LibQUAL+ Study 2007 Results
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Jan. 23, 2007

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I. Report Introduction

The FAU LibQUAL+ survey was conducted for the second time in March of 2007. A total of 491 students, graduate students, faculty, staff and library staff completed the survey. The population was questioned about their satisfaction concerning the library in the core sections of Affect of Service, Information Control and Library as Place. The survey also included Local Questions, questions on General Satisfaction, Information Literacy, and Library Usage.

The task force members divided the three core sections of the survey for more in depth analysis. Rachael Cathcart will report on Affect of Service (AS), Jacquelyn Erdman will report on Information Control (IC) and Dawn Smith will report on Library as Place (LP). Erdman will also give a short summary report on the other sections of the survey.

The goals of this survey, decided by the LibQUAL+ task force, are to:
1.) Determine the test populations' most and least desired items
2.) Determine which items FAU most and least adequately achieves
3.) Compare the 2004 and 2007 surveys for improvement
4.) Compare FAU to other Florida schools and peer institutions
5.) Inquire further into at least one item on the survey
6.) Offer recommendations

As a note, references to "overall" results data mean that all FAU community members, except library faculty/staff, are included in the number. The decision to exclude library input in the "overall" category was reached in order to prevent opinions of the library faculty/staff from skewing the score.

A. LibQUAL+

### i.) About LibQUAL+

The LibQUAL+ survey instrument is web-based and designed to measure perceptions of service quality. Respondents were asked to rate on a scale of 1-9 (with 9 being the most favorable) their perceptions of library service quality, as well as their minimum expectation levels of service in the library and the desired levels of service they want to receive. By subtracting the *minimum score* from the *perceived score* on any given question, this study can obtain the service adequacy gap. A positive adequacy gap score indicates that users' perceptions of our service quality exceed their minimum expectations while a negative score means that users consider our service to be less than acceptable.

ii.) Overall Results

218 institutions participated in the LibQUAL+ study between January and June of 2007. Over 143,000 surveys were completed and scored. Of the 218 institutions, 177 were colleges or universities with just under 127,000 surveys.

There are 22 core questions in the survey. Each participant was asked to rate each item in the three main categories based on: 1.) their minimum expectations of the library to accomplish the item, 2.) their perception of where the library actually stands in accomplishing the item, and 3.) their desired level of attainment for libraries. LibQUAL+ uses a radial graph to show the participants scores.

Participants also had the opportunity to provide comments at the end of the survey.

When comparing the FAU chart with the chart of all colleges and universities two observations are notable. First, the FAU minimum expectations are higher than the cumulative chart indicating that FAU community members expect more from an academic library. Second, there is less satisfaction overall than the cumulative chart, especially in Information Control.

| Overall Score of 177 schools | Overall FAU Score |
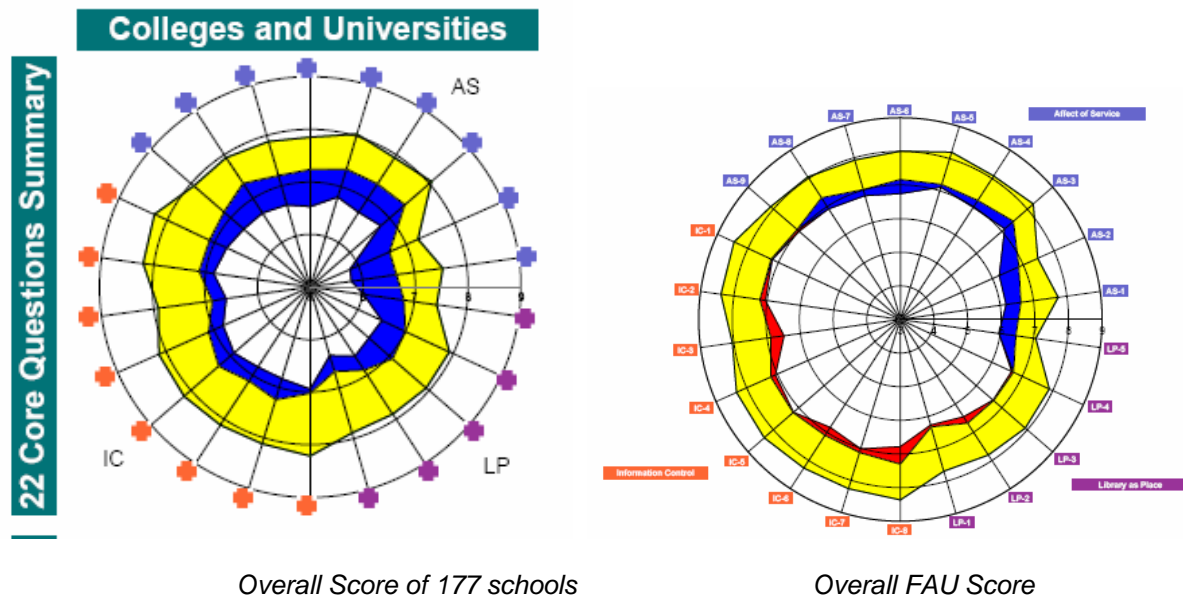
The FAU mean scores of the three main sections are listed below.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean
Affect of Service	6.79	7.98	7.10	0.31
Information Control	7.16	8.31	6.97	-0.19
Library as Place	6.46	7.68	6.50	0.04
Overall:	6.87	8.05	6.92	0.06

