



This report summarizes the implementation and analyzes results from the LibQUAL+® survey administered in Spring 2016, and concludes with recommendations.

Annie Epperson (Chair)
Jayne Blodgett
Ashley Certis
William Cuthbertson
Diana Gunnells
Jessica Hayden
Kalen May
Alec Stumbaugh

UNIVERSITY LIBRARIES ASSESSMENT COMMITTEE

2015/16 Annual Report

Contents

- LibQUAL+® Survey: Description and Demographics 3
- Analysis of Quantitative Data 5
 - Select Quantitative Data 6
 - Quantitative Analysis Summary 9
- Analysis of Qualitative Data 9
 - Affect of Service 10
 - Information Control 11
 - Library as Place 14
 - Qualitative Analysis Summary 15
- Discussion..... 16
- Recommendations 16
- Appendix I 18
- Appendix II 22
- Appendix III 23

LibQUAL+® Survey: Description and Demographics

The LibQUAL+® survey collects both quantitative and qualitative data. The analysis of the quantitative data is presented first in this report, followed by the analysis of the qualitative data. In the final section of the report the two types of data are brought together for a more complete analysis and exploration of recommended actions in response to the findings.

The LibQUAL+® survey was administered at the University of Northern Colorado (UNC) over a three-week period during the 2016 Spring semester. The entire campus community was invited to participate via email, generating a convenience sample. Participants were offered the chance to enter a drawing for several prizes as incentive. Eight prizes were awarded: three Bluetooth speakers and five Bear Bucks cards. Participation was also encouraged with a news item on the University Libraries website, an event posted on the Libraries' Facebook page, an advertisement on the electronic sign in Michener and on campus TV screens, and through flyers, bookmarks, and table-tents posted and distributed around campus (see Figure 1). To broaden participation in the survey, the committee again implemented "remote stations" at Holmes Dining Hall and the University (student) Center, which allowed members of the committee to set up laptop computers to reach students who may not routinely visit the University Libraries and promote participation in the survey generally.



Figure 1 Promotional image for digital sign

Over 800 (approximately 9% of the entire undergraduate population) undergraduate students

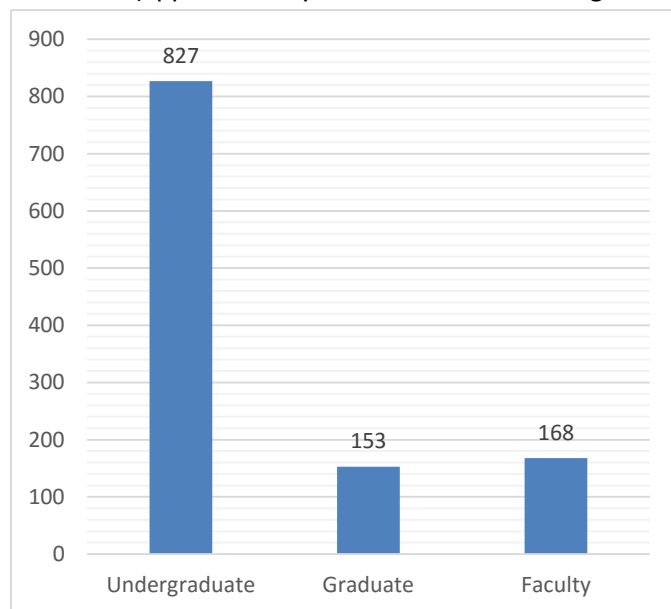


Figure 2 Number of respondents, by status

responded, as did 153 (6%) graduate students and 168 (21%) faculty members (Figure 2). The total number of respondents was 1,148, a 9% response rate. Overall, 72% of respondents are undergraduate students, 13% graduate students, and 15% faculty. The aggregated results overwhelmingly reflect undergraduate responses. Based on past surveys, undergraduates typically respond favorably in all service areas, while graduate students and faculty generally report greater dissatisfaction. However, due to the high percentage of undergraduate respondents, this dissatisfaction is imperceptible in aggregated data.

Validity of survey results can be measured, to some extent, by how well the overall population of potential respondents (N) is represented in the final number of participants (n). Validity is particularly important when using convenience sampling as it

could provide insight in the case of unexpected results. In order to help determine validity of the LibQUAL+® survey, one demographic question asks participants to select a discipline, or major area of study. Survey respondents in 2016 were representative of the UNC population as a whole (Figure 3).

