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University Libraries

Assessment Committee Report

2018 - 2019

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Introduction

Each year, the University Libraries Assessment Committee pursues a project to guide decision-making throughout the Libraries. In the 2017/18 academic year the project focused on campus use and perceptions of the website, while the year before that the committee explored how and why library patrons make use of the space, furnishings, and facilities of Michener Library. For the past decade every third year the committee implements the internationally-recognized LibQUAL+® Survey. This year's implementation of LibQUAL+® presents a chance for continued refinement in analysis of the results, as well as selection of new "local questions" for a greater understanding of the impact of recent changes in the Libraries.

The following report first discusses the survey and its most essential demographic data, including the degree of representativeness of this year's respondents. Then, data from the quantitative portion of the survey is presented, divided by population. Following that, the qualitative data is discussed with brief analysis. Finally, the report concludes with recommendations and observations.

LibQUAL+® Survey: Description and Demographics

The LibQUAL+® survey was administered at the University of Northern Colorado (UNC) over a two-week period during the 2019 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 to participate. Five prizes were awarded: two Bluetooth speakers and three Bluetooth headphones. Participation was also encouraged with an announcement on the home page of University Libraries website, notifications on the Libraries Facebook, Twitter, and Instagram accounts, an advertisement on the electronic sign in Michener, and through bookmarks and table-tents posted and distributed around campus (see Figure 1).

Figure 1. Promotional image for website

To broaden participation in the survey, the committee implemented a "remote station" at the University Center, which allowed members of the committee to set up laptop computers to reach UNC community members who may not routinely visit Michener or Skinner Libraries and promote participation in the survey generally. Similar tables were also set up at Michener and Skinner Libraries (one day at each location) to promote the survey and to allow visitors to complete the survey on site if their time allowed.
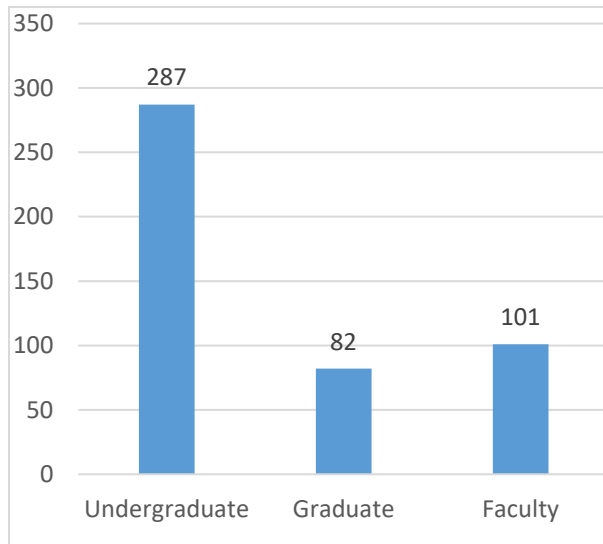
Figure 2. Number of respondents, by status

Almost 300 (approximately 3.2% of the entire undergraduate population) undergraduate students responded, as did 82 (2.7%) graduate students and 101 (13.5%) faculty members, which likely includes some classified and exempt staff (Figure 2). The total number of respondents was 470, a 3.1% response rate. Overall, 61% of respondents are undergraduate students, 17.5% graduate students, and 21.5% faculty. The aggregated results overwhelmingly reflect undergraduate responses.

The response rate was considerably lower than that of the 2016 survey, when 827 undergraduates, 153 graduate students, and 168 faculty members participated; and, proportionally fewer undergraduates responded in 2019 than in 2016. There are several possible reasons for the lower overall response rate:

- The most significant factor was the timing of the survey, which was conducted during the last two weeks of classes, when students, faculty and staff are busy finishing the semester and preparing for finals.
- The survey has an outdated look and feel, and is different from the Qualtrics forms usually used by UNC for surveys. In addition, some respondents found the question content and presentation confusing (this issue is discussed in more detail below). When users left the survey without completing it, their responses were not recorded.
- "Survey fatigue" is also a possibility, as various campus entities in addition to the Libraries collect survey data, and it is unknown to the Libraries how many surveys the campus community had already received during the semester.

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. Although less so than in 2016, survey respondents in 2019 were representative of the UNC population as a whole (Figure 3).

However, regarding discipline, there are some minor differences between the survey respondents and the UNC population. For example, just over 20% of all UNC students are in a health sciences discipline, but health sciences students represented approximately 14% of survey respondents. The opposite is true of humanities students, who make up approximately 7% of the UNC student body but 11% of survey respondents. These discrepancies, along with the overall low levels of participation described above, may have skewed some results, especially regarding graduate students, who made up the smallest proportion of respondents. While it is important to review all the survey data, especially in areas where the Libraries fell short of expectations, it should be noted that these numbers may not