B. Comparison Section of Report

Lists were compiled of Florida Schools and of Peer Institutions that performed LibQUAL+ surveys from 2004 to 2007. Peer Institutions were determined based on a file found at: http://iea.fau.edu/inst/peers.pdf. Nine Florida schools and nine peer institutions were reviewed for this data, with a total of 15,310 surveys.

i.) Florida Schools

Florida A&M
Florida Atlantic University
Florida Gulf Coast
Florida International
Florida State University
Miami University
University of Florida
University of Miami
University of South Florida, Tampa

ii.) Peer Institutions

George Mason University
Georgia State University
Portland State University
Purdue University
University of Akron
University of Nevada, Las Vegas
University of Texas, Arlington
University of Wisconsin, Milwaukee
Virginia Commonwealth University

C. Demographic of Population Surveyed

A total of 5,500 members of the FAU community were invited to participate in the survey. Of the 5,500 sample population contacted, 2,500 were undergraduates, 1,500 were graduates, 900 were faculty and 600 were staff. The survey was open for 3 weeks in March and a total of 491 surveys were completed (141 undergraduates, 139 graduates, 141 faculty, 43 staff, and 7 library faculty/staff). This was an increase in participation from the 2004 survey by nearly 100 participants (394 total, 75 undergraduates, 86 graduates, 162 faculty, 40 staff and 31 library faculty/staff).

i.) Demographics Based on Discipline

College	# respondents
Agriculture / Environmental Studies:	4
Architecture:	2
Business:	42
Communications / Journalism:	11
Education:	72
Engineering / Computer Science:	16
General Studies:	2
Health Sciences:	54
Humanities:	54
Law:	4
Military / Naval Science:	0
Other:	17
Performing & Fine Arts:	21
Science / Math:	58
Social Sciences / Psychology:	60
Undecided:	4

ii.) Demographics Based on Age

Age Range	# respondents
Under 18	3
18-22	69
23-30	99
31-45	132
46-65	148
Over 65	11

iii.) Demographics Based on Gender

| Gender	# respondents
Male	166
Female	297

II. Affect of Service

Introduction

The Affect of Service (AS) section of LibQUAL+ focuses on assessing user expectations and perceptions.

The nine items within this section were:

AS-1 Employees who instill confidence in users
AS-2 Giving user's individual attention
AS-3 Employees who are consistently courteous
AS-4 Readiness to respond to users' questions
AS-5 Employees who have the knowledge to answer user questions
AS-6 Employees who deal with users in a caring fashion
AS-7 Employees who understand the needs of their users
AS-8 Willingness to help users
AS-9 Dependability in handling users' service problems