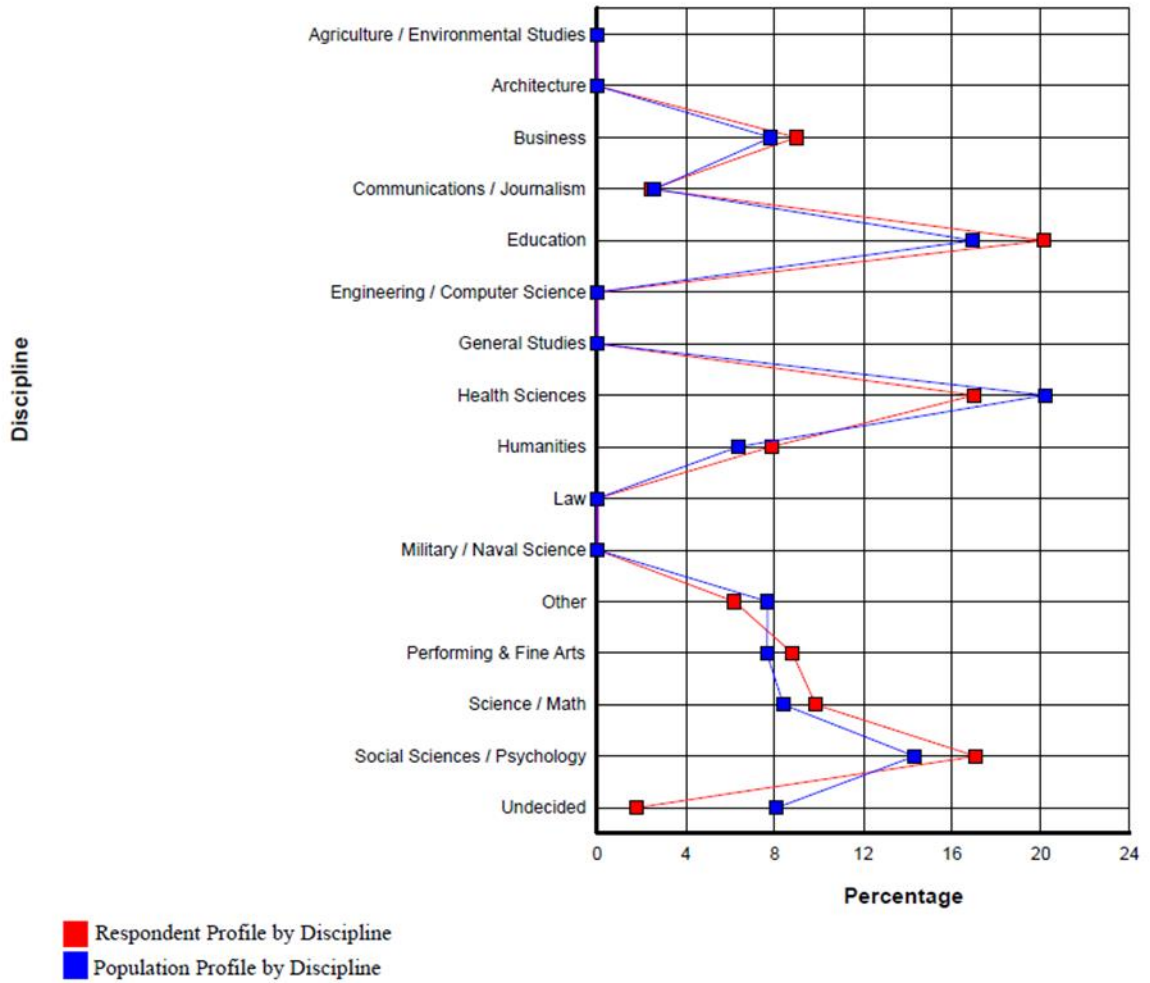


Figure 3 Representativeness: Distribution of respondents by customized discipline

Analysis of Quantitative Data

Radar Graphs

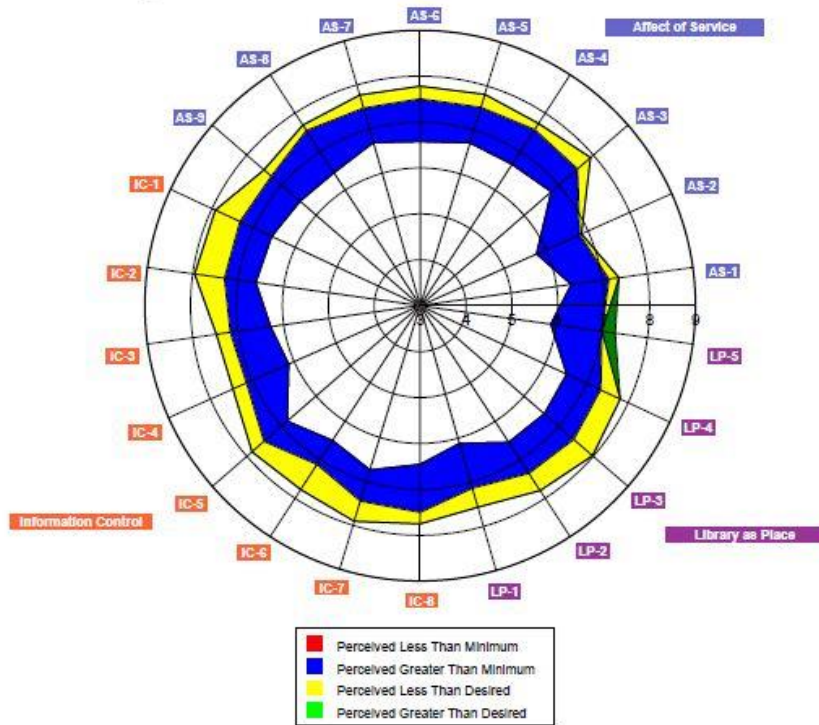


Figure 4 Core questions summary for all user groups 2016

(IC) items are orange, and *Library as Place* (LP) items are purple. The mean of respondents' minimum level of service typically falls at the innermost point of the spoke, while the score of the respondents' desired level of service is often the outermost. The point representing the respondents' perception of the University Libraries' level of service is the boundary along that spoke at which point the color changes from blue to yellow. If the University Libraries does not meet minimum levels of service, this point will be below minimum, and the color of that area is red. If the University Libraries exceeds respondents' desired level of service, then that point will be at the outermost edge and the color would be green. For the majority of the 2016 UNC dataset the respondents' perceived level of service is between minimum and desired, and so the inner portion of the spoke is blue and the outer portion is yellow. The greater degree of blue indicates a higher degree of patron satisfaction; the University Libraries exceeds patron minimum levels of expectation but does not quite meet desired levels. The point on this graph at LP-5 is green, indicating that, in this aggregation of all respondents, the Libraries exceeded respondents' desired levels of service for that dimension.

The Association of Research Libraries (ARL) provides reports to institutions implementing LibQUAL+® in any given cycle. These reports rely on radar graphs to show the data collected on each core question in a visual manner. Radar graphs are similar to bar graphs, with the zero value placed at the center and each question occupying a "spoke" around the outer edge of the circular graph (Figure 4). The 22 core questions are grouped into three "dimensions," represented by the use of color in the radar graph: *Affect of Service* (AS) items are blue, *Information Control*

Select Quantitative Data

Core Dimension Questions

As demonstrated by the aggregate data for all user groups, the University Libraries is meeting user expectations (Figure 4). Only when the specific populations of graduate students and faculty are considered separately do we encounter items for which the University Libraries received scores that do not meet minimum expectations. Table 1 summarizes the question areas the committee determined should be examined in more detail because of changes since the 2013 LibQUAL+® survey. (See Appendix I for comparison data of 2013 and 2016 responses for the questions in Table 1.)

Item	Complete question
AS-1	Employees who instill confidence in users
AS-2	Giving users individual attention
AS-6	Employees who deal with users in a caring fashion
AS-9	Dependability in handling users' service problems
IC-2	A library Web site enabling me to locate information on my own
IC-5	Modern equipment that lets me easily access needed information
LP-2	Quiet space for individual activities
LP-5	Community space for group learning and group study

Table 1 Core dimension questions representing change since 2013

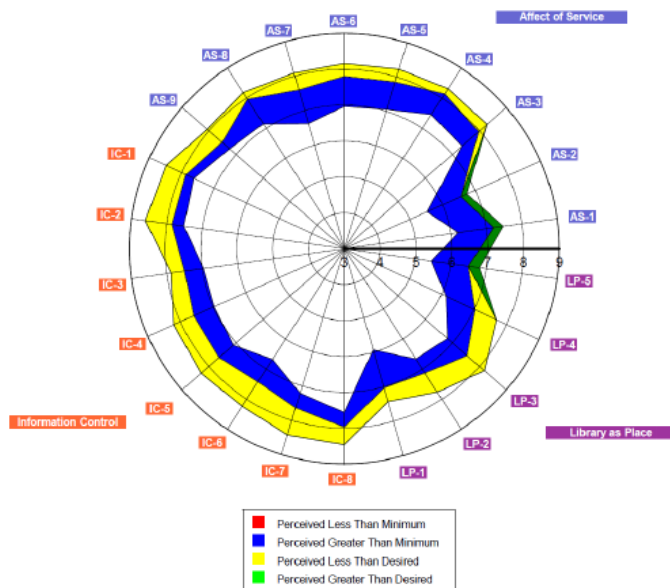


Figure 5 Core questions summary for graduate students 2016

In 2013, The University Libraries failed to meet minimum expectations for graduate students on several of the core dimension questions; however significant improvement is evident in the 2016 data (Figure 5). Graduate student respondents indicate that the Libraries exceeds desired levels for AS-1, AS-2, and LP-5 (Table 1), and scores shifted from red to blue (within the range of minimum and desired) in IC-1 (Making electronic resources accessible from my home or office), IC-2 (A library Web site enabling me to locate information on my own), IC-5 (Modern equipment that lets me easily access needed information), and IC-8 (Print and/or electronic journal collections I require for my work), as well as LP-2 (Quiet space for individual activities) and LP-4 (A getaway for study, learning or research). Both minimum and desired expectations

tend to be high for graduate students, especially in the area of Information Control, and perceived level of service results have improved since the 2013 survey.

