[...]
facility booking

Visitor — Resident

Google Search

M O O D L E

MEMRISE

EMAIL

Drive
Doc
Form

Institutional

HKU 1st Year Undergrad

Personal

Vine | Youtube

Soundcloud
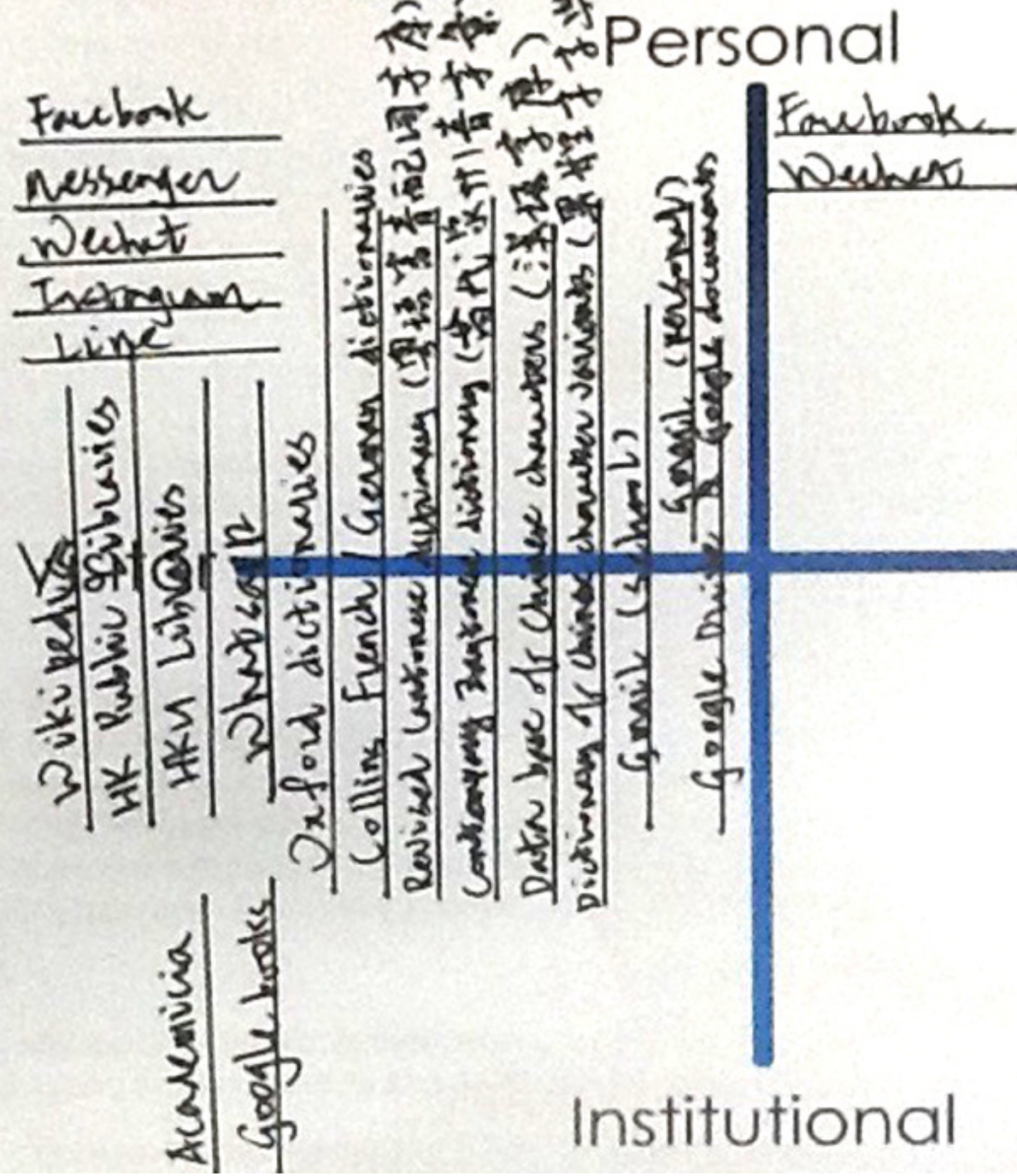
Instagram | Twitter

HKU Later Year Undergrad