A. General Statistics
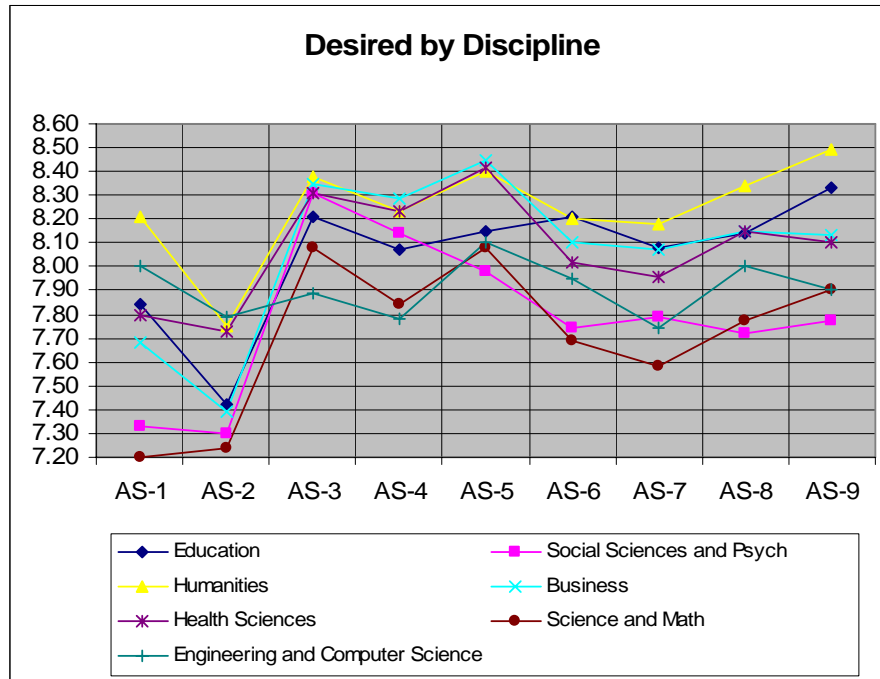
i.) 2007 Desired Results Chart
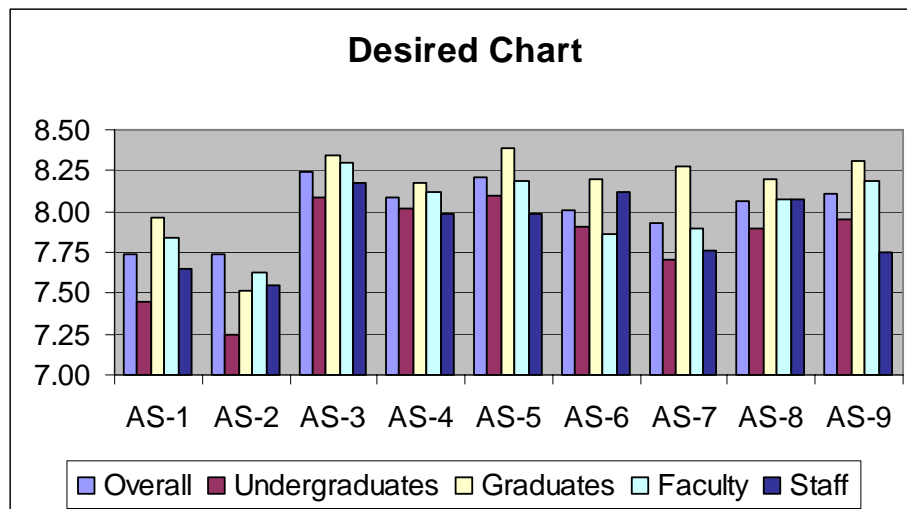
Most Desired Items Overall:
AS-3 Employees who are consistently courteous

Least Desired Items Overall:
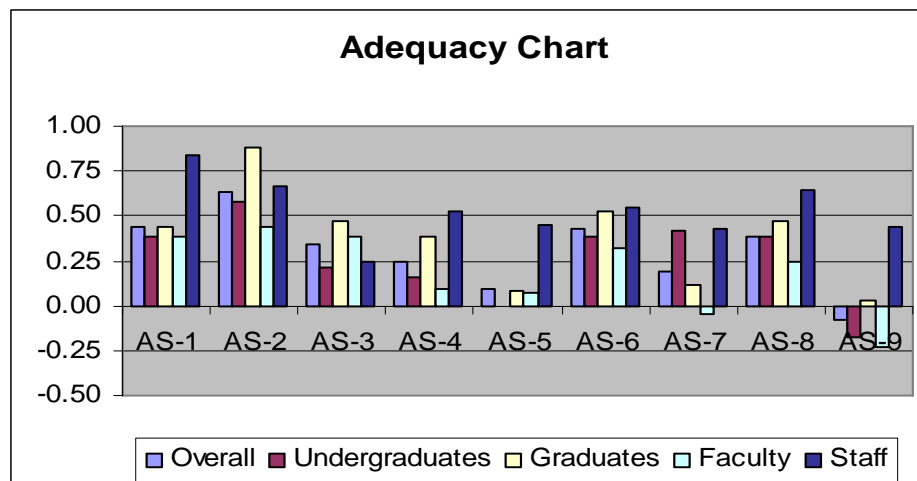AS-2 Giving user's individual attention

ii.) 2007 Desired by Discipline Results Chart

Desired by Discipline

Legend:
- Education
- Social Sciences and Psych
- Humanities
- Business
- Health Sciences
- Science and Math
- Engineering and Computer Science

Analysis of Results:

The FAU community is most interested in library employees who are consistently courteous (AS-3) and knowledgeable (AS-5). For undergraduate and graduate students, the preference was slightly higher for employees who have the knowledge to answer user questions, while faculty and staff place slightly more value on consistent courtesy. Graduate students and faculty also highly value dependability in handling users' service problems (AS-9), and staff have an interest in employees who deal with users in a caring fashion (AS-6). Least desired by all are employees who instill confidence in users (AS-1), and individual attention (AS-2). By discipline, the desired level of service is highest overall for the humanities, followed by business, health sciences, and education. The desired level of service is lowest overall is for the sciences.