reflect the attitudes of the entire campus community. This is especially true when there is a small amount of qualitative data (i.e., comments).
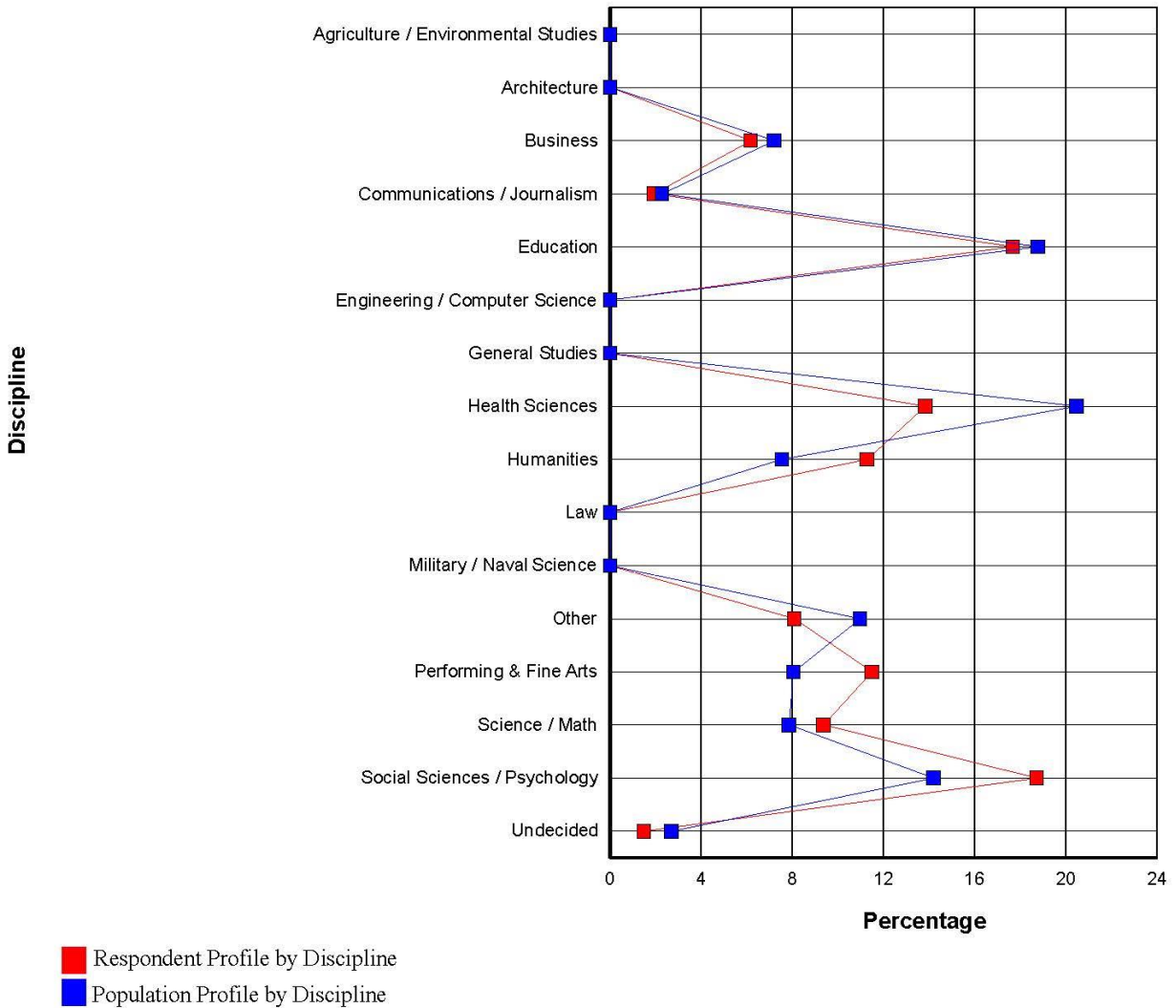

Figure 3. Representativeness: Distribution of respondents by customized discipline

Quantitative Data

This section lays out the quantitative data delivered by the survey, beginning with the aggregate of all populations. Each population group is then broken out for discussion and brief analysis.
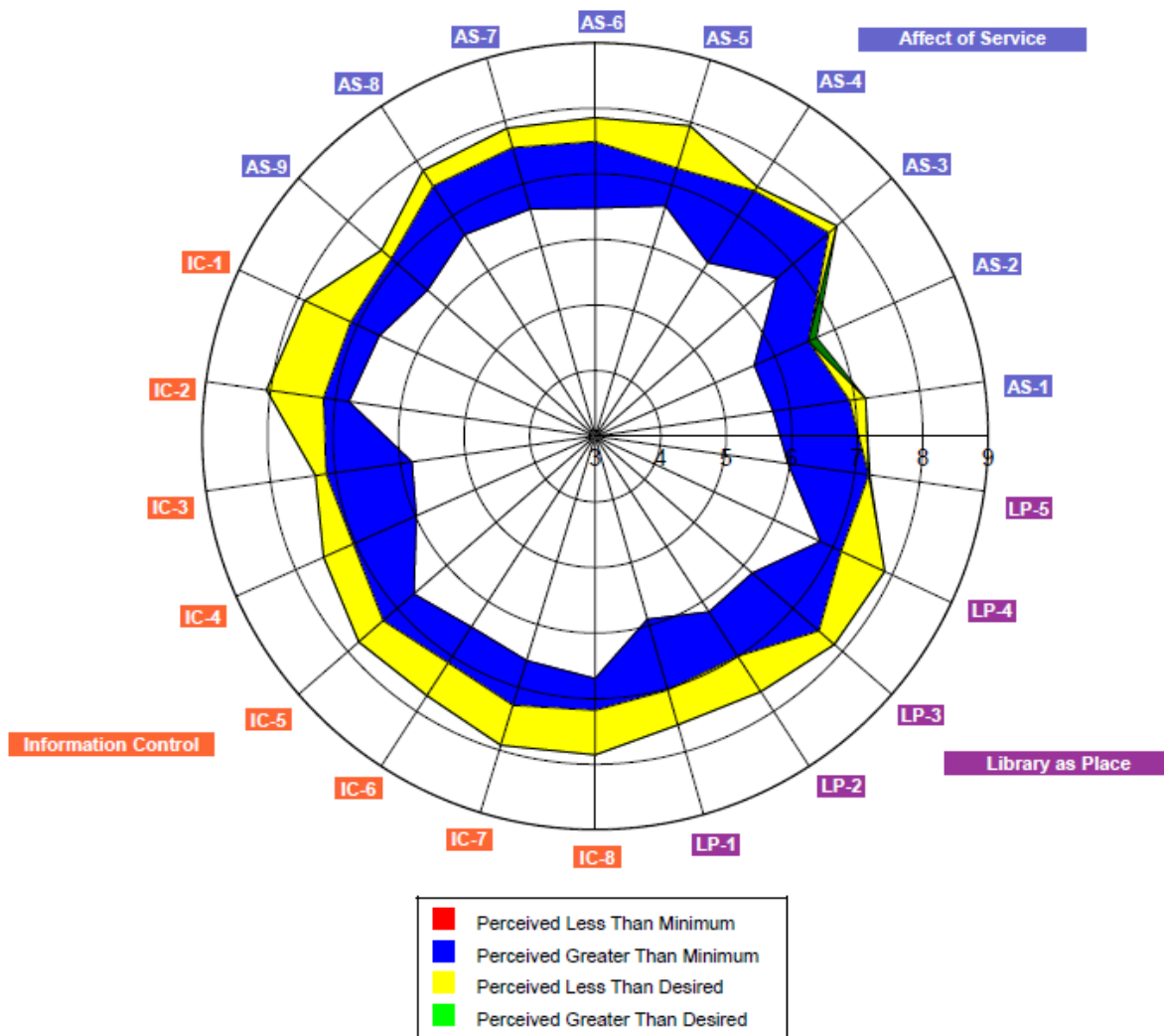
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Radar Graphs

AS-6
AS-7
AS-5
AS-8
Affect of Service
AS-4
AS-9
AS-3
IC-1
AS-2
IC-2
AS-1
IC-3
LP-5
IC-4
LP-4
IC-5
LP-3
Information Control
Library as Place
IC-6
LP-2
IC-7
LP-1
IC-8

■ Perceived Less Than Minimum
■ Perceived Greater Than Minimum
■ Perceived Less Than Desired
■ Perceived Greater Than Desired

Figure 4. Core questions summary for all user groups 2019

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* (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 2019 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 AS-2 is green, indicating that, in this aggregation of all respondents, the Libraries exceeded respondents' desired levels of service for that dimension (*Giving users individual attention*).