Wikipedia | Google Translate | Google Search | Amazon + Ebay

Messenger
Facebook Messenger

Whatsapp

Visitor — Facebook / Google Map — **Resident**

Google Drive + Online Banking

Gmail

Google Scholar +HKU lib
Moodle
Skype

Institutional
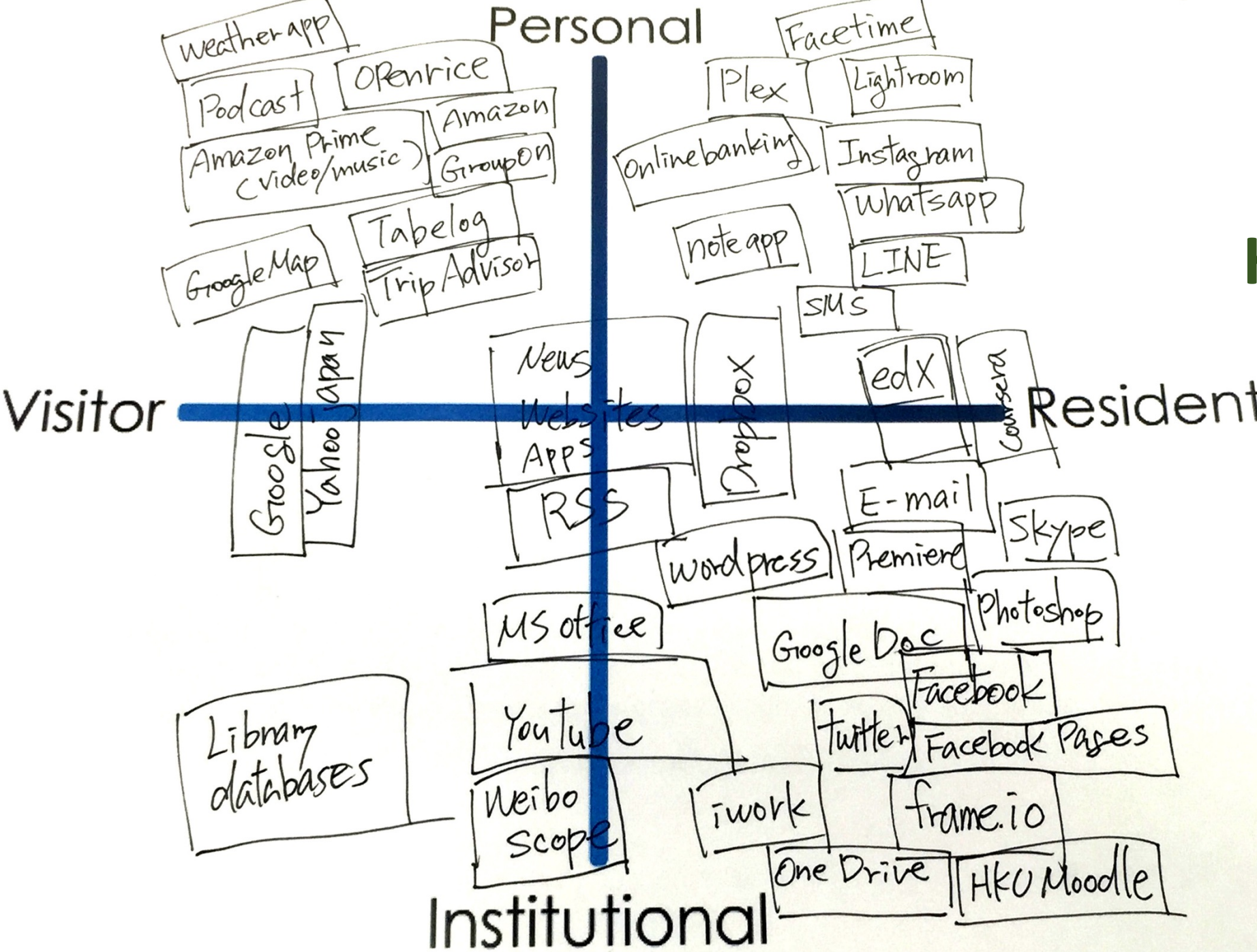
HKU Faculty