iii.) 2007 Adequacy Results Chart

Adequacy Chart

Legend: Overall, Undergraduates, Graduates, Faculty, Staff

iv.) 2007 Adequacy by Discipline Results Chart

Adequacy by Discipline
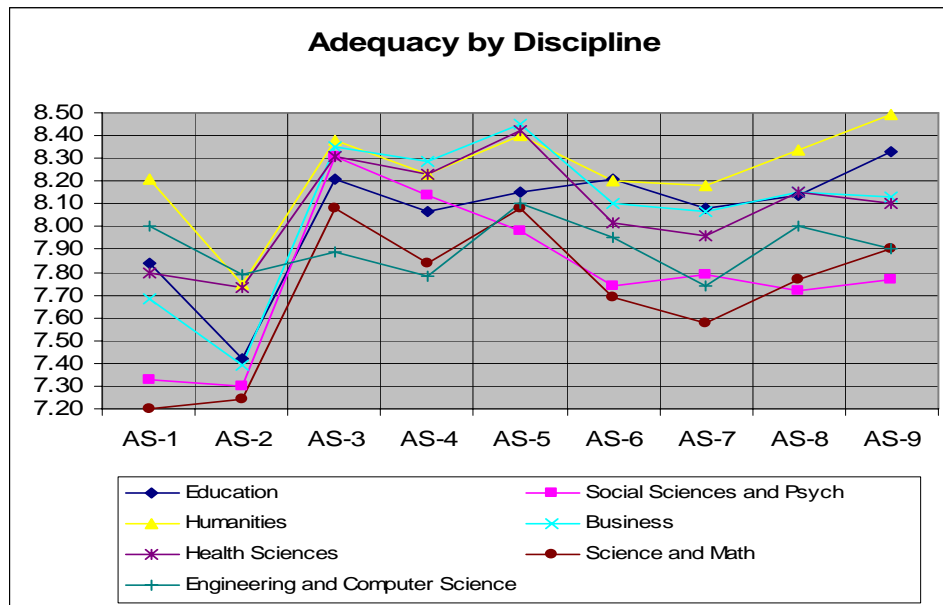
Most Adequate Overall:
- AS-2 Giving users individual attention
- AS-1 Employees who instill confidence in users
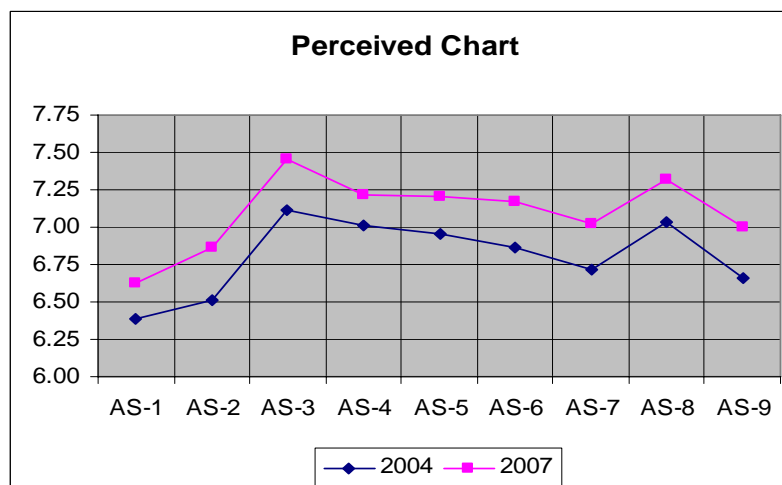
Least Adequate Overall:
- AS-9 Dependability in handling users' service problems
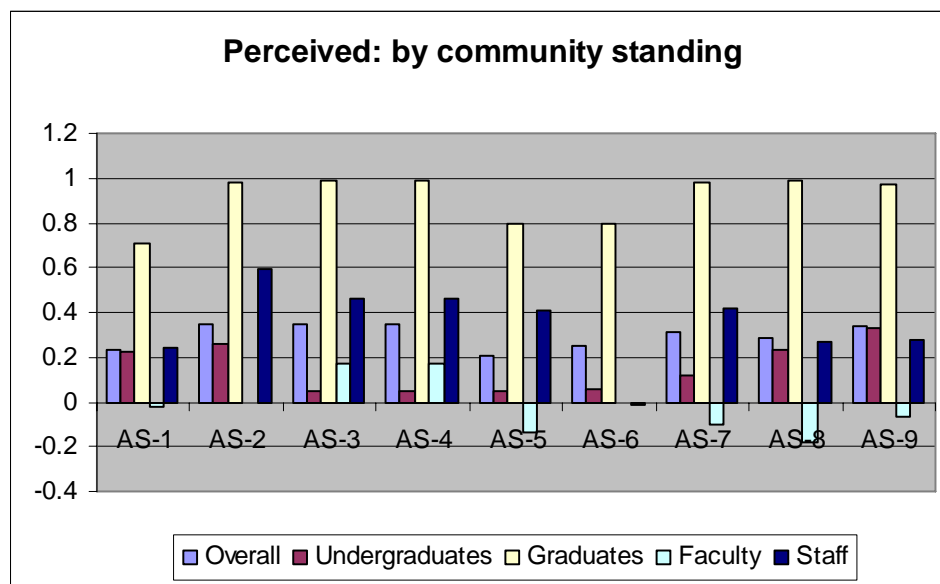- AS-5 Employees who have the knowledge to answer user questions

Analysis of Results:

The FAU community is most satisfied with the libraries provision of individual attention (AS-2) and instilling confidence in users (AS-1). This is shown across user groups (faculty, undergraduate students, graduate students, and staff).