Local Questions

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 Assessment Committee chose four new questions to gather data on potential new directions and changes made to Libraries services over the last three years. The Committee chose to ask about access to equipment, special collections and archives, feelings of belonging in the Library, and marketing. One question (*Services I receive from the library when I need help with my research*) was retained because it was still relevant to the larger mission and goals of the Libraries. Questions regarding instruction and teaching were removed because this service area receives a good deal of assessment and feedback through other venues. Information Literacy questions are included on the LibQUAL+® survey as part of the additional questions.

The University Libraries exceeded the minimum level of acceptable service for all five of the local questions for all three user groups (see Figure 5). For the question repeated from previous LibQUAL+® surveys, results varied only minimally from 2016. Not surprisingly, out of all the local questions, "*Awareness of the University Archives and Special Collections*" received the lowest perceived mean score of 6.25. Related, graduate students scored this category among their highest minimum expectations within the local questions. This data may reflect a need for increased outreach efforts to make the university archives and special collections more visible.
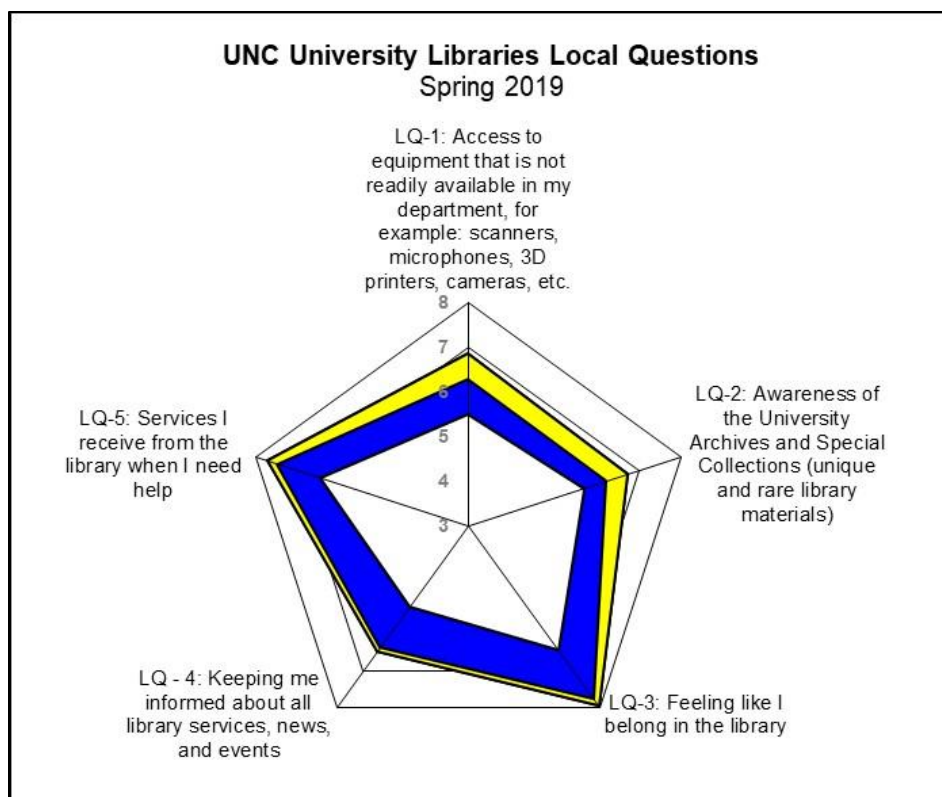
Figure 5. Local questions

Please see the Appendix for detailed results for each of the population groups.

General Satisfaction

Three questions probing general satisfaction were sampled in the Lite protocol, the first two delivered randomly, and the last completed by every respondent. These scores are calculated from responses to the general satisfaction questions, in which respondents rated their levels of satisfaction on a scale from 1-9. The aggregate scores from all respondents indicate a satisfaction level between 7.44 and 7.98 on the three questions (see Figure 6).

General Satisfaction Questions
(Likert Scale 1 = *strongly disagree* to 9 *strongly agree*)

How would you rate the overall quality of the service provided by the library?

In general, I am satisfied with library support for my learning, research, and/or teaching needs.

In general, I am satisfied with the way in which I am treated at the library.

7.10 7.20 7.30 7.40 7.50 7.60 7.70 7.80 7.90 8.00 8.10

Figure 6. General satisfaction questions

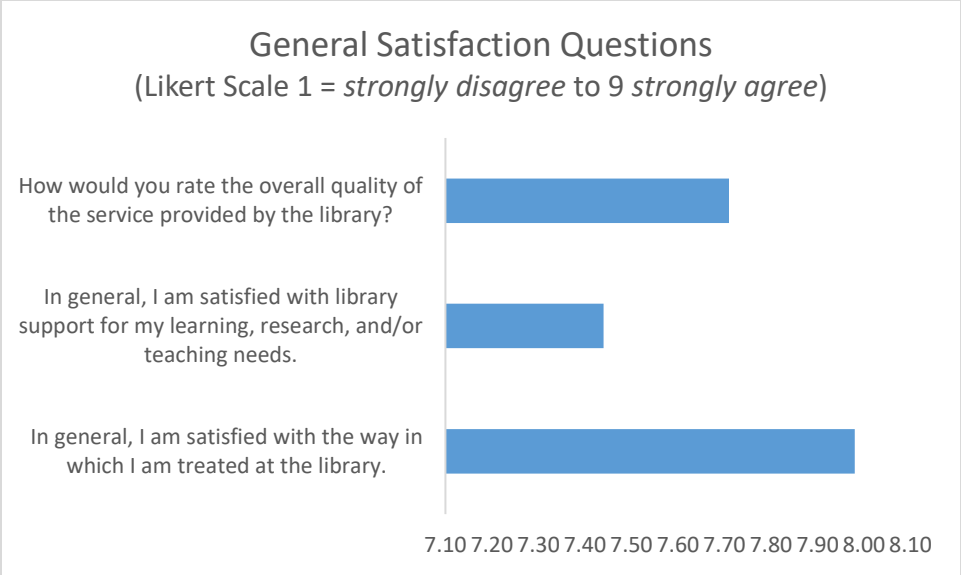For detailed information about the results compared to previous years, as well as information on standard deviation and number of respondents, please see the Appendix.