Activities Correlated With HKU

Activities Correlated With UCLA

OCLC

YouTube

HKU   UCLA

OCLC

Twitter

HKU

UCLA

Amazon

HKU

UCLA

Google Drive
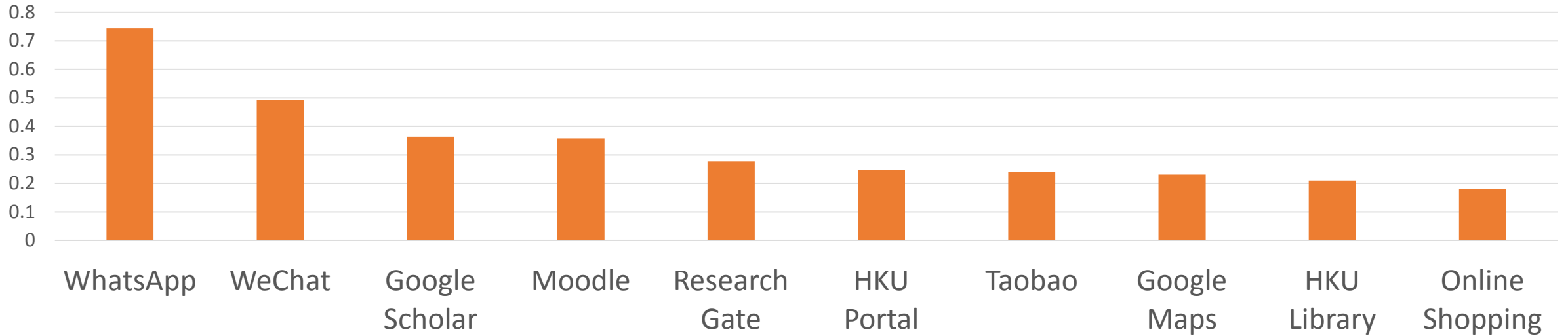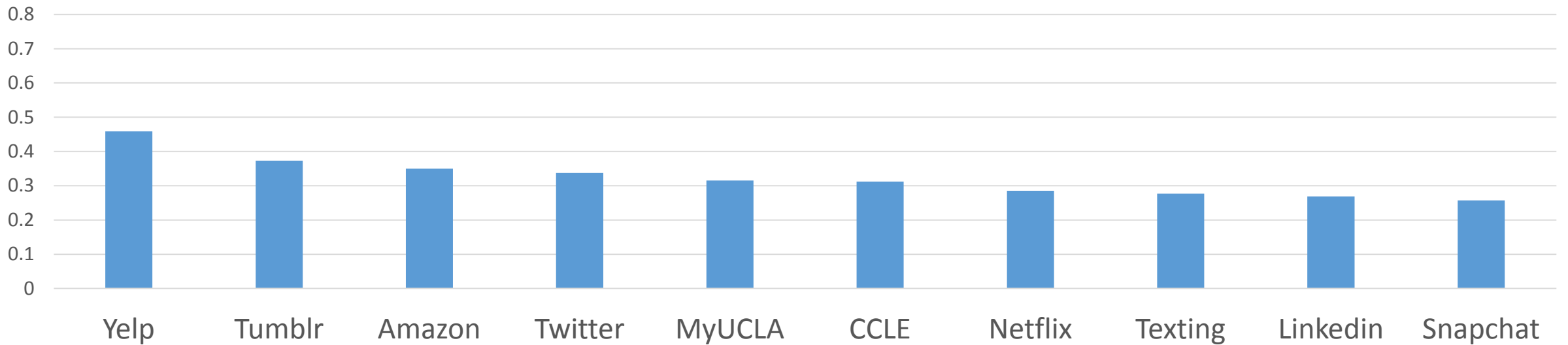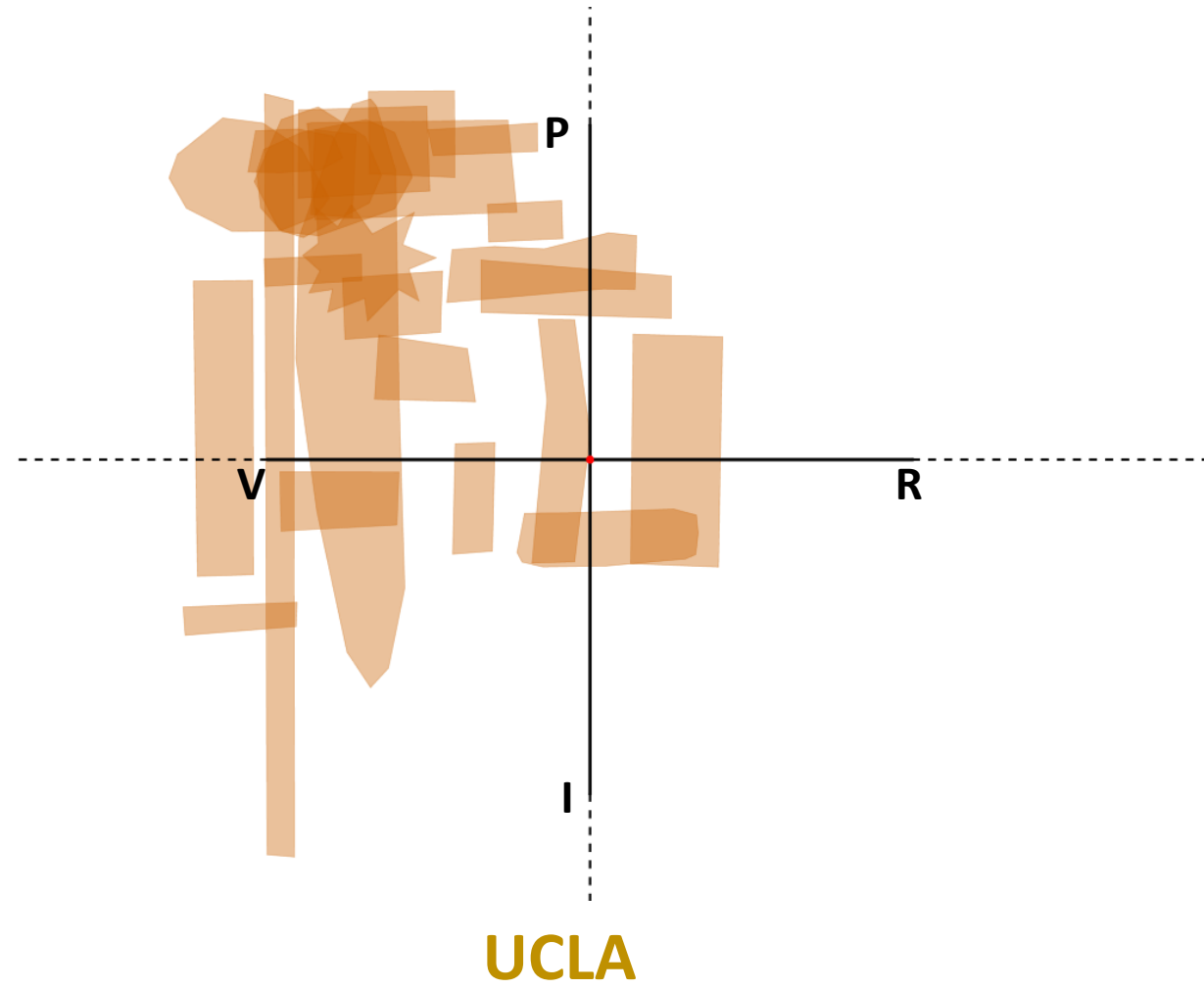