B.) FAU Data Comparison from 2004 to 2007

i.) Perceived Results Chart

Perceived Chart

Perceived: by community standing

Chart legend: Overall, Undergraduates, Graduates, Faculty, Staff

Analysis of Results:

The ratio of results reflected in the Perceived Chart is the same in 2004 as in 2007. Ratings in 2007 are higher for each item than in 2004. Among community groups, graduate students seem to rate the FAU Libraries higher than the remaining groups on all AS questions. Faculty perceive the library as needing improvement in having employees who have the knowledge to answer user questions (AS-5), understand the needs of users (AS-7), have the willingness to help users (AS-8), and are dependable in handling users' service problems (AS-9).

C.) Community Comments

"At the time that I asked someone in the reference department, I found him to be somewhat slow in dealing with an issue with the person before me. He did seem to be giving her the attention she needed to look for resources, so that's somewhat OK-I'd want personal attention. But I would also want efficiency as well. Maybe adding another person at the desk may be helpful. This was at about 1, during the afternoon."

"I have had some difficulty in the past with exorbitant charges on overdue materials [$45 after my first semester here, with no late notification]. The staff person I tried to talk to about it was very rude and stated that he "didn't think faculty should have any special privileges". Except for this one incident, I have found the staff helpful and courteous."

"They were helpful in helping me use electronic resources and finding things when I need to."

"The Davie Campus Library and its librarians are wonderful. Without their help, patience, and knowledge, I do not know how I would have gotten through undergrad or graduate school. However, the Boca Raton campus lacks sufficient numbers of librarians and space in its reference area to meet the needs of its student population."

"The help at the Davie library sucks because the workers are rude, not able to answer questions about how to research using the library's web, don't know the locations of all of FAU's libraries and plain unknowledgeable about anything in the library. The students there knows more about the library than the workers."

"I have always found the library workers at the Jupiter campus to be friendly and helpful to me and others."

"Library is a place that students need for reliability. While the staff is very willing to help, the unnecessary complexity of the library systems interferes."

 "Was there on the weekend, staff at the front desk seemed asleep at the wheel."

 "The libraries need more instructions on how to reserve rooms and do other things in the library to make it more useful for a student."

"The attitude is good from everyone. It appears the library is doing its best under the circumstances to accommodate its patrons"

"Librarians are often busy requiring a wait."

"I personally love the library and have tried to get to the classes you offer to learn more about the library. I find they are not offered as often as I would like as they have interfered with class time (at least for me). And I didn't see any workshops for the spring semester...did I just miss the info? I am also not good at finding specific topics amongst the electronic cyber space materials, but I use what I 'bump' into and have been fine, although frustrated. Busy and broken computers are always a challenge and in too close quarters sometimes. I just found out you have laptops on loan, but that has not been confirmed by me. Good idea. Thanks for always being patient and helpful and respecting your old books enough to sell them in your little corner instead of throwing them out. I love it. "

D.) FAU Comparison to other Florida Universities and Peer Universities

i.) Rankings

Each university was surveyed only by its own students. No comparison data was collected evaluating other institutions.

1.) Ranking based on Adequacy Averages

This data indicates how close perceived rankings were to minimum expectations. 1 represents the high scoring institution while 18 represent's a low scoring institution. FAU stands 12th out of 18 with a score of +.31.

2.) Ranking based on Perceived Averages

This data indicates how survey participants view the "grade" of their institution. 1 represents the high scoring institution while 18 represent's a low scoring institution. FAU is tied as 7 out of 18 with a score of 7.10.

D. Further Studies and Other Comments

Findings in two items in the Affect of Service section of the LibQUAL+ survey prompt continuing study. The first concerns individual service to users (AS-2). The second concerns dependability (AS-9) and knowledge (AS-5) of library employees.

1.) Overwhelmingly for both 2004 and 2007, the item pertaining to giving individual service to users was rated as both our most adequate and least desired element of service. It was also rated as our most improved item. It would be valuable to determine whether the low desirability of this measure is due more to (a) our having improved and excelled in this area, or to (b) that the users believe it has low importance.

In examining our peer institutions, it should be noted that the trend of high adequacy and low desirability in this area (AS-2) is not unique to our institution. Nevertheless, clarification would be helpful.

2.) More important would be a study to clarify and explore the areas of desirability in which we did not rate high in terms of adequacy. This mainly pertains to dependability in handling users' service problems (AS-9) and employees who have the knowledge to answer user questions (AS-5).

In both cases, focus groups with each user group (faculty, undergraduate students, graduate students, and staff) are recommended.