Information Literacy Outcomes Questions

Two of five information literacy outcomes questions were delivered to each respondent using random sampling. Respondents rated each statement on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree." Aggregate results on these questions ranged from a low of 6.52 for "*The library helps me stay abreast of developments in my field(s) of interest*" to a high of 7.45 for "*The library enables me to be more efficient in my academic pursuits or work*" (see Figure 7).

Information Literacy Outcomes Questions
(Likert Scale 1 = *strongly disagree* to 9 *strongly agree*)

The library provides me with the information skills I need in my work or…

The library helps me distinguish between trustworthy and untrustworthy…

The library enables me to be more efficient in my academic pursuits or work.

The library aids my advancement in my academic discipline or work.

The library helps me stay abreast of developments in my field(s) of interest.

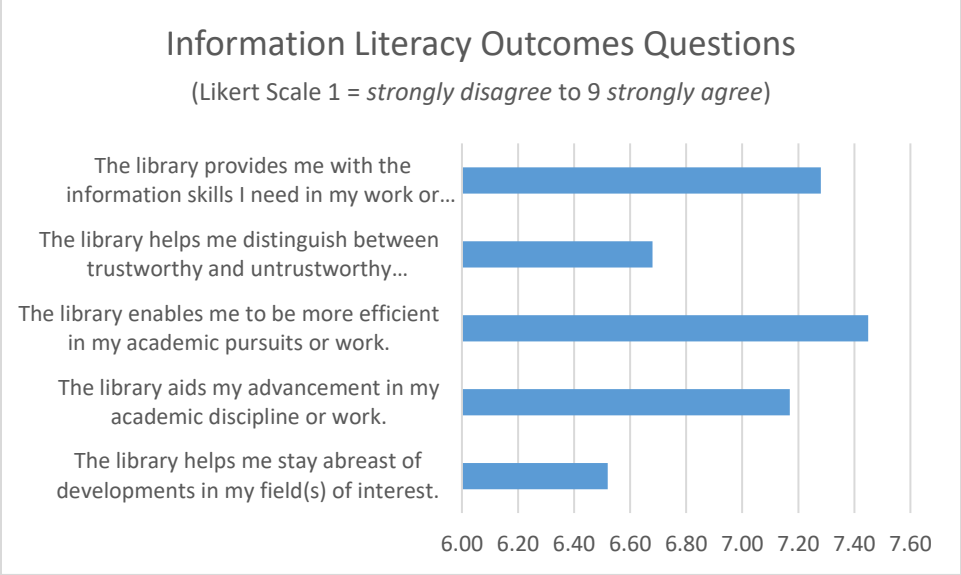6.00 6.20 6.40 6.60 6.80 7.00 7.20 7.40 7.60

Figure 7. Information literacy outcomes questions

For detailed information about the results compared to previous years, as well as information on standard deviation and number of respondents, please see the Appendix.

The following sections address three population groups in detail, beginning with undergraduate respondents. Next, the graduate student data is examined, and finally, analysis of the faculty responses.

Undergraduate Students

This year's results continued the University Libraries' pattern of meeting or exceeding undergraduates' desired levels of expectation in all categories (see Figure 8). The Libraries performed particularly well in AS-2 (*Giving users individual attention*), IC-3 (*Printed library materials I need for my work*), and LP-5 (*Community space for group learning and group study*). In 2016, by comparison, the Libraries met the desired expectation for only one item.

The radar graphs did not have any red areas in 2019 or 2016, indicating that service levels have remained consistent for undergraduates.
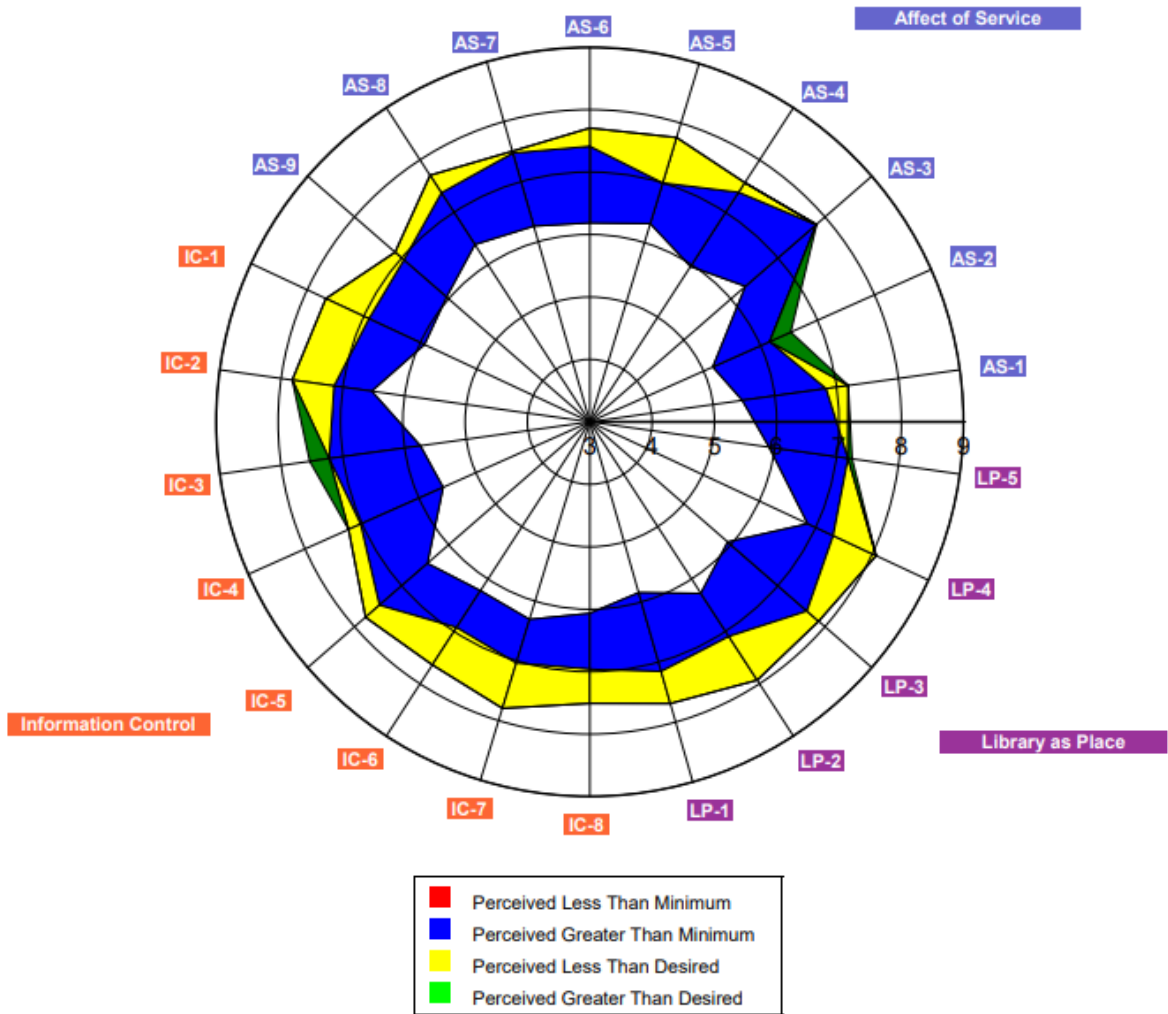
Figure 8. Core question summary, undergraduate students