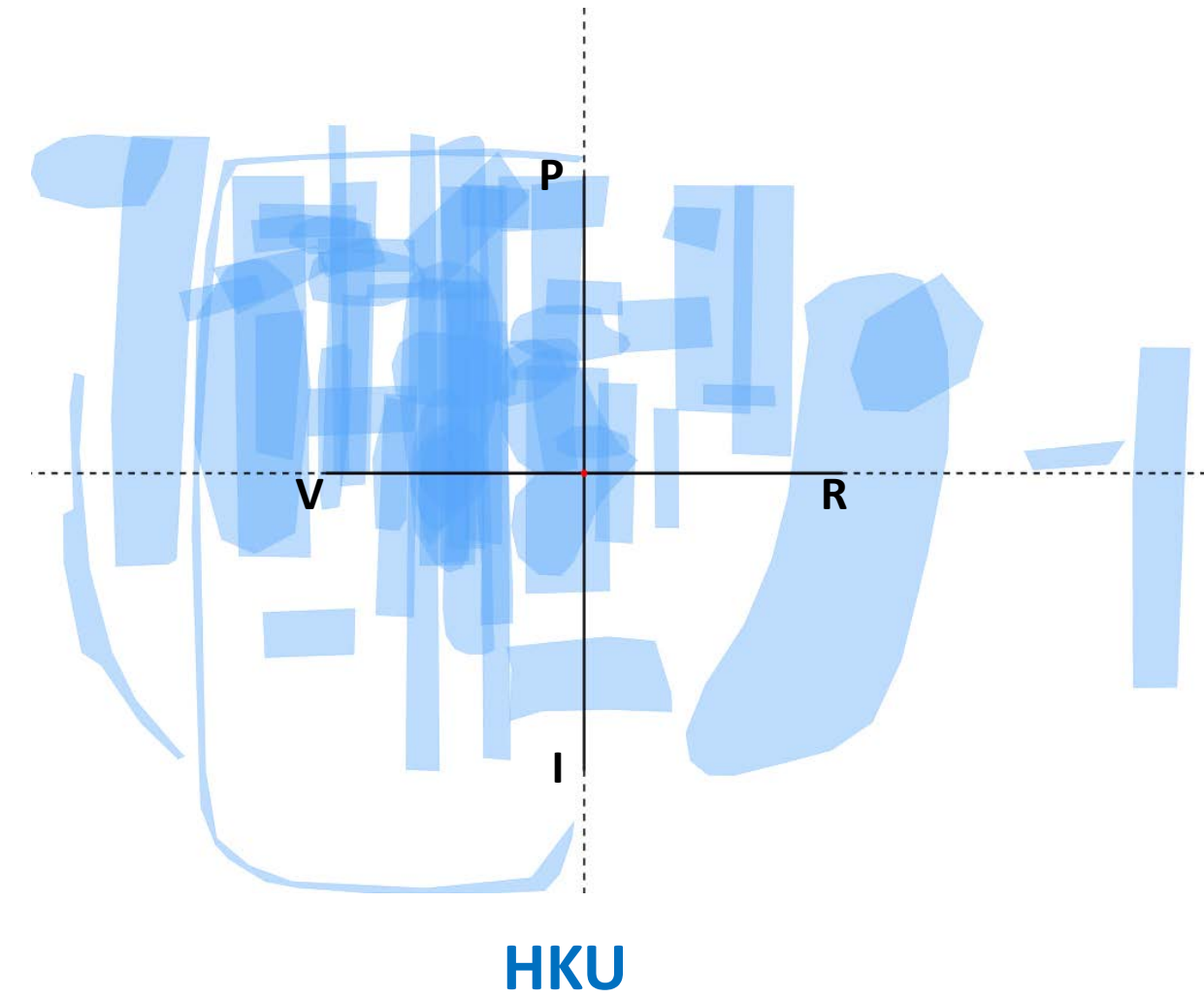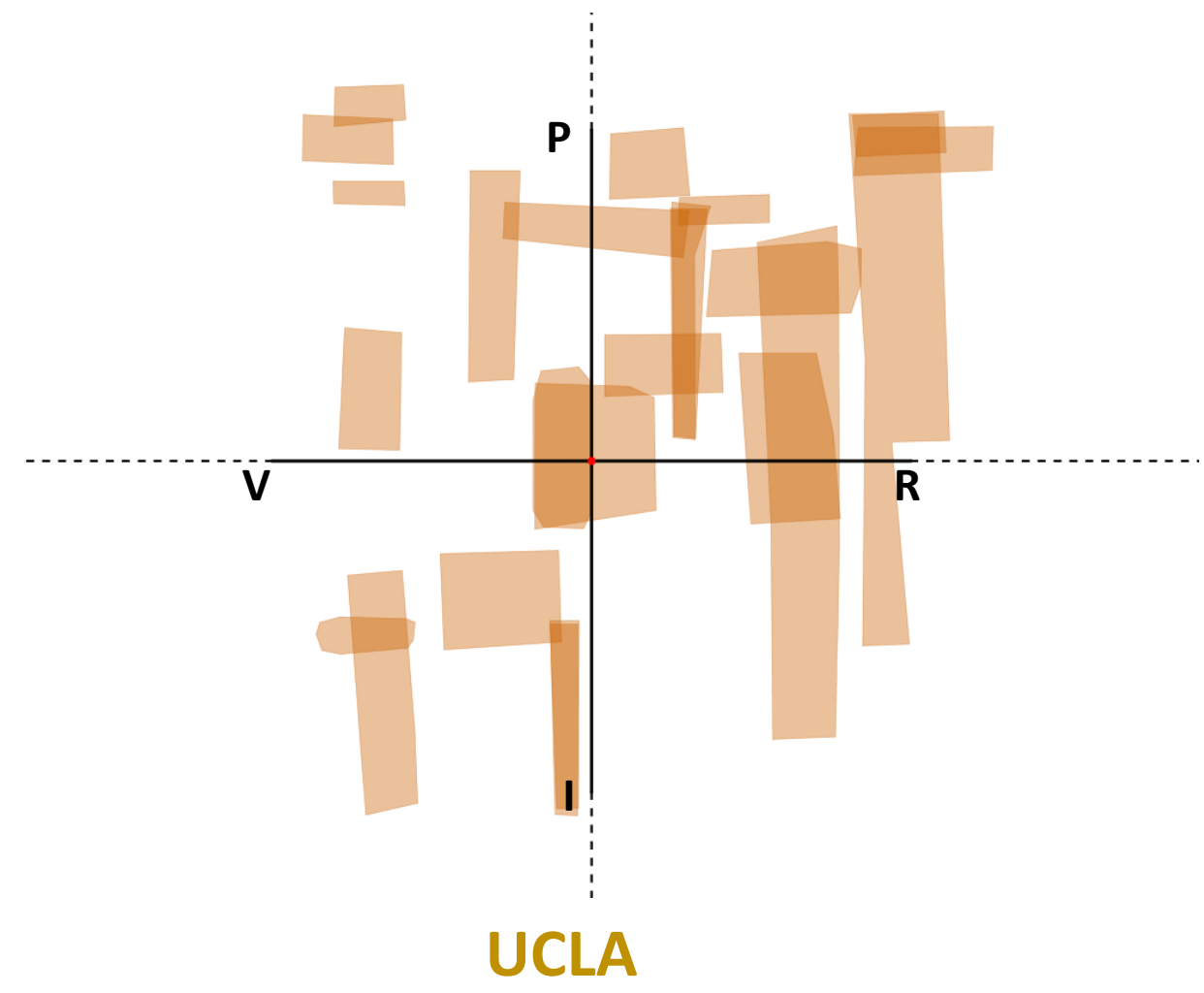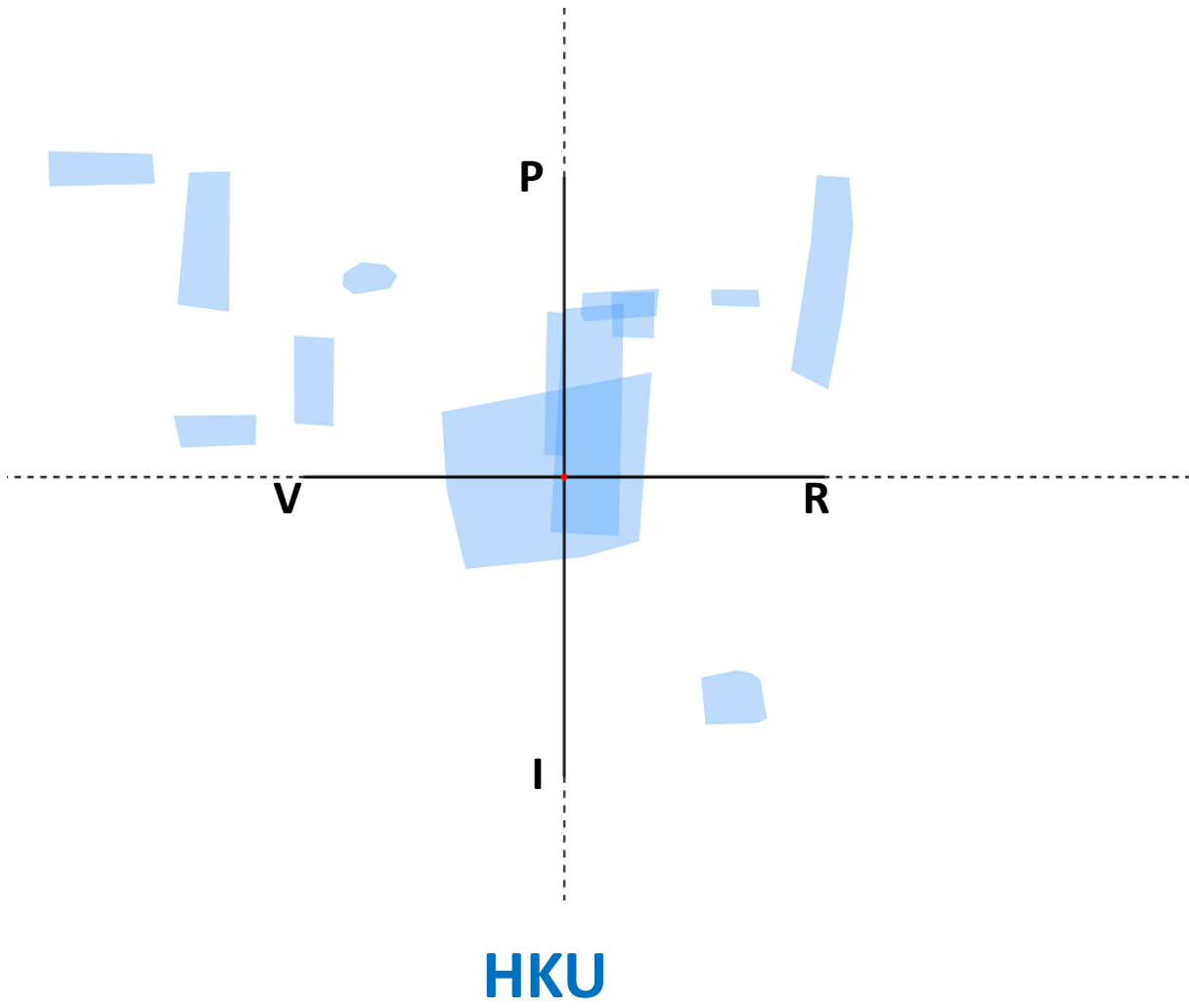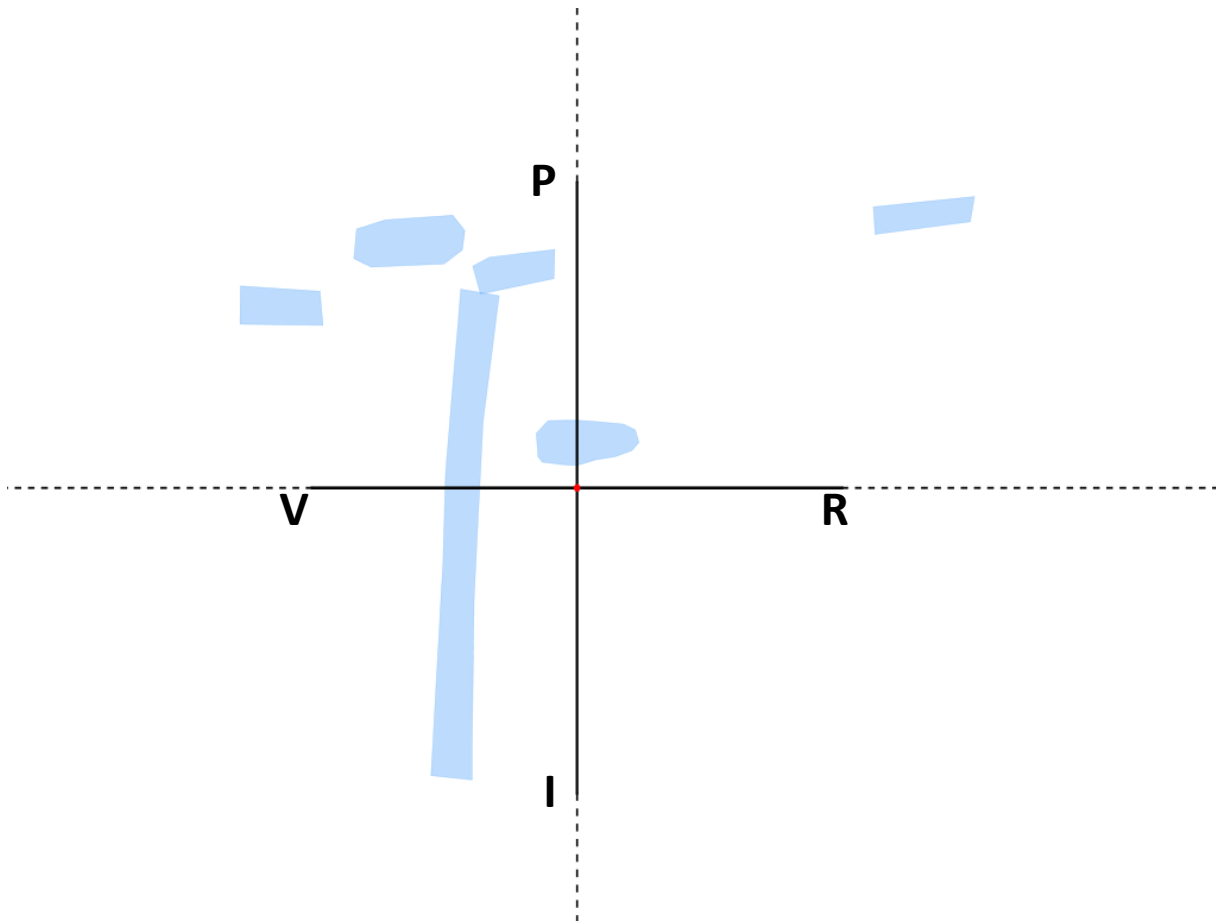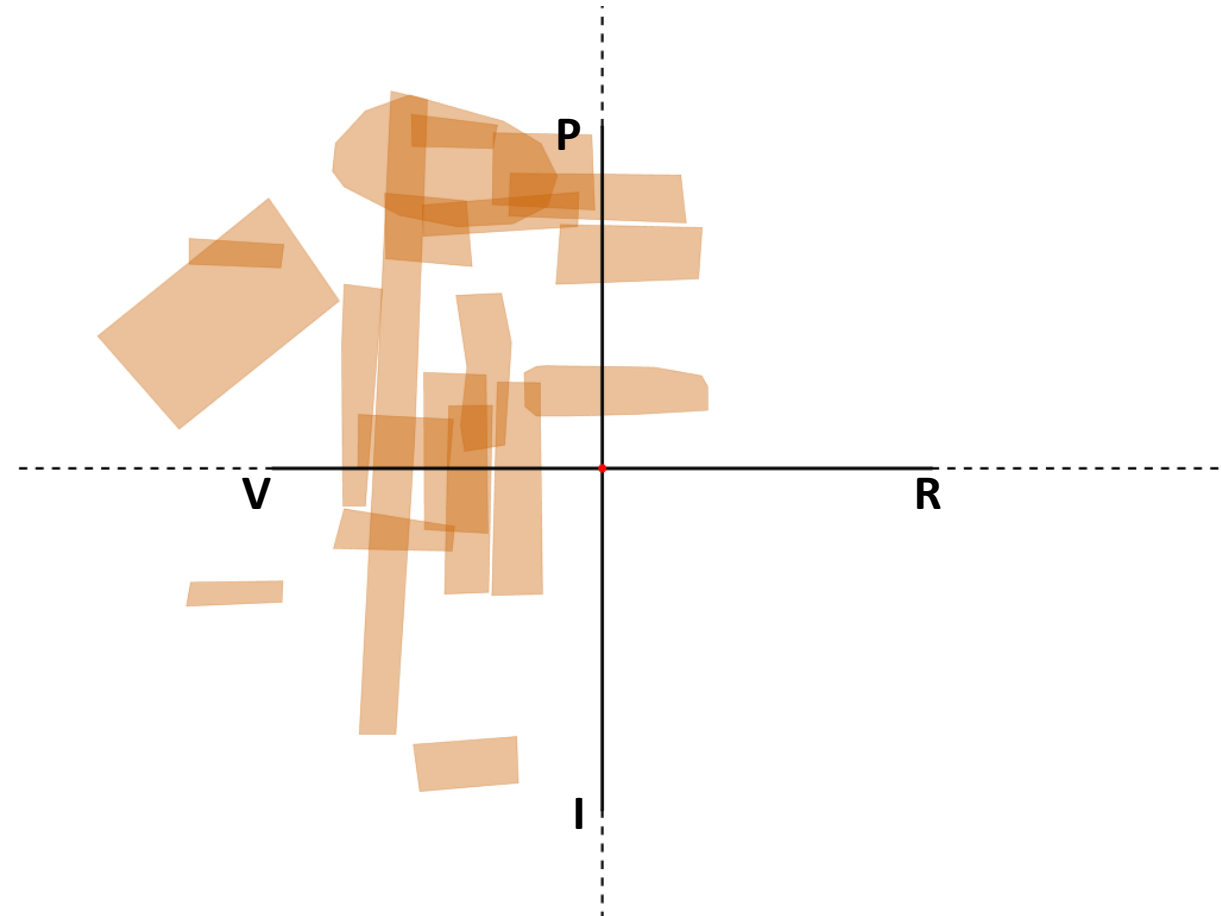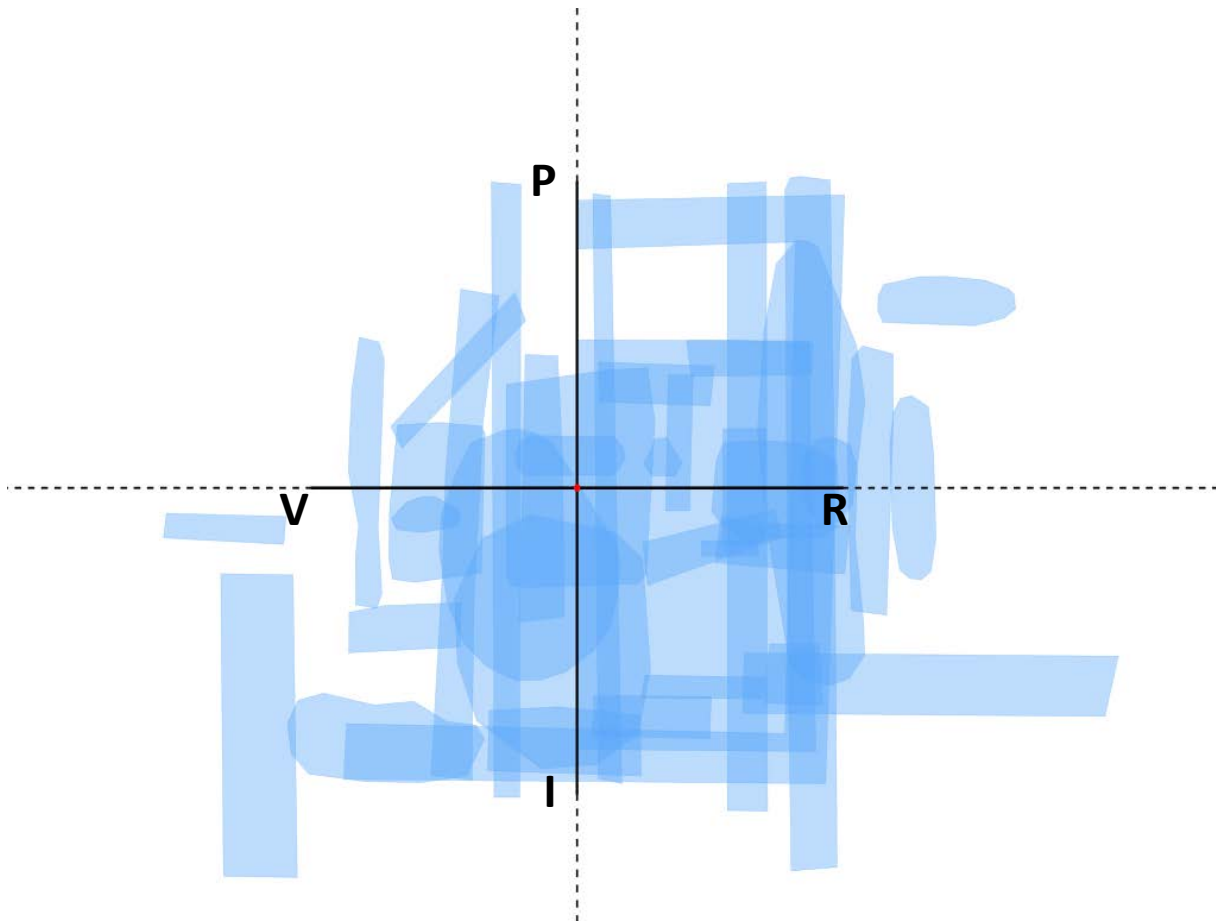
HKU
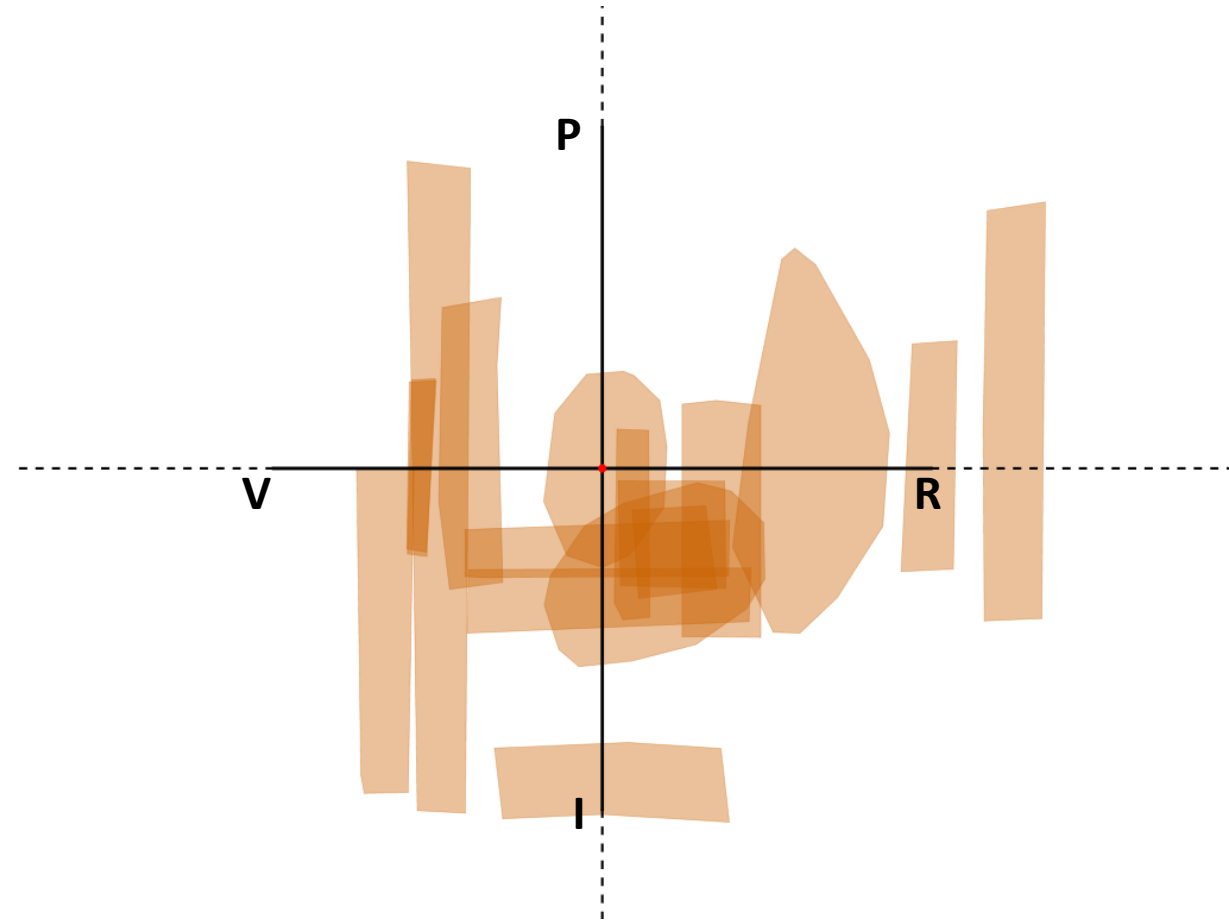
UCLA