III. Information Control

Introduction

The information control (IC) section of LibQUAL focuses on accessing resources either within the library (the collections) or from home (the web).

The 8 items within this section were:

IC-1 Making electronic resources accessible from my home or office
IC-2 A library website enabling me to locate information on my own
IC-3 The printed library materials I need for my work
IC-4 The electronic information resources I need
IC-5 Modern equipment that lets me easily access needed information
IC-6 Easy-to-use access tools that allow me to find things on my own
IC-7 Making information easily accessible for independent use
IC-8 Print and/or electronic journal collections I require for my work

A. General Statistics

i.) 2007 Desired Results Chart
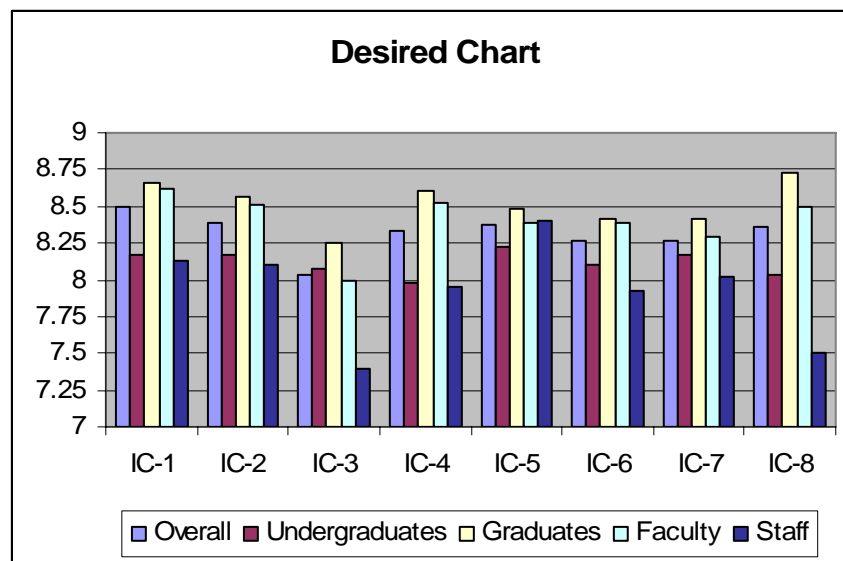
Analysis of Results:

Graduates and faculty were interested in accessing electronic resources from home (IC-1) whereas undergraduates were interested in access to modern equipment (IC-5). Access to print resources (IC-3) was very low on the desired list from each member of the FAU community (faculty, graduates, undergraduates, and staff). To verify that this result was not skewed due to discipline, the data was examined further. Those colleges/departments with fewer than 10 respondents were not included in the following graph.

ii.) 2007 Desired by Discipline Results Chart

Desired by Discipline
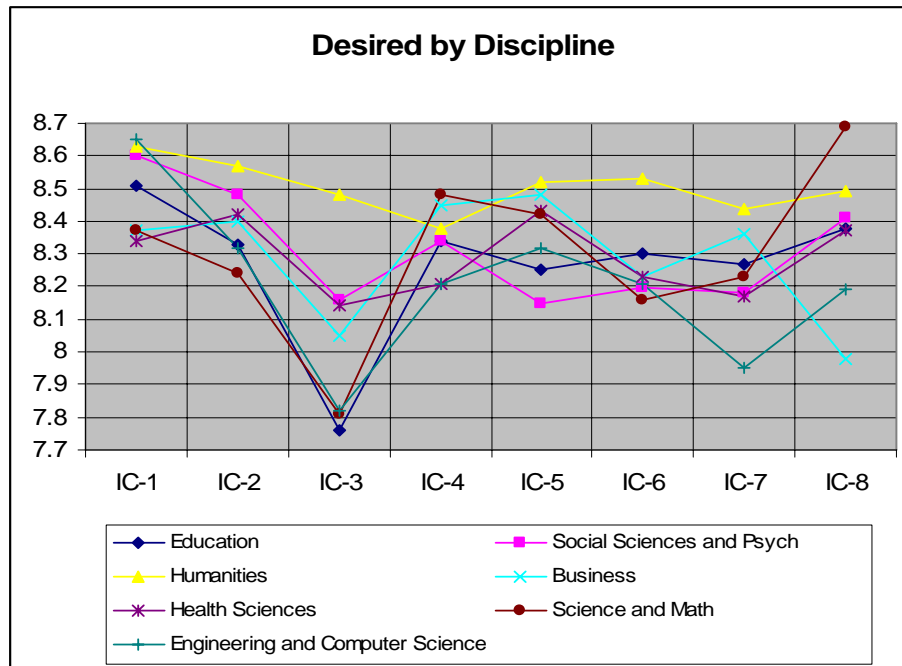
Analysis of Results:

Except for humanities (which include the subcategories of performing and fine arts, communication and journalism); most disciplines rank printed materials (IC-3) as very low. The humanities rank the electronic resources as the lowest and rank access to electronic resources as the highest.