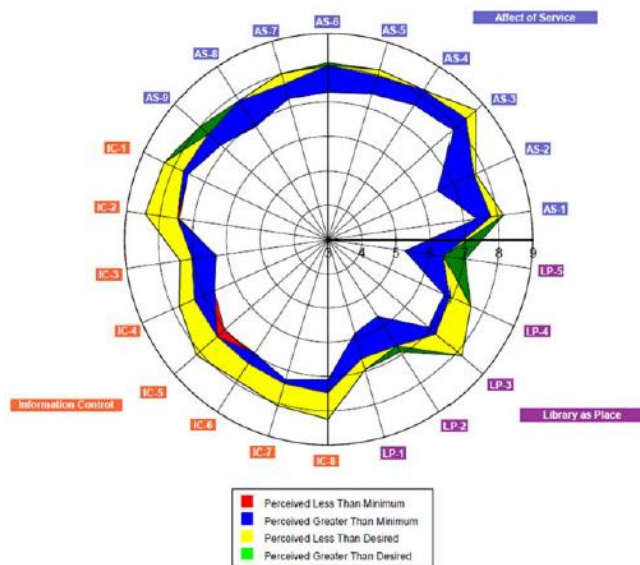


Figure 6 Core questions summary for faculty 2016

Faculty results show a higher degree of satisfaction than do those of graduate students (Figure 6), and there are improvements in the scores from 2013 when the University Libraries failed to meet faculty respondents minimum expectations for three core questions. In 2016, these areas fall within the range of minimum and desired scores. More importantly, four points in the faculty graph are now green: LP-2 (Quiet space for individual activities), LP-5 (Community space for group learning and group study), AS-6 (Employees who deal with users in a caring fashion) and AS-9 (Dependability in handling users' service problems). One Information Control, IC-5 (Modern equipment that lets me easily access needed information), item indicates that the Libraries do not meet faculty respondents minimum expectations.

Local Questions

2016 Local questions
Ease and timeliness in getting materials from other libraries
Library orientations / instruction sessions
Services I receive from the library when I need help with my research
Space for group / individual study and research needs
Teaching me how to access, evaluate, and use information

Table 2 Local Questions discussed in analysis

Each library participating in the LibQUAL+® survey has the opportunity to select five additional questions from a supplied list to present to survey participants. These questions are referred to as the "local questions." The University Libraries choose questions relevant to changes and enhancements made to Libraries services and spaces over the last three years. Three of the questions (bold in Table 2) chosen were ones included in previous deployments of LibQUAL+®.

The University Libraries met or exceeded the minimum level of acceptable service for all five of the local questions for all three user groups. For the three questions repeated from previous LibQUAL+® surveys, results varied only minimally from 2013. The question regarding library orientations and instruction

sessions, one of the new choices for this year’s survey, indicate that the Libraries exceeded the desired level of service for both undergraduates and faculty. Faculty responses also show that space for group/individual study and research needs exceeds their desired level.

General Satisfaction Questions

The General Satisfaction Questions are presented on the LibQUAL+® survey as Likert scales. Participants rate their levels of satisfaction on a scale from 1-9, with 9 representing the most satisfied. As with the core dimension questions, the items in these two categories were matrix sampled with only one of the questions being asked of all participants: *How would you rate the overall quality of the service provided by the library.*

Figure 7 demonstrates that while there was some fluctuation across user groups, the University Libraries garners consistently high scores for these questions (see Appendix II). There was a slight drop in all three areas of general satisfaction for undergraduates while graduate student results were higher in all areas. Faculty responses also indicate a slight increase except for the question, *In general, I am satisfied with library support for my learning, research, and/or teaching needs*, which saw a small decrease.

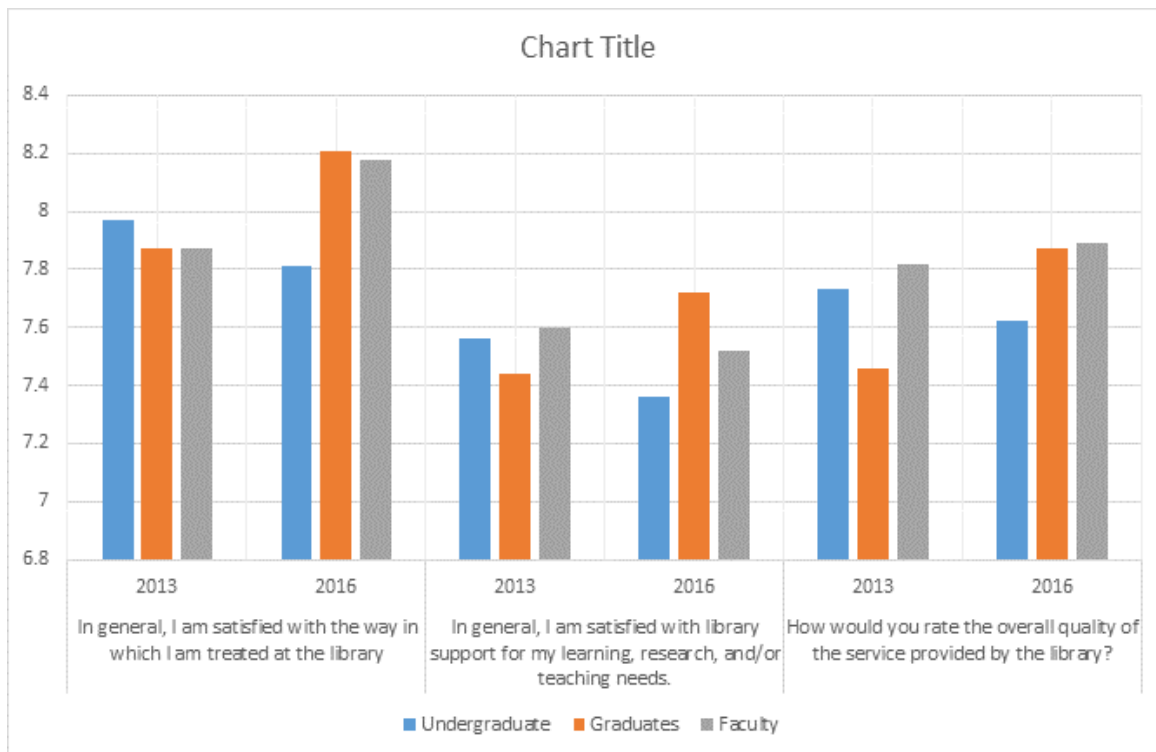


Figure 7 General Satisfaction Question Results 2013 and 2016

Information Literacy Outcomes Questions

2016 Information Literacy Outcomes Questions
The library helps me stay abreast of developments in my field(s) of interest
The library aids my advancement in my academic discipline or work
The library enables me to be more efficient in my academic pursuits or work
The library helps distinguish between trustworthy and untrustworthy information
The library provides me with the information skills I need in my work or study