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 behavious
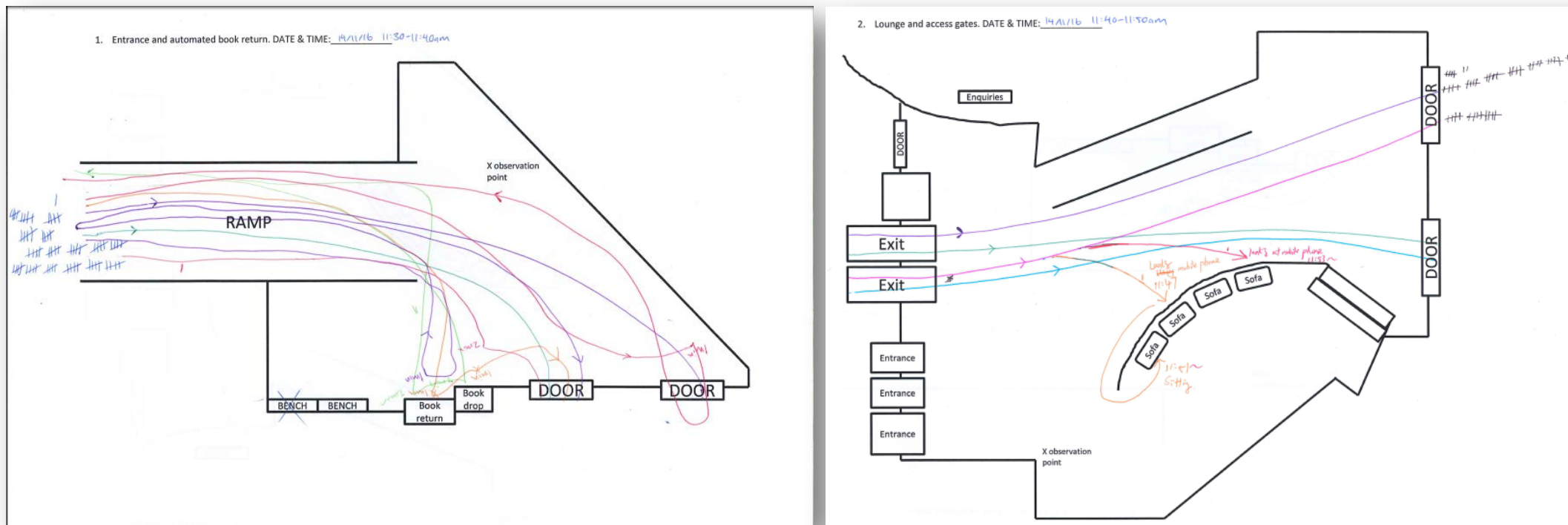
Behavioural Mapping: Interpretation