Results from the local questions revealed that undergraduates have a very high desired expectation of "*Feeling like I belong in the library*," with the desired mean at 8.18. Happily, the libraries did not fall too short of this, at 7.84 as the perceived mean. Because it is of such high importance to undergraduates, this is an area to monitor.

For the general satisfaction questions, results improved slightly for all three questions. Please see the Appendix for further details.

Graduate Students

The 82 responding graduate students indicated high expectations for some of the questions, most particularly in Information Control (see Figure 9). For example, the minimum expectation for IC-8 (*Print and/or electronic journal collections I require for my work*) is 7.68, while the perceived mean is 7.37, resulting in an adequacy gap of -0.32. Minimum expectation for IC-5 (*Modern equipment that lets me*

easily access needed information) is slightly lower (7.08), but the perceived mean is even lower (6.56), yielding an adequacy gap of -0.52. IC-1 (*Making electronic resources accessible from my home or office*), with a minimum mean of 7.33 generated an adequacy gap of -0.04. These high expectations continue in Affect of Service: AS-5 (*Employees who have the knowledge to answer user questions*) had a minimum mean score of 7.36 and a perceived mean of 7.00, resulting in an adequacy gap of -0.36. Historically, graduate students have had high expectations, some of which are not met by the University Libraries; the small sample size during this implementation of the survey could explain, to some extent, the skew towards higher minimum expectations.
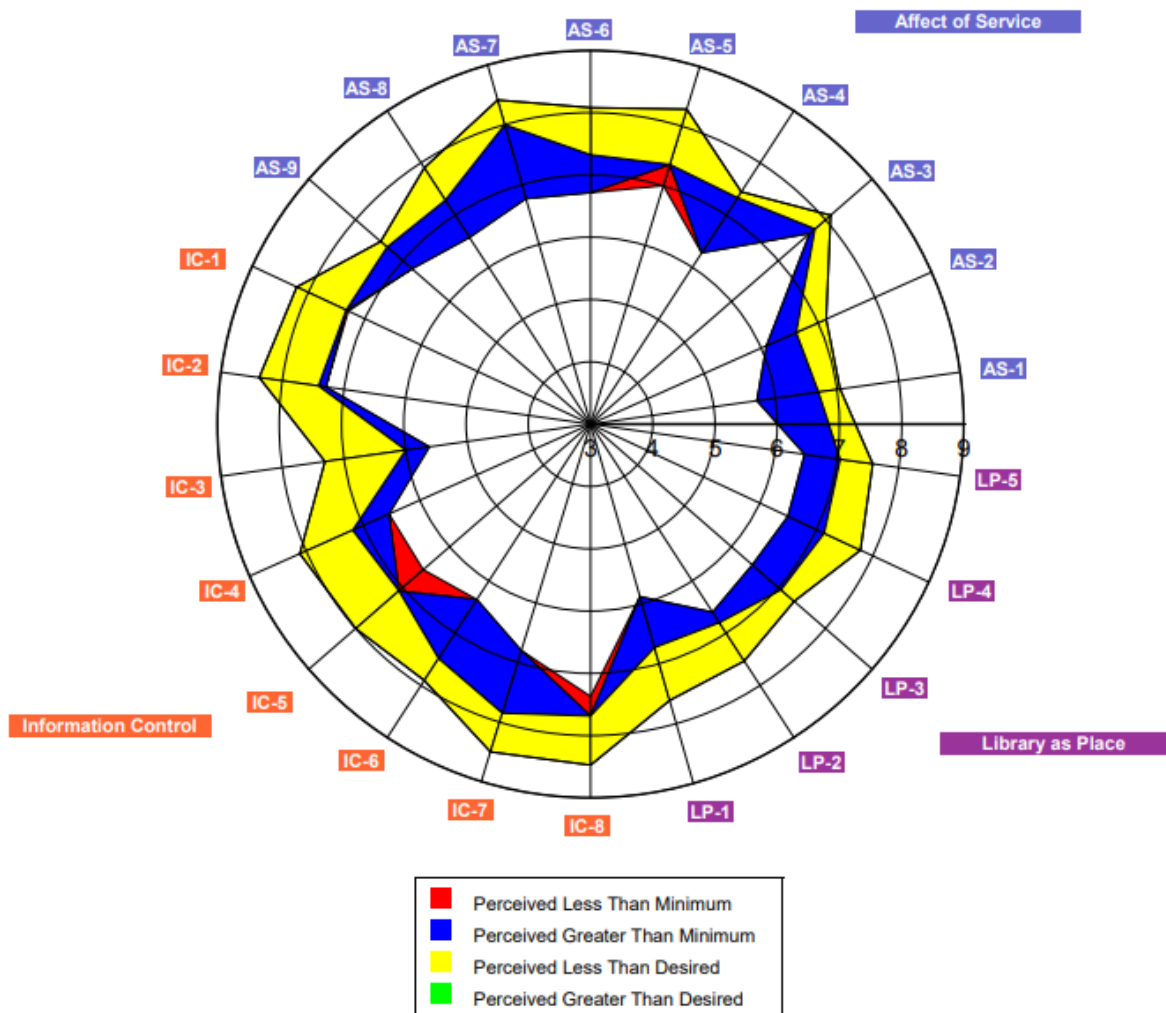

Figure 9. Core question summary, graduate students

In the local questions, graduate students report their desired expectations are being exceeded for two areas, *Access to equipment that is not readily available in my department, for example: scanners,*

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microphones, 3D printers, cameras, etc. and *Feeling like I belong in the library*. Graduate students report at least their minimum expectations are being met in all other areas reflected in the local questions.

For the general satisfaction questions, results were slightly lower for all three questions compared to 2016. Please see the Appendix for further details.