iii.) 2007 Adequacy Results Chart

Adequacy Chart
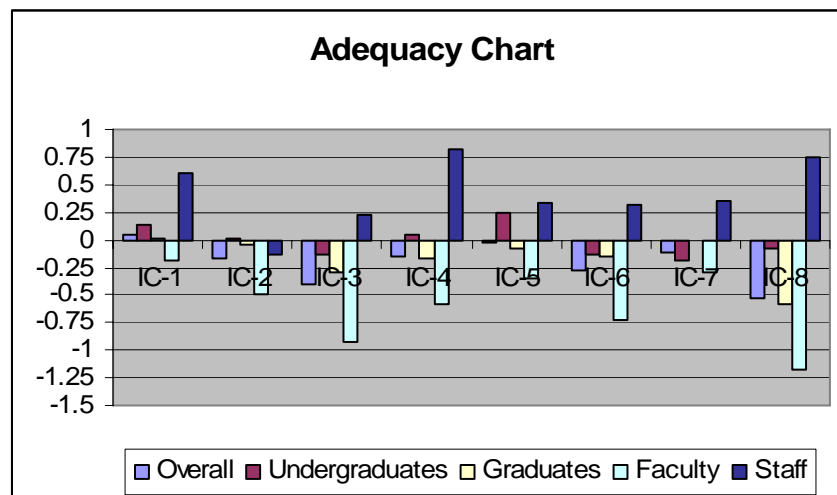
Most Adequate Overall:
- IC-1 Making electronic resources accessible from my home
- IC-5 Modern equipment that lets me easily access needed information

- IC-8 Print and/or electronic journal collection I require for my work
- IC-3 The printed library materials I need for my work.

Analysis of Results:

Results varied greatly based on academic standing, and were therefore hard to analyze. In general staff was the most positive towards the library whereas faculty was generally more negative towards the library. The printed materials are listed as the second least adequate item, and are the lowest item that is desired for the library. This will need to be examined in a future study.

B.) FAU Data Comparison from 2004 to 2007

i.) Perceived Results Chart
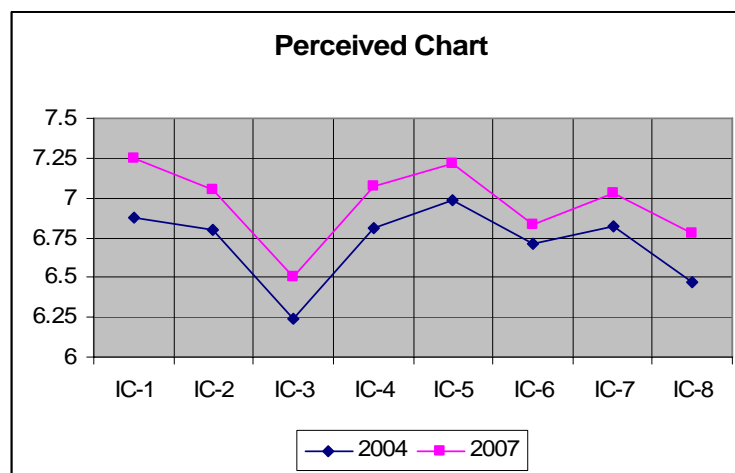
ii.) Perceived by Community Standing Results Chart
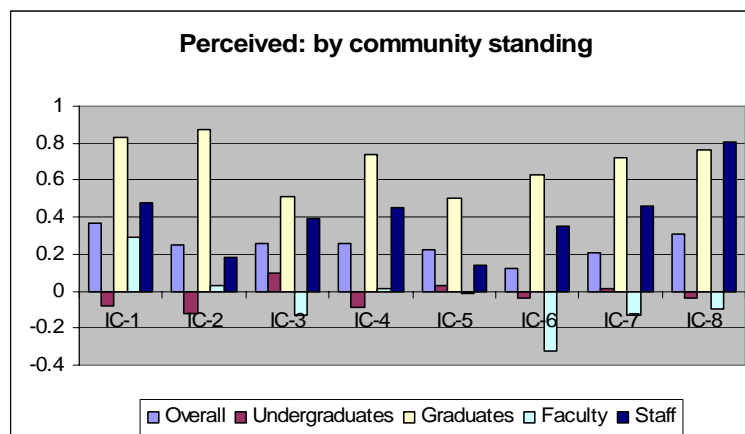
Analysis of Results:

The ratio of the results of the perceived chart is the same in 2004 and 2007 except that in 2007 the participants have rated each item higher. The two most improved items are: access to electronic resources from off campus (IC-1) and print and/or electronic journal collections (IC-8). The least

improved items were: ease of use accessing tools to help find things on ones own (IC-6) and modern equipment in the library (IC-5). When items are broken down by FAU community standing, data indicate that graduates were the most satisfied with the library concerning the information control section whereas faculty was the least satisfied.