- 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

Behavioural Mapping: Interpretation
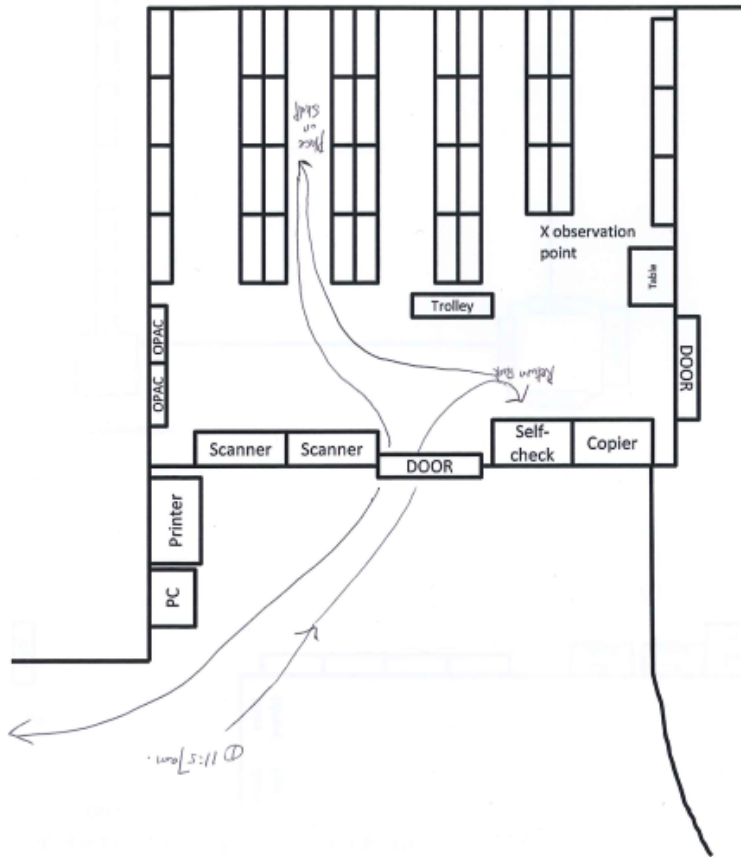
5. Lending Services & Enquiries counters. DATE & TIME: 16/11/16 11:40-11:50am