Faculty

Faculty results show a mixed degree of satisfaction particularly in the *Library as Place* (LP) dimension (see Figure 10). In comparison with scores from 2016, faculty results in 2019 show the Libraries exceeding desired levels of service in AS-4 (*Readiness to respond to users' questions*) and AS-1 (*Employees who instill confidence in users*) and exceeding minimum expectations for IC-5 (*Modern equipment that lets me easily access needed information*). However, 2019 results dropped in three noticeable areas: IC-1 (*Making electronic resources accessible from my home or office*), IC-8 (*Print and/or electronic journal collections I require for my work*), and LP-4 (*A getaway for study, learning, or research*). This indicates that, in 2019, the Libraries do not meet faculty respondents' minimum expectations. In the case of IC-8 (*Print and/or electronic journal collections I require for my work*), the result can partially be attributed to a very high bar (8.28) for minimum expectations. The *Library as Place* dimension shows conflicting data when comparing similar areas, with faculty indicating unmet minimum expectations for LP-4 (*A getaway for study, learning, or research*), but both LP-2 (*Quiet space for individual activities*) and LP-5 (*Community space for group learning and group study*) indicate desired expectations are being exceeded. As with the graduate data, the number of respondents for each area is small, typically 20-30 faculty per question, and may skew results.
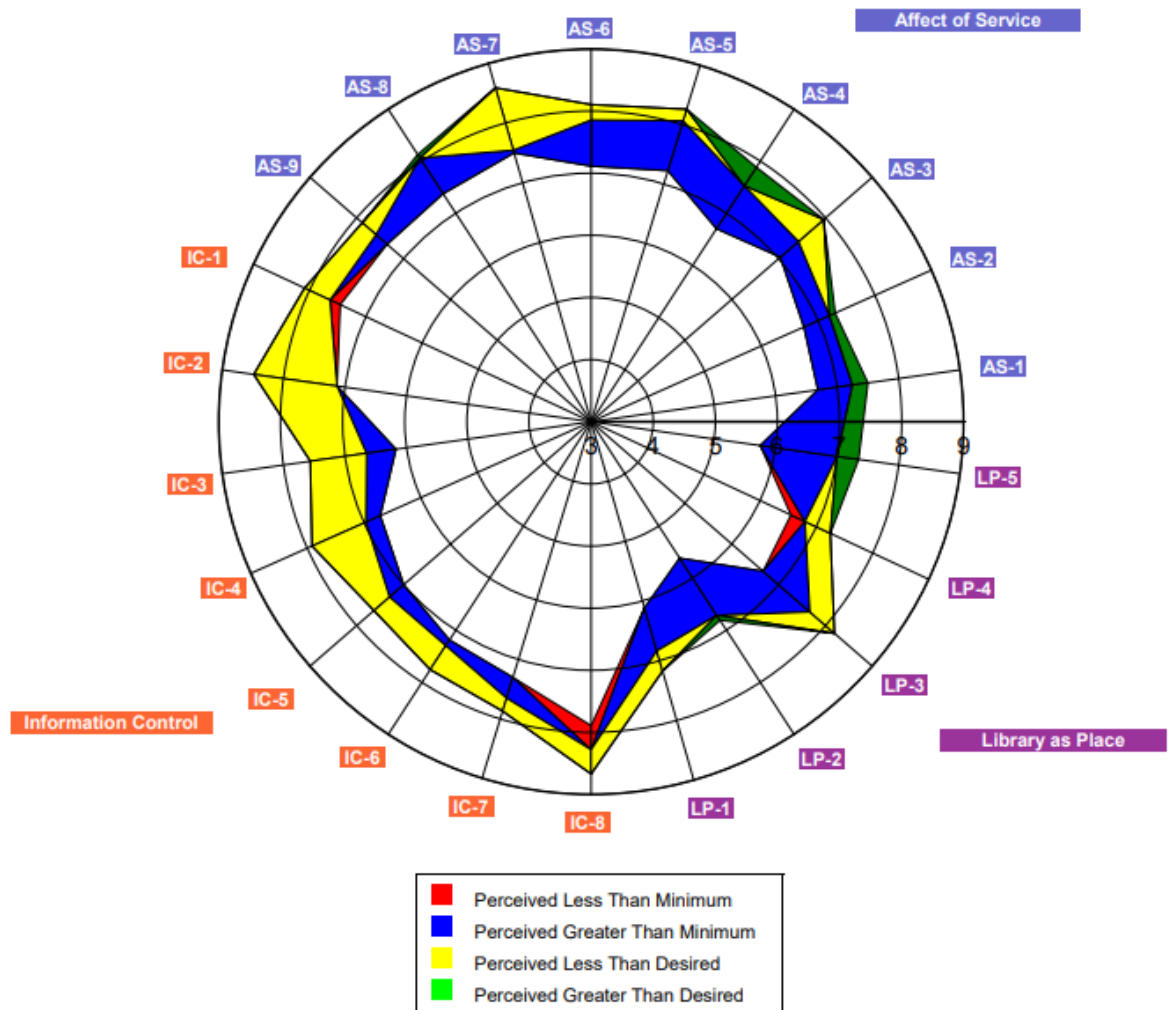
Figure 10. Core question summary, faculty

The overall satisfaction responses for faculty were comparable to other user groups and faculty had the highest score (8.18) for the question "*In general, I am satisfied with the way in which I am treated at the library.*" Please see the Appendix for further details.

In the local questions, faculty indicated the Libraries is performing above expectations for "*Keeping me informed about all library services, news, and events.*" Faculty rated the Libraries as exactly meeting their desired expectations for "*Feeling like I belong in the library.*" And faculty results indicate the Libraries are performing above minimum expectations but below desired expectations for the three other questions. Please see the Appendix for further details.

Qualitative Data

In addition to the quantitative questions, the LibQUAL+® survey presents a free-text box for respondents to provide comments. These comments offer a glimpse into the concerns of respondents that may complement or enhance the data gathered from the core questions.

188 respondents chose to offer comments. Those comments were disaggregated into distinct topics to facilitate analysis, which increased the number of separate comments to 277.

There were 42 general comments which expressed overall feelings about the University Libraries. Thirty of the general comments were positive; ten were neutral. Typical examples are "*I love using our UNC Library System. Keep up the good work.*" and "*Thank you for excellent support and service!*"

There were eight comments about the survey itself; half expressed a negative opinion of the survey design, and three noted the lack of a staff option in the choices for employee type.

The remaining comments were grouped into the three broad quantitative categories – Affect of Service, Information Control, and Library as Place – in order to provide a deeper understanding of the corresponding quantitative results where possible.