Table 3 Information Literacy Outcomes Questions

Like the General Satisfaction Questions, the Information Literacy Outcomes Questions are scored on a Likert scale from 1-9, with 9 representing the most satisfied. All user groups gave the Libraries high marks in these areas. Since the 2013 LibQUAL+® results, there was a small drop in scores for the third question, *The library enables me to be more efficient in my academic pursuits or work*, for all three user groups. The fifth question, *The library provides me with the information skills I need in my work or study*, experienced a small drop for undergraduates. Other than these decreases, all other responses indicated small improvements in these areas (see Appendix III).

Quantitative Analysis Summary

Analysis of the quantitative data shows that, for the most part, the University Libraries continues to meet, and often exceed, the expectations of users in all categories. LibQUAL+® gives the Libraries a snapshot of user satisfaction in regards to space, collections, and services. While the quantitative data from 2016 show a body of users largely happy with the Libraries, analysis of the qualitative data offers additional feedback that, while often supporting the quantitative data, demonstrates a deeper picture of specific unmet needs. The following analysis of comments received from LibQUAL+® respondents showcases many laudatory comments but also provides concrete areas for possible improvements by the University Libraries.

Analysis of Qualitative Data

In addition to the core quantitative questions, the results of which are analyzed above, the LibQUAL+® survey presents a free-text box for respondents to provide comments. These comments offer a glimpse into the respondents' key concerns that may not be addressed sufficiently by the scaled questions, and, therefore, provide the Libraries with a deeper understanding of patron needs and concerns. It is important to note there may not be comments to clarify each of the quantitative data points. The following analysis represents the aggregated comments of the more than 450 participants who chose to provide some response in the comment box.

Comments have been disaggregated to facilitate analysis and increases the total number of comments to 625. The three broad quantitative dimensions – Affect of Service, Information Control, and Library as Place -- were helpful in grouping most of the comments in the following discussion.

Affect of Service

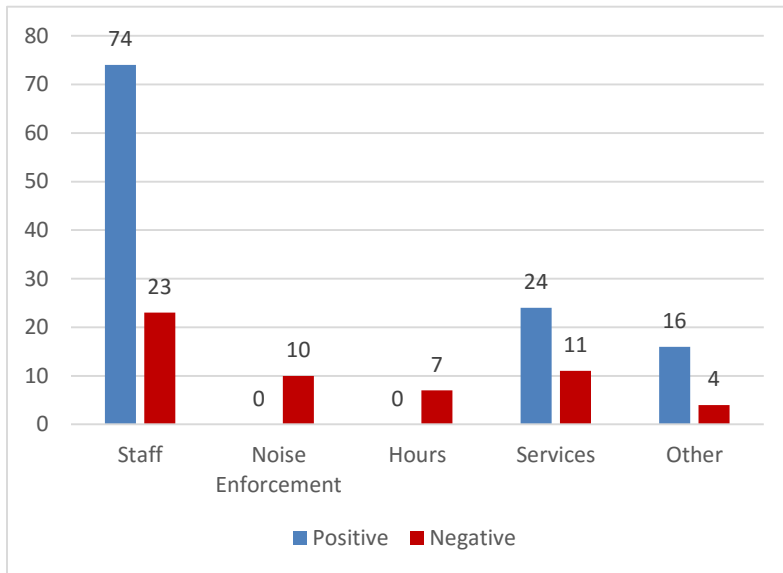


Figure 8 Affect of Service Analysis

Affect of Service focuses on circulation, instruction, policy, reference and service. There were a total of 169 comments in the Affect of Service dimension (Figure 8). Of these, 67% of the comments were positive. The categories that received the highest number of comments were staff (74 positive, 23 negative), services offered (24 positive, 11 negative), and enforcement of the noise level on the quiet floor (10 negative).

Comments about the staff included interactions with faculty/staff/student workers as well

as the staff's ability to answer questions or fulfill various requests. Services offered comments included the services of ILL, Prospector, as well as library instruction. The positive comments (74) in the Staff category primarily remarked on how the staff and librarians are friendly and helpful. One respondent stated, "The response time and resolution to and of issues has amazed me! The library experts' customer service could be used as a model for businesses & other entities." Also encouraging were 17 positive comments identifying individual staff members or library faculty by name. Several faculty members received multiple positive comments.

Since the last LibQUAL+® survey in 2013, the reference model in Michener has changed, but there were few comments about the change. One respondent commented, "I feel that the library exceeds my needs. All employees as well as work-studies are a vast wealth of knowledge! If I run across someone who doesn't know the answer to my question, they get me in touch with someone who does." However, not all users like the change with one respondent describing frustration with the process, "...when you try to find an employee their knowledge is limited or the person who would know isn't around or it will be awhile before they are able to help you. Now when the specialist comes they are extremely knowledge, patient and helpful in every way."

Respondents did identify a few areas of improvement with regard to service. Specifically mentioned was the request for more training/knowledgeable student workers and staff (8). One response stated, "The student employees at the library often do not know the answers to my questions. Perhaps they could use with more training or guidance." Another area mentioned in these comments was the lack of tech support that staff can provide. One respondent stated, "My only complaint with the library is that I have had problems with the technology in the tech rooms multiple times (computer hasn't work whatsoever, browser was outdated, computer kept restarting, sound didn't work, etc.). This can be frustrating when I was relying on the use of that technology, and the staff at the desk has been unable to help me each

time. It would be nice if the technology could be relied upon, and/or if the staff was able to help when issues do arise.”