X observation point
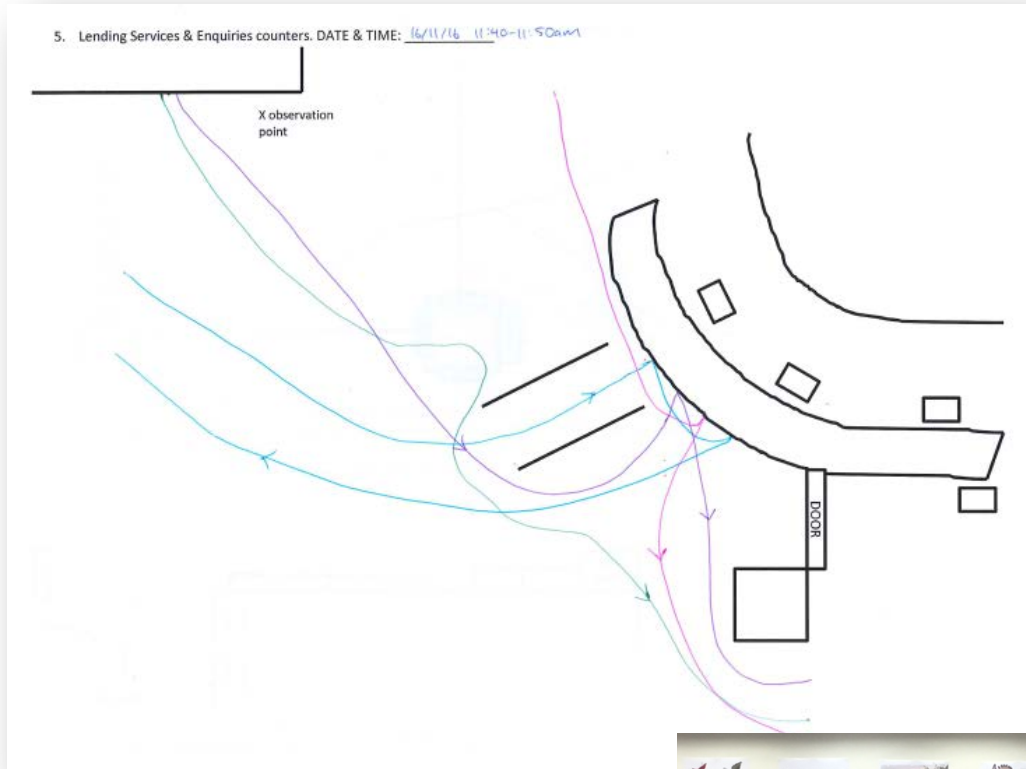
DOOR

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

Codes assigned to all observations

- 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

Social activities codes assigned to all observations
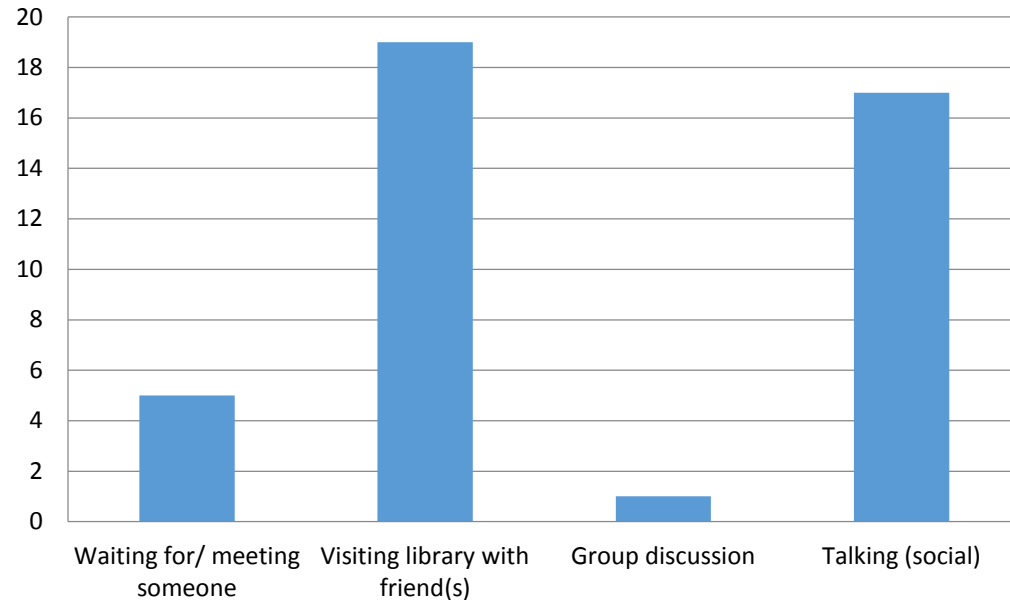
Belongings/ objects codes assigned to all observations
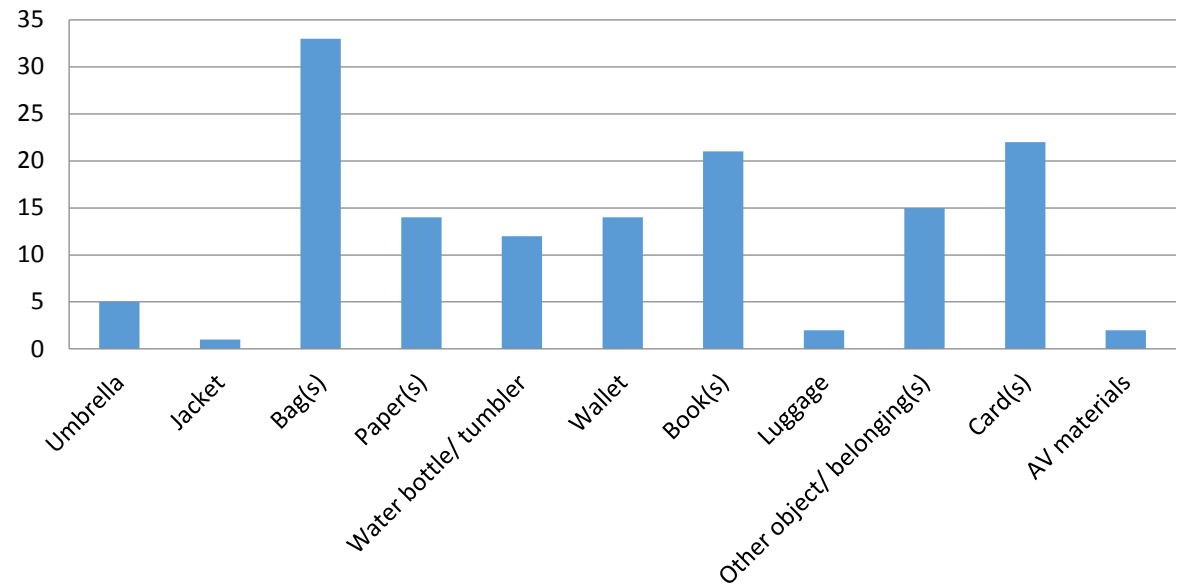
- 130 minutes of observations 230 minutes of behavioural mapping data collected
- Data collected at 5 sites: 1) Main entrance 2) Lounge 3) Self-service collection 4) Exhibition area 5) Service counters
- Data collected 11:30am – 12:00pm and 4:30pm – 5:00pm

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

- Man, Melissa (2017), *User Experience Research at HKU Libraries*, Powerpoint Presentation to HKU Libraries Staff Forum**.**

- Silipigni Connaway, L., Sidorko, P. And Steel, V. Learning About Users Through the Visitors & Residents Framework: Mapping Engagement with Technology, *OCLC APRC*, 1-2 December, 2016, Hong Kong.

- The University of Hong Kong Libraries (2017), *Library User Survey 2017 – Survey Results* http://lib.hku.hk/newsblog/?p=911.