Affect of Service

Affect of Service focuses on circulation, instruction, policy, reference, and other services. 84 comments addressed Affect of Service. The majority of these comments mentioned Libraries personnel; of these, 40 were positive and 20 were negative, including two comments that had both a positive and negative element. Positive comments highlighted the services provided and attention given by Libraries personnel. A typical example is "*I have been satisfied beyond belief by the help and expertise of the librarians in helping me to navigate the system. They took the time to make sure that I understood instead of pointing me off to another direction and I and* [sic] *very appreciative of that.*" Another common sentiment was gratitude for the expertise of subject liaisons: "*The major specific librarians are helpful.*"

Negative comments about personnel frequently mentioned disengaged or rude employees, and several referred to specific incidents. These comments make clear that first impressions matter, and that every interaction can have a big impact.

Other Affect of Service comments addressed a variety of themes. Suggestions for more marketing and promotion of library services appeared in five comments. Five other comments addressed library policies about noise and enforcement of those policies, and four comments addressed a desire for more information or instruction about how to use library tools.

Information Control

Information Control includes access, catalog, collections, databases, e-journals, Interlibrary Loan (ILL), reserves, information technology, printing, and website. LibQUAL+® survey respondents provided 66 comments that fall into the Information Control category. 36 comments addressed library collections available online and in print. Twenty of these comments were positive, with statements like "*The library*

is amazing! I feel that the library has the resources I need to excel" and "*Pleased with the vast amount of resources the library site provides.*" Collections in Skinner Music Library, Michener Library, and the online collections were all singled out for appreciation. Eleven of the comments about library collections were negative, with respondents indicating a lack of resources they need, such as "*I would like more access to some of the online library resources like Wiley. I often find that our libraries subscription does not have access.*"

Another theme in the comments was usability, including the ease or difficulty of using library online resources, including navigating the Libraries' website, conducting and refining searches in Summon, e-journal collections, e-book collections, and online databases. Fourteen comments addressed usability, and nine of those were negative. Two representative comments were, "*Sometimes it is difficult to narrow the online search for articles enough to be beneficial for my search*" and "*Search engine for journal articles is not always easy to access or use. I usually find and* [sic] *article I want from some other search such as Pubmed and then try to find access to it through UNC.*"

A third theme in Information Control was computers and printing in the Libraries. Seven comments addressed this theme, with four of them negative, two positive, and one neutral. The negative comments addressed the cost of printing and occasional problems with technology.

Library as Place

Library as Place includes comments about the physical spaces in the Libraries, including furniture, noise levels, study spaces/rooms, hours, and coffee cart services. A total of 77 comments were made about Library as Place. Of the total comments, 35 were about noise, 39 about furniture, atmosphere, and study rooms, and the remainder addressed unique concerns that did not fall into the major themes.

As in the previous survey, the comments indicate there are still concerns about noise levels in the building. Comments included requests for more enforcement of quiet areas, more "*quiet areas/study rooms*", and more respect for people who need a quiet place to work. On the other hand, another respondent commented, "*I enjoy the library for studying and hanging out on the first floor. I think it's important that we keep a social aspect in the library and that will continue to draw student* [sic] *in while also creating studying spaces.*"

Comments also reflected appreciation for the new chairs, as well as the "*recent addition of the single person pod things,*" and a desire for more comfortable chairs. Others indicated a desire for more aesthetically pleasing areas and a more up-to-date color scheme.

Discussion & Recommendations

Given both quantitative and qualitative results, University Libraries Administration should consider a number of opportunities to improve the experience and satisfaction of library users. Below are a few areas of possible action identified by the Assessment Committee.

- Explore ways to elevate the profile and visibility of Archival Services and Special Collections. External promotional efforts would help students and faculty to be aware of what is available, and internal educational initiatives would support public services personnel to be able to recommend the use of archives in a consultative setting. Leveraging the resources and connections of the Marketing Committee is recommended.
- Continue to seek creative and effective solutions to the sound and noise realities of the building(s). This is a perennial concern for those responding to Libraries' assessments.
- Identify ways to improve how the Libraries serves graduate and advanced (upper division) students. Promotion of those services already available could be heightened, building on the work of LRS and the Graduate School Liaison Librarian. Additionally, focused training for personnel could improve the delivery of services to these students.
- Promote online resources that would help students and faculty find and use content delivered by the Libraries. For example, the Libraries YouTube channel provides more than 40 video tutorials; LibGuides, also known as Research Guides, deliver content-related support for databases, citation tools and styles, and research tips for all disciplines and levels of student researchers; the Canvas modules could meet some of these needs if implementation were more widespread.

Limitations of the study and also of the Libraries' ability to address some of the expectations illustrated in the data must be acknowledged. For example, respondents addressing the question focused on "technology that meets my needs" are unaware that the Libraries does not control computers or much of the other technologies made available through our facilities.

The committee observes that respondent expectations have risen in recent years, particularly in the areas of Information Control (access, availability, ease of finding and using) and most especially for graduate students. Scores this year reflect higher minimum expectations and a wider variety of expectations across dimensions. While this is another element beyond the control of the Libraries, it must be seen for what it is: contemporary technologies often operate at a nearly-seamless interface with the user. Many patrons of the Libraries are unaware of the levels of security, licensing, and authentication required in an academic setting.

In the future, every effort should be made to ensure that assessment instruments such as LibQUAL+® are delivered at a time when sample populations are best prepared to devote time and energy towards responding in meaningful ways, as well as in sufficient numbers to generate useful, accurate, and valid data. Ideally, this would be in the first half of any given semester; this is most important in spring semester when spring break marks a significant turning point in course work, and after which campus events, obligations, and celebrations crowd the calendar.

Finally, the committee recommends that the Libraries explores alternative instruments to the LibQUAL+® tool. Comments from this and other implementations indicate that the structure of LibQUAL+® is confusing and difficult to navigate. The committee finds the appearance of the survey dated, exacerbating the sense that the tool is difficult to understand and navigate. The committee should invest time in seeking alternate products, or even design an entirely new set of locally

appropriate questions. The committee looks forward to working with Libraries Administration to craft an appropriate project for the coming year.