There were numerous comments about bibliographic instruction either from credit-bearing courses, such as Introduction to Undergraduate Research (LIB150), one time, subject-specific sessions, or individual instruction sessions. The positive comments indicate that instruction and those who provide it are greatly valued. One respondent stated, “[Name removed] is my librarian and she is amazing! Every talk she's given my classes has been extremely helpful and she has aided me greatly in learning how to use tools such as RefWorks. I know that I'll use the skills she's given me in the future of my career.” Another said, “I love when some of my classes will have a special class time set aside to learn more about the library's resources!” Respondents were positive with regard to reference services provided by the subject librarians. A doctoral student commented, “I have had wonderful experiences with the subject librarians and find them extremely knowledgeable and willing to help. I benefit greatly from librarians' willingness to digitize and send articles for me and also from the wonderful ILL service!” While instruction is appreciated, respondents are concerned about the content and scheduling conflicts. One respondent commented, “The information is good, however the library days are always the same and I never learn new information.” Another said, “I have tried as a lecturer of research methods to bring my classes to the library to learn how to use the resources, and the beginning of the year is too busy to bring them; I wish that there was some way to accommodate students earlier in the semester when I am trying to help them with their literature review.”

Another area of service students expressed concern about is the perceived lack of enforcement of the noise on the 3rd floor. Ten comments in the survey specifically ask for staff enforcement of the quiet floor. One student stated, “There needs to be more enforcement on the ‘silent’ floor. It's a wonderful and much needed floor but it's not very well executed.” Another said, “Third floor needs to be monitored more for people who are speaking too loud or being distracting.”

Information Control

Information Control includes access, audiovisual, catalog, circulation policy, collection, e-journals, interlibrary loan (ILL), Prospector, reserves, information technology, printing, stacks, and website. There were 159 comments total in the Information Control dimension (Figure 9). Of these, 58% were negative.

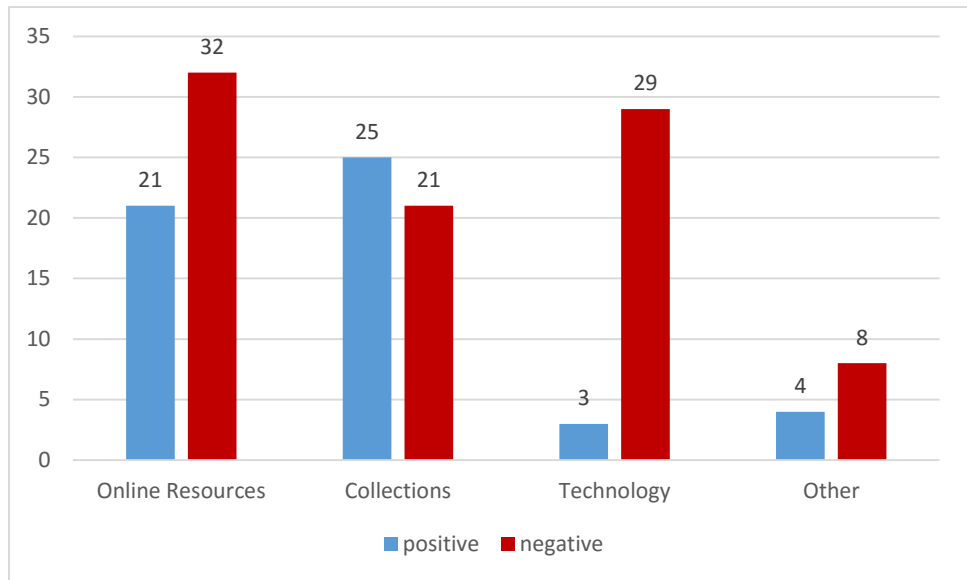


Figure 9 Information Control Analysis

The three categories that garnered the most attention were online resources (21 positive, 32 negative), collections (25 positive, 21 negative) and technology (3 positive, 29 negative). Comments in the online resources category related to the ability to find, retrieve, or use either print or electronic resources. Collections

comments focused on the composition of the University Libraries’ resources, either print or electronic. Technology-related comments encompass a span of issues, including wireless access and printing within the building, the availability of specialized software, and office equipment made available for student use. Many comments relating to the above categories were spanned multiple areas and services within one or two sentences.

Positive responses in the online resources primarily addressed the depth and breadth of resources available online. One respondent wrote, “I appreciate the articles available from a very wide range of journals and publications. Thank you so very much for being so complete in your acquisitions.” Another indicated, “I think given the library’s size it does really well in providing resources for students. Personally, my number one need is access to articles online, and for the most part I do just fine, bu[t] I do run into a paywall fairly regularly (maybe every 20th paper I try to read).”

A different respondent’s remark combines praise for ease of access to online resources with a need for more sophisticated searching tools:

I love that I can access articles online for school. I do not find the system of searching journals as intuitive as I think it should be. It would be awesome if I could create and save personal searches over several journals. I could have my own data base with the journals that you provide, but I specifically select them. I think this would cut down on the time I spend searching. Likely not possible, but that is the ideal for me.

Respondents’ negative remarks reflect issues with “making it easier to access online journals,” as one respondent wrote. “The process is sometimes cumbersome and confusing.” This sentiment is repeated often. “I have tried to access the library resources online,” wrote another respondent, “and usually end up more frustrated and go to other outside sources. I am an online student living away from campus so going into the library is not really an option for me.” Another respondent commented, “I often have

problems with accessing journal articles that are listed as available in a full text format, returning the error that the library subscription to a journal has lapsed. Otherwise, keep up the good work!"

Positive responses in the collections category are similar to those regarding online resources in their frequent praise for the breadth of materials available. "I am very impressed with the amount of materials that the library has to offer me," offered one respondent. Another remarked that they "love the library" and continue with "great resources, not enough time in the world to go through all the good stuff there and online." Another respondent contextualized their experience within their career:

I have been employed at several colleges/universities either as an adjunct or assistant professor, and UNC's library collections and services are by far the best I have experienced in my career. Granted, this is my first year at UNC, but I have used the library services almost daily and have yet to experience a situation in which I could not access an item I needed. Printed materials that are not in the UNC collection arrive in a timely manner from other libraries, and yet almost all of the printed materials I have needed were already in the UNC collection. It is clear that the university invests substantially in its library services, and I hope this continues. Also, I would like to highlight the work of [Name removed], who is more helpful and responsive to me and my students than I could ever hope for.

Interlibrary loan, Prospector and the Libraries' relationship with High Plains Library District garnered a number of positive comments. A respondent indicated that she "use[s] the partnership between UNC Michener Library and High Plains Library. I love it and am so thankful for this service!" Another respondent also commented "I'm incredibly excited about the new connection to the High Plains library district, as while I've had a card for years transportation is usually a hassle, and this will give me access to books I can read for fun."

There was some dissatisfaction with the collections, but it does not center on a particular issue. Instead, responses reflect a desire to highlight specialized collections. Monologues and plays, textbooks, non-English materials, and books for children and young adults are mentioned specifically as needing improved depth and visibility. For example, one respondent wrote about the library's placement of plays:

It would be hugely appreciated if the library could keep all the playscripts [sic] in one place for easy access [sic]. Even just one Booshelf [sic] dedicated to them. It's overwhelming trying to dig through that whole area to find what you need. I know they put them out during like the first week, but having them more easily accessible would be really really helpful.