THREE Assessment Stories
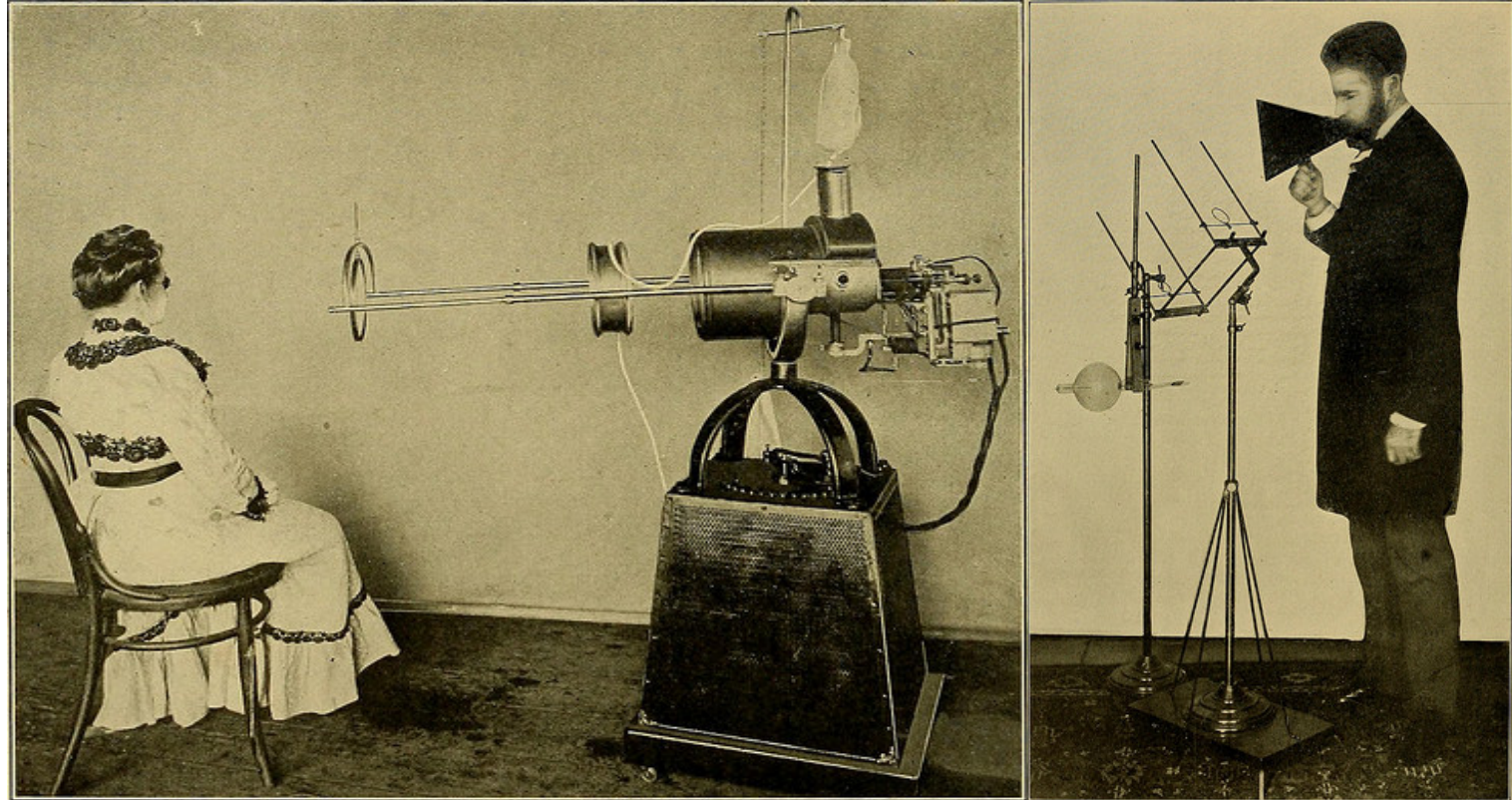
Story #1 - Assessing Learning

Assessment Types

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

Think about when to use which

Story #2 - Assessing Impact

NTU Libraries Academic Publishing 2015

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

Hot Topics
Open Access
Research Profiles
Social Media Tools
Visual Design
Data
Altmetrics

What was the impact?

COE COS NBS HASS

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
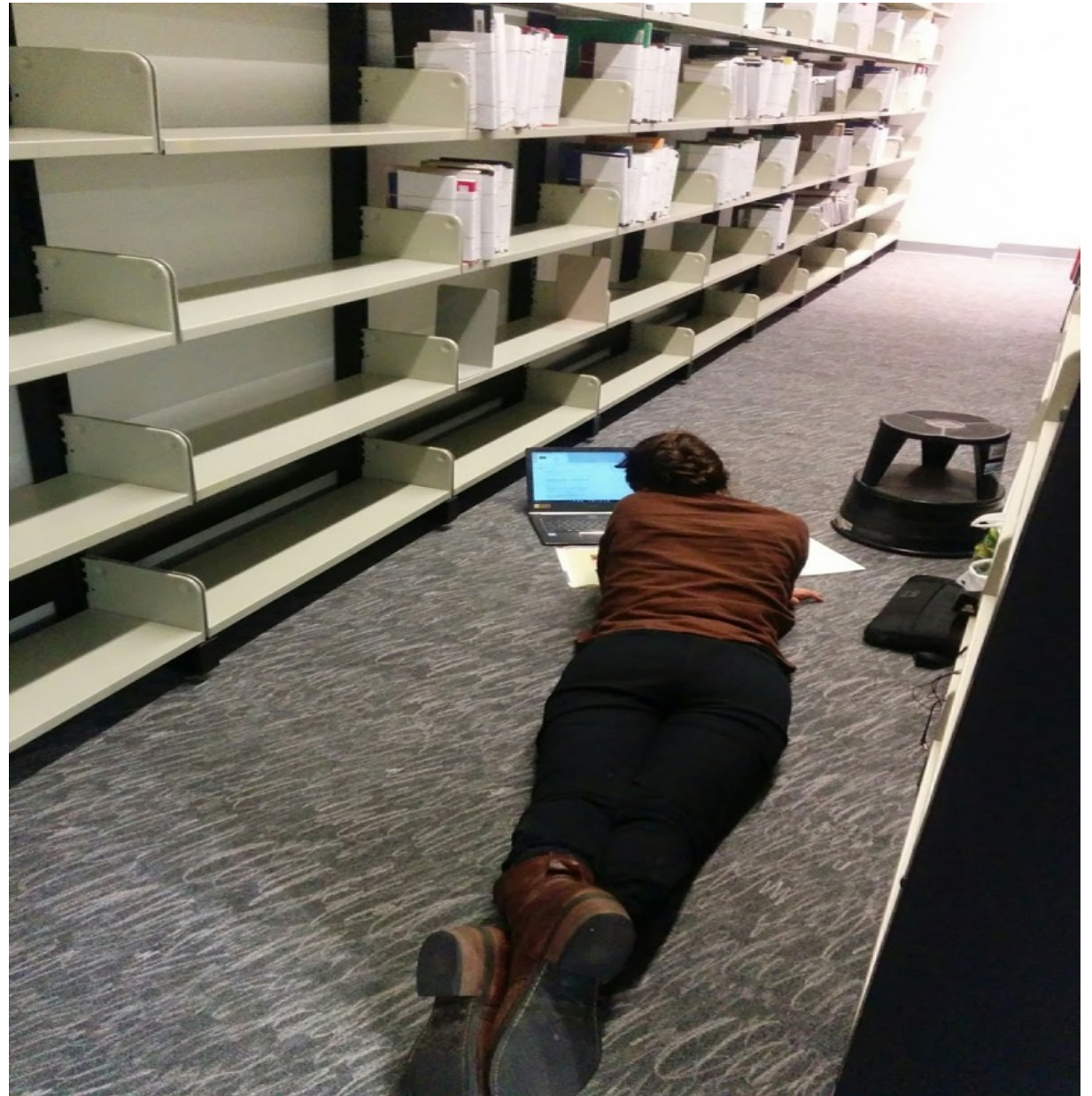- Library strategic priorities

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?