Respectfully submitted,

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Appendix

Local Questions

Local Questions All Respondents	Minimum	Desired	Perceived	Adequacy	Superiority	n
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	5.49	6.87	6.30	0.80	-0.58	71
Awareness of the University Archives and Special Collections (unique and rare library materials)	5.71	6.73	6.25	0.54	-0.48	83
Feeling like I belong in the library	6.44	7.97	7.77	1.33	-0.21	78
Keeping me informed about all library services, news, and events	5.22	6.46	6.35	1.13	-0.11	83
Services I receive from the library when I need help	6.47	7.73	7.50	1.03	-0.23	66

Local Questions Undergraduates	Minimum	Desired	Perceived	Adequacy	Superiority	n
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	5.52	7.00	6.14	.62	-0.86	50
Awareness of the University Archives and Special Collections (unique and rare library materials)	5.40	6.57	5.96	0.57	-0.60	53
Feeling like I belong in the library	6.70	8.18	7.84	1.14	-0.34	50
Keeping me informed about all library services, news, and events	5.22	6.64	6.18	0.96	-0.46	50
Services I receive from the library when I need help	6.24	7.48	7.46	1.22	-0.02	46

Local Questions Graduates	Minimum	Desired	Perceived	Adequacy	Superiority	n
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	4.77	5.92	6.23	1.46	0.31	13
Awareness of the University Archives and Special Collections (unique and rare library materials)	6.42	7.42	6.83	0.42	-0.58	12
Feeling like I belong in the library	5.45	7.00	7.09	1.64	0.09	11
Keeping me informed about all library services, news, and events	5.38	6.50	6.44	1.06	-0.06	16
Services I receive from the library when I need help	6.45	8.18	7.27	0.82	-0.91	11

Local Questions Faculty	Minimum	Desired	Perceived	Adequacy	Superiority	n
Access to equipment that is not readily available in my department, for example: scanners, microphones, 3D printers, cameras, etc.	6.50	7.63	7.38	0.88	-0.25	8
Awareness of the University Archives and Special Collections (unique and rare library materials)	6.17	6.78	6.72	0.56	-0.06	18
Feeling like I belong in the library	6.29	8.00	8.00	1.71	0	17
Keeping me informed about all library services, news, and events	5.06	5.88	6.76	1.71	0.88	17
Services I receive from the library when I need help	7.67	8.44	8.00	0.33	-0.44	9

General Satisfaction

The following table shows a comparison of responses to the general satisfaction questions over the last six years. Notably, the 2019 results had fairly high standard deviations, reflecting a large range of responses. The 2019 survey had a much lower response rate from 2016 and 2013, which may have generated larger standard deviations. The table displays the mean score and standard deviation for each

of the general satisfaction questions, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

While most scores remained about the same or improved slightly, there were somewhat significant decreases in the graduate and faculty populations' scores for "*In general, I am satisfied with library support for my learning, research, and/or teaching needs*".

General Satisfaction All Respondents	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library	7.98	1.28	230	7.92	1.32	587	7.94	1.20	735
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.44	1.62	240	7.43	1.53	561	7.55	1.43	795
How would you rate the overall quality of the service provided by the library?	7.71	1.30	470	7.70	1.24	1148	7.69	1.20	1529

General Satisfaction Undergraduates	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library	7.97	1.36	140	7.81	1.35	420	7.97	1.16	552
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.57	1.39	147	7.36	1.59	407	7.56	1.44	587
How would you rate the overall quality of the service provided by the library?	7.76	1.20	287	7.62	1.29	827	7.73	1.18	1139

General Satisfaction Graduates	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library	7.75	1.26	40	8.21	1.38	82	7.87	1.18	107

	7.10	2.16	42	7.72	1.27	71	7.44	1.45	131
In general, I am satisfied with library support for my learning, research, and/or teaching needs.									
How would you rate the overall quality of the service provided by the library?	7.46	1.56	82	7.87	1.18	153	7.46	1.27	237

General Satisfaction Faculty	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library	8.18	1.04	50	8.18	0.99	85	7.87	1.48	76
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.33	1.70	51	7.52	1.36	83	7.60	1.39	77
How would you rate the overall quality of the service provided by the library?	7.78	1.35	101	7.89	1.02	168	7.82	1.24	153

Information Literacy Outcomes

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

The 2019 survey scores for Information Literacy were down slightly from previous years. The first question (*The library helps me stay abreast of developments in my field(s) of interest*) had a standard deviation above 2.0.

Information Literacy Outcomes All Respondents	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.52	2.07	150	6.65	1.80	355	6.63	1.84	507
The library aids my advancement in my academic discipline or work.	7.17	1.69	218	7.50	1.46	521	7.43	1.49	704

	7.45	1.57	204	7.46	1.47	548	7.57	1.42	706
The library enables me to be more efficient in my academic pursuits or work.	7.45	1.57	204	7.46	1.47	548	7.57	1.42	706
The library helps me distinguish between trustworthy and untrustworthy information.	6.68	1.78	216	6.92	1.75	519	6.81	1.72	654
The library provides me with the information skills I need in my work or study.	7.28	1.67	152	7.31	1.39	351	7.36	1.46	489

Information Literacy Outcomes Undergraduates	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.64	2.00	95	6.53	1.82	266	6.69	1.78	387
The library aids my advancement in my academic discipline or work.	7.14	1.70	131	7.35	1.51	385	7.35	1.50	527
The library enables me to be more efficient in my academic pursuits or work.	7.44	1.61	131	7.43	1.51	385	7.52	1.44	518
The library helps me distinguish between trustworthy and untrustworthy information.	6.99	1.64	129	6.93	1.76	363	6.90	1.71	479
The library provides me with the information skills I need in my work or study.	7.39	1.52	88	7.29	1.39	255	7.43	1.47	367

Information Literacy Outcomes Graduates	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.59	1.92	29	7.18	1.76	45	6.28	2.16	72
The library aids my advancement in my academic discipline or work.	7.28	1.58	40	8.16	1.01	64	7.72	1.41	116
The library enables me to be more efficient in my academic pursuits or work.	7.04	1.81	25	7.58	1.46	80	7.70	1.26	120

	6.18	2.05	40	6.90	1.82	73	6.73	1.70	98
The library helps me distinguish between trustworthy and untrustworthy information.	6.18	2.05	40	6.90	1.82	73	6.73	1.70	98
The library provides me with the information skills I need in my work or study.	7.20	1.92	30	7.57	1.30	44	7.10	1.45	71

Information Literacy Outcomes Faculty	2019			2016			2013		
Question	Mean	SD	n	Mean	SD	n	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.00	2.47	26	6.82	1.65	44	6.65	1.83	48
The library aids my advancement in my academic discipline or work.	7.17	1.77	47	7.75	1.35	72	7.57	1.49	61
The library enables me to be more efficient in my academic pursuits or work.	7.71	1.27	48	7.48	1.28	83	7.71	1.49	68
The library helps me distinguish between trustworthy and untrustworthy information.	6.23	1.75	47	6.88	1.71	83	6.30	1.78	77
The library provides me with the information skills I need in my work or study.	7.09	1.82	34	7.19	1.50	52	7.25	1.38	51