Regarding textbooks, a respondent wrote:

I wish the library had every textbook for every course on reserve! Aims Community College does this and I find this to be high importance! Something as simple as not affording a textbook, due to ever raising prices, should not cause a student to fail a class. If you don't buy textbooks for all the courses, that is fine, but could you buy textbooks for the main courses at UNC?

Another comment suggested that “For a school that has as many Elementary Education teachers as UNC does, the El.Ed resources and children books on the second floor are sorely lacking.”

The majority of negative comments relating to Information Technology centered on two main issues: poor wireless connections within the library as a whole, and printing problems. One comment suggests the need for a “new copy machine that does not require change, it should go through bear account like printing does.”

Library as Place

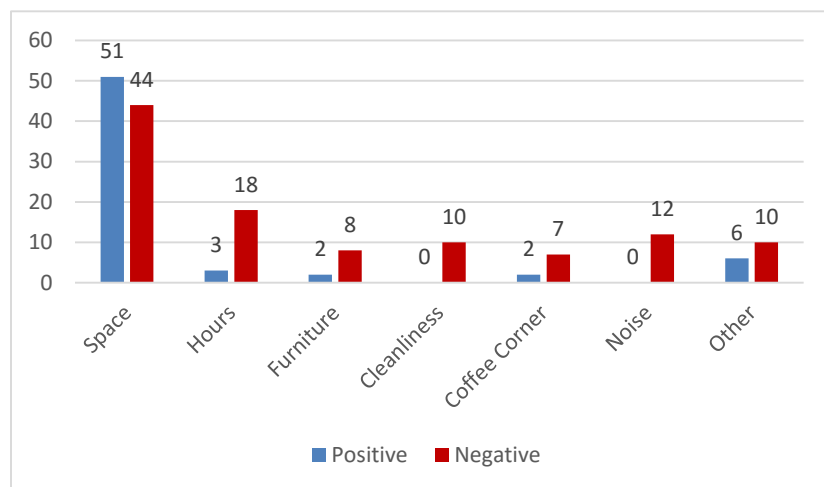


Figure 10 Library as Place Analysis

For Library as Place, which focuses on the physical space of the library including furniture, computers and study rooms, there were a total of 173 comments (Figure 10). Of these, 37% were positive and 63% were negative. The categories receiving the highest number of comments were space (51 positive, 44 negative), hours (3 positive, 18 negative), noise (12 negative) and cleanliness (10 negative). Comments about the

Coffee Corner focused on hours, noise and menu options. Most of the comments were about Michener Library with only three specifically referencing Skinner Music Library.

Comments about library hours were largely negative (86%) and from undergraduate students. All of the negative comments recommended adding additional hours on weeknights (7) and weekends (6), with seven undergraduates asking for 24-hour study space, especially since “the computer commons is not open 24 hours.” One respondent wrote “I think during the week, the library needs to open later than 12. I am a full time student with three jobs and I am a student athlete, therefore, most of the hours that the library is open, I am either working, in class, or practicing. I think this is the case for many people. The hours should be extended on the week days especially, but on the weekends as well.” There were three comments appreciating the library’s hours including a graduate student who remarked “I love that it stays open until midnight. The employees might or might not always like it, but it really helps!!”

While comments about noise (12) were less than in the 2013 survey (37; 22 negative), there are still concerns about noise levels in the building. One first year student noted “Even though the first floor and second allow talking [but] sometimes students go overboard such as talking too loudly on phone conversations. Personal conversations...way too personal.” There are also concerns about enforcement of the quiet policy on the third floor, which are detailed in the Affect of Service section of this report.

Students are also concerned by the noise generated by the Coffee Corner and other patrons. One respondent indicated that “I like that students have a place to meet, but for me the library should be a more quiet place to work.”

Most of the comments about Michener Library space were positive (54%). A fourth year undergraduate remarked “There is an environment for every need. If I am with a group the first floor is great. If I am with one other person the second floor has my needs. For the times I need silence and to get a lot done the third floor is a great place where I am never bothered.” There were 23 comments about the library being a great space to study, as one second year undergrad wrote “The library is my go-to place when I need to cram for a test or a paper.” A number of comments focused on specific areas they enjoyed studying like the study rooms or the alcoves. In addition, 12% of the comments were about using the library for group study, including the rooms with technology, as one Education undergraduate pointed out, “the tech rooms I have found extremely useful for group work on more than 1 occasion.” Students also like the ability to book rooms online.

There were ten negative comments about the cleanliness of the building. A respondent commented that “The services are great but the library is not very clean, especially the furniture on the 2nd and 3rd floors. I greatly dislike going up there to study.” Another respondent, who likes using the study rooms, remarked the study rooms “need updating and regular cleaning.” There were also comments about the lighting (3) and general atmosphere of the building (10). One respondent noted “I often use Michener Library as a quiet place to get work done, but I really do not like the atmosphere. It is not warm nor inviting and it is very echo-y, so I find myself often becoming distracted.” Additional comments echoed that respondent’s observations and focused on how Michener Library doesn’t feel comfortable, welcoming or modern. There were also a number of remarks (6) about the need for more individual study rooms and for additional seating (6), especially away from the high traffic areas. A respondent wrote “There really needs to be individual reading rooms at this point with strong wifi access. I have noticed over the years the library has designated ‘quiet’ floors and group study sessions to help ease with the noise within the building. However, individual reading rooms can also add the benefit of students a place with TOTAL privacy and silence.”

Qualitative Analysis Summary

There were 12 comments related to the survey, all of which were negative. There were 67 comments that fell into the general category, all of which were complimentary.

In total, the more than 600 comments allowed for a clearer understanding of user needs. In some cases the intent of qualitative data is difficult to discern; for example some comments about technology may be addressing campus computing in general rather than a specific library database or resource. Additionally, these data did not necessarily provide insight into all aspects of the quantitative data addressed earlier.

Discussion

Drawing together the two types of data some trends emerge and new questions arise. The committee carefully selected Local Questions in an attempt to explore respondents' feelings about digital document delivery and the tiered service model, both implemented in 2014. The responses to those local questions, as well as the quantitative and qualitative data related to the issues of access and service delivery indicate that, for the most part, respondents are happy with these changes in the Libraries. There are areas where contradictory evidence is found. For example, Table 2 displays the standard Information Literacy Outcomes questions, including two areas where the scores have dropped slightly since 2013. However, as noted in the discussion of Figure 8, positive comments about "helpful" and "amazing" faculty included specifics about work with classes and in instruction sessions.

Overall, however, the University Libraries administration, staff, and faculty should be pleased with the scores and commentary provided by participants. In comparison to results from the 2013, respondent expectations are more readily met. Those areas where respondents expressed unhappiness present opportunities for improvement, as discussed in the Recommendations, below.

Recommendations

Results from quantitative and qualitative data indicate that, while most students and faculty are satisfied with the University Libraries, there are areas for improvement.

Noise problems continue to present a challenge in Michener Library. Whether an issue of enforcement (in Services) or the physical realities of the building's architecture, this is an area for exploring solutions. Our suggestions include:

- Implementing signs to clarify areas of "quiet" versus "silent," and encouraging bookable study rooms as the best source of absolute quiet;
- Procuring signs with the SMS code to aid in enforcement; and,
- Exploring options for baffling or otherwise mitigating noise from the Coffee Corner.

Cleanliness has been challenging within Michener Library in recent years, and comments in particular reflect patron dissatisfaction. It's important to differentiate between those areas of responsibility that fall to external, Facilities, personnel and resources, and those that pertain to internal, Libraries personnel and resources. Our suggestions include:

- Exploring options for leveraging available student workers to maintain table-top, computer, and seating cleanliness on a regular basis; and,
- Sharing with Facilities some of the LibQUAL+® comments to highlight the demand and sense of need that our campus constituents have voiced, particularly regarding restrooms and carpets.

Service-oriented concerns present an opportunity for:

- Exploring options for extended access, including a 24-hour study space; and,

- Continuing to refine the tiered service model, including related training and procedures.

Technology support could be pursued, including:

- Exploring ways to streamline copying, printing, and scanning;
- Exploring location-based IMT presence to help address patron needs; and,
- Developing additional training for public service staff and student workers.

In conclusion, the 2016 survey results indicate the University Libraries are doing good work. The data provide food for thought and action, as well as reassurance that the Libraries are on the right track.

Respectfully submitted July 2016

Annie Epperson (Chair)

Diana Gunnells

Jayne Blodgett

Jessica Hayden

Ashley Certis

Kalen May

William Cuthbertson

Alec Stumbaugh

Appendix I

LibQUAL+® results from 2013 and 2016: Comparing select items from the core questions

AS-1 - Employees who instill confidence in users												
	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD	
all												
2013	6.43	7.41	7.18	0.75	-0.23	359	1.95	1.64	1.59	1.79	1.45	
2016	6.33	7.38	7.16	0.83	-0.22	236	1.95	1.62	1.60	1.73	1.56	
undergraduates												
2013	6.43	7.34	7.17	0.73	-0.18	265	1.92	1.65	1.61	1.76	1.47	
2016	6.10	7.22	6.94	0.84	-0.28	165	2.01	1.65	1.61	1.82	1.62	
graduates												
2013	6.16	7.60	7.13	0.96	-0.47	55	2.17	1.64	1.44	2.07	1.49	
2016	6.21	7.21	7.48	1.27	0.27	33	1.71	1.63	1.33	1.66	1.59	
faculty												
2013	6.74	7.56	7.36	0.62	-0.21	39	1.82	1.64	1.72	1.60	1.22	
2016	7.39	8.18	7.82	0.42	-0.37	38	1.52	1.25	1.57	1.24	1.20	
AS-2 - Giving users individual attention												
	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD	
all												
2013	6.07	7.28	7.06	0.99	-0.22	353	2.08	1.75	1.72	1.99	1.62	
2016	5.78	6.85	6.81	1.03	-0.04	283	2.19	1.98	1.82	1.84	1.66	
undergraduates												
2013	5.88	7.18	6.92	1.04	-0.26	250	2.13	1.77	1.77	2.04	1.63	
2016	5.67	6.73	6.66	0.99	-0.07	216	2.23	1.98	1.86	1.94	1.70	
graduates												
2013	6.08	7.30	7.13	1.05	-0.17	63	1.95	1.75	1.49	2.02	1.65	
2016	5.54	6.57	6.75	1.21	0.18	28	2.25	2.17	1.76	1.26	1.52	
faculty												
2013	7.18	7.88	7.80	0.63	-0.08	40	1.66	1.60	1.54	1.56	1.53	
2016	6.54	7.72	7.67	1.13	-0.05	39	1.79	1.65	1.42	1.66	1.56	

AS-6 - Employees who deal with users in a caring fashion											
	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD
all											
2013	6.81	7.98	7.62	0.81	-0.36	1465	1.85	1.39	1.52	1.8	1.59
2016	6.58	7.78	7.51	0.93	-0.27	1101	1.89	1.47	1.60	1.84	1.65
undergraduates											
2013	6.69	7.89	7.55	0.87	-0.33	1091	1.87	1.43	1.53	1.83	1.56
2016	6.36	7.66	7.33	0.96	-0.33	795	1.92	1.49	1.68	1.90	1.67
graduates											
2013	7.0	8.17	7.64	0.64	-0.52	225	1.77	1.21	1.44	1.83	1.41
2016	6.97	8.16	7.80	0.84	-0.36	146	1.73	1.22	1.38	1.76	1.53
faculty											
2013	7.38	8.34	8.05	0.66	-0.29	149	1.67	1.24	1.48	1.54	1.41
2016	7.29	8.08	8.15	0.86	0.08	160	1.65	1.43	1.11	1.65	1.60
AS-9 – Dependability in handling users’ service problems											
	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD
all											
2013	6.79	7.69	7.41	0.62	-0.28	321	1.83	1.5	1.5	1.73	1.44
2016	6.47	7.51	7.30	0.83	-0.21	218	1.82	1.62	1.52	1.68	1.58
undergraduates											
2013	6.60	7.55	7.35	0.75	-0.2	240	1.91	1.58	1.53	1.8	1.5
2016	6.21	7.38	7.14	0.93	-0.24	162	1.84	1.65	1.54	1.76	1.67
graduates											
2013	7.1	7.96	7.54	0.44	-0.42	52	1.56	1.24	1.35	1.38	1.11
2016	7.24	8.07	7.52	0.28	-0.55	29	1.43	1.19	1.45	1.53	1.30
faculty											
2013	7.79	8.31	7.66	-0.14	-0.66	29	1.15	0.93	1.52	1.55	1.42
2016	7.19	7.67	8.00	0.81	0.33	27	1.71	1.73	1.21	1.18	1.07

IC-2 – A library Web site enabling me to locate information on my own

	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD
all											
2013	6.81	8.05	7.29	0.48	-0.76	442	1.84	1.36	1.66	1.95	1.67
2016	6.61	7.96	7.31	0.69	-0.65	375	1.77	1.33	1.58	1.80	1.53
undergraduates											
2013	6.61	7.92	7.3	0.69	-0.62	328	1.88	1.44	1.67	1.93	1.67
2016	6.29	7.76	7.19	0.90	-0.57	275	1.81	1.41	1.65	1.87	1.61
graduates											
2013	7.35	8.41	7.28	-0.07	-1.13	75	1.66	1.07	1.69	1.95	1.56
2016	7.52	8.60	7.85	0.33	-0.75	48	1.27	0.64	1.03	1.21	0.98
faculty											
2013	7.51	8.44	7.23	-0.28	-1.21	39	1.52	0.94	1.48	1.78	1.66
2016	7.48	8.44	7.42	-0.06	-1.02	52	1.36	1.06	1.49	1.63	1.51

IC-5 – Modern equipment that lets me easily access needed information

	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD
all											
2013	6.82	7.96	7.36	0.54	-0.60	452	1.78	1.38	1.50	1.65	1.55
2016	6.83	7.85	7.51	0.67	-0.34	345	1.69	1.36	1.46	1.70	1.61
undergraduates											
2013	6.74	7.94	7.46	0.72	-0.48	347	1.78	1.36	1.45	1.66	1.54
2016	6.70	7.72	7.56	0.86	-0.16	254	1.72	1.39	1.48	1.66	1.54
graduates											
2013	7.02	7.98	6.83	-0.19	-1.15	59	1.90	1.53	1.67	1.70	1.44
2016	7.10	8.29	7.63	0.52	-0.67	48	1.46	0.87	1.08	1.17	1.19
faculty											
2013	7.13	8.13	7.30	0.17	-0.83	46	1.60	1.34	1.50	1.20	1.69
2016	7.33	8.14	7.05	-0.28	-1.09	43	1.66	1.47	1.60	2.12	2.15

LP-2 – Quiet space for individual activities												
	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD	
all												
2013	6.52	7.85	7.32	0.8	-0.53	365	1.95	1.6	1.73	2.06	1.96	
2016	6.55	7.80	7.35	0.81	-0.45	265	1.89	1.58	1.66	1.85	1.76	
undergraduates												
2013	6.65	7.98	7.57	0.93	-0.4	282	1.95	1.43	1.43	1.89	1.59	
2016	6.68	8.00	7.47	0.79	-0.53	200	1.81	1.37	1.56	1.76	1.61	
graduates												
2013	6.35	7.65	6.29	-0.05	-1.36	55	2.42	1.62	1.73	2.7	1.98	
2016	6.67	7.77	7.13	0.47	-0.63	30	1.73	1.33	1.61	2.21	2.08	
faculty												
2013	5.61	7.0	6.82	1.21	-0.18	28	2.06	1.94	1.52	2.25	2.31	
2016	5.69	6.71	6.91	1.23	0.20	35	2.26	2.33	2.17	1.99	2.19	
LP-5 – Community space for group learning and group study												
	minimum mean	desired mean	perceived mean	adequacy mean	superiority mean	n	minimum SD	desired SD	perceived SD	adequacy SD	superiority SD	
all												
2013	6.12	7.41	7.35	1.23	-0.06	339	2.08	1.80	1.55	2.07	1.89	
2016	5.88	7.00	7.29	1.42	0.29	264	2.18	2.00	1.56	1.90	1.83	
undergraduates												
2013	6.30	7.52	7.53	1.23	0.00	266	1.99	1.62	1.39	1.99	1.65	
2016	6.04	7.18	7.40	1.36	0.22	200	2.11	1.81	1.48	1.90	1.80	
graduates												
2013	5.32	7.06	6.66	1.34	-0.40	47	2.16	2.20	1.84	2.43	2.64	
2016	5.46	6.50	6.81	1.35	0.31	26	1.50	2.21	1.77	1.62	1.85	
faculty												
2013	5.69	6.92	6.77	1.08	-0.15	26	2.54	2.53	1.99	2.21	2.48	
2016	5.29	6.42	7.05	1.76	0.63	38	2.78	2.61	1.75	2.11	1.99	

Appendix II

GENERAL SATISFACTION

These items are delivered on a Likert scale in which respondents rate their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree."

In general, I am satisfied with the way in which I am treated at the library.			
	Mean	SD	N
all			
2013	7.94	1.2	735
2016	7.92	1.3	587
undergraduates			
2013	7.97	1.16	552
2016	7.81	1.35	420
graduates			
2013	7.87	1.18	107
2016	8.21	1.38	82
faculty			
2013	7.87	1.48	76
2016	8.18	.99	85

How would you rate the overall quality of the service provided by the library?			
	Mean	SD	N
all			
2013	7.69	1.2	1529
2016	7.70	1.24	1148
undergraduates			
2013	7.73	1.18	1139
2016	7.62	1.29	827
graduates			
2013	7.46	1.27	237
2016	7.87	1.18	153
faculty			
2013	7.82	1.24	153
2016	7.89	1.02	168

In general, I am satisfied with library support for my learning, research and /or teaching needs.			
	Mean	SD	N
all			
2013	7.55	1.43	795
2016	7.43	1.53	561
undergraduates			
2013	7.56	1.44	587
2016	7.36	1.59	407
graduates			
2013	7.44	1.45	131
2016	7.72	1.27	71
faculty			
2013	7.6	1.39	77
2016	7.52	1.36	83

Appendix III

INFORMATION LITERACY OUTCOMES

These items are delivered on a Likert scale in which respondents rate their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree."

The library helps me stay abreast of developments in my field(s) of interest.			
	Mean	SD	N
all			
2013	6.63	1.84	507
2016	6.65	1.80	355
undergraduates			
2013	6.69	1.78	387
2016	6.53	1.82	266
graduates			
2013	6.28	2.16	72
2016	7.18	1.76	45
faculty			
2013	6.65	1.83	48
2016	6.82	1.65	44

The library enables me to be more efficient in my academic pursuits or work.			
	Mean	SD	N
all			
2013	7.57	1.42	706
2016	7.46	1.47	548
undergraduates			
2013	7.52	1.44	518
2016	7.431	1.511	385
graduates			
2013	7.7	1.26	120
2016	7.58	1.46	80
faculty			
2013	7.71	1.49	68
2016	7.48	1.28	83

The library aids my advancement in my academic discipline or work.			
	Mean	SD	N
all			
2013	7.43	1.49	704
2016	7.50	1.46	521
undergraduates			
2013	7.35	1.5	527
2016	7.35	1.51	385
graduates			
2013	7.72	1.41	116
2016	8.16	1.01	64
faculty			
2013	7.57	1.49	61
2016	7.75	1.35	72

The library helps me distinguish between trustworthy and untrustworthy information.			
	Mean	SD	N
all			
2013	6.81	1.72	654
2016	6.92	1.75	519
undergraduates			
2013	6.9	1.71	479
2016	6.93	1.76	363
graduates			
2013	6.73	1.7	98
2016	6.90	1.82	73
faculty			
2013	6.3	1.78	77
2016	6.88	1.71	83

The library provides me with the information skills I need in my work or study.			
	Mean	SD	N
all			
2013	7.36	1.46	489
2016	7.31	1.39	351
undergraduates			
2013	7.43	1.47	367
2016	7.29	1.39	255
graduates			
2013	7.1	1.45	71
2016	7.57	1.30	44
faculty			
2013	7.25	1.38	51
2016	7.19	1.50	52