C.) Community Comments

The following represent the most common themes found in the participant's comments. To read all comments please request a copy of the document from the Coordinator of Assessment and Planning.

"I imagine the library offers more features than most people know, myself included. Maybe a tutorial website could be included on the library webpage. Or if it already exists make it more noticeable."

"Library webpage has gotten easier to use though the new catalog is horrible."

"The website format used previously was by far more user friendly."

"The access to electronic materials, especially journals, is critical."

"The library is still under funded and needs to add more research resources."

"Almost all materials related to my field in the FAU library are extremely outdated or the library simply doesn't have them. I have altered my courses so that my students don't have to rely too much on the FAU library system to complete their assignments—instead, I do a lot of teaching about how to find the information they need through "Google" and other internet sources."

"So much of what I need for my work must be accessed through ILL which, while usually causes no problems in terms of eventual access, significantly delays my ability to do the research I need to accomplish."

"The ILL service has been very helpful in getting some things that I need and the electronic resources are great."

"Many of my students have had multiple ILL requests cancelled because no lending source for that book can be found. Yet when I make the exact same request, the book arrives."

D.) FAU Comparison to other Florida Universities and Peer Universities

i.) Desired Results

Most Desired Items Overall:
- 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

Least Desired Items Overall:
- IC-7: Making information easily accessible for independent use
- IC-3: The printed library materials I need for my work

ii.) Rankings

Keep in mind that each university was surveyed by their own students and this list does not indicate how each person tested feels about other institutions. Also, although this is perhaps not the best way to show a true rank, it does at least give an idea of which institutions had a positive overall score verses a negative one.

1.) Ranking Based on Adequacy Averages

This data is useful to see how close the perceived rankings were to the minimum expectations. The average was taken by adding all the adequacy numbers together and dividing by the 8 questions. 1 represents the high scoring institution while 18 represent's a low scoring institution. FAU stands 14th out of 18 with a score of -.20.

2.) Ranking Based on Perceived Averages

This data is useful to see how survey participants view the "grade" of their institution. The average was taken by adding all the perceived numbers together and dividing by the 8 questions. 1 represents the high scoring institution while 18 represent's a low scoring institution. FAU stands 10th out of 18 with a score of 6.97.

E.) Inquiry into Library Website Design

i.) Further Study

The data provided so far in the analysis of the IC section shows a general inclination for participants to want to be able to not only access resources online, but to be able to do it themselves. There was some general dissatisfaction with the web design, which was expressed in the comments. Therefore, this section was looked at more closely and a small inquiry was conducted on some of the Florida universities and peer institutions in order to gather more information about web design. Using the Internet archive (http://archive.org), images of the respective library websites could be collected for the year that each institution conducted their LibQUAL+ study. The older version of the website was compared to the current version to determine the trend in website design in this select group. Each website was also searched for any information regarding LibQUAL+ or any other web usability report. Interestingly enough, very few websites listed any assessment reports at all, and of those who did, very few provided analysis of results. To obtain further information, librarians from universities in this group were contacted directly. Of the 10 libraries contacted, 5 responded.

ii.) Web Designs

Before 2007, the university libraries had many different homepage designs. There were homepages with 40+ links on the front page (FSU 2003), homepages with a blog and a search box (UTALO 2005), and homepages with 5 main categories (FIU 2005).

Science Library | Information Studies Library | Law Library | Medical Library | Music Library

Florida State University Libraries

off campus access | distance learners

Home | Ask Us Now! | Contacts | Directions/Maps | Forms | Hours | Interlibrary Loan | Policies

FSU Libraries Catalog

Basic Catalog Search
Advanced Catalog Search
    Book Renewal
    Course Reserves
Find articles

E-Resources by Subject

Anthropology
Art
Biology

Most Used Databases

List all Databases
ABI/INFORM
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General E-Resources

Begin Your Research
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Databases

Tutorials

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Course Reserves
Digital Library Center
Digital Media Center
Documents
Engineering Library
FSU-Panama Branch Library
FSU-PC ARC
Instruction
Interlibrary Loan
Reference/Research Services
Services for Users with Disabilities
Special Collections
User Suggestions/Comments

What's New

FSU Libraries Special Collections
Renovation
SFX
eRes
Illiad
New Metalib Search Tool

Questions or comments about the website?

Florida State University Libraries
105 Dogwood Way
Tallahassee, FL 32306-2047

URL: http://www.lib.fsu.edu
tel: 850-644-2706
Webmanager. ©2003

UTA LO : Libraries Online

Expect Great Things

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LibQUAL+™
Students
Register NOW to participate in the LibQUAL Survey.

UTA Libraries Online

News & Events

Talk to us. We're listening. Students, sign up now to participate in our upcoming survey designed to help us improve library services. The web-based survey will be available February 21-March 31. More ·>

Focus on Faculty: Liz Poster. Join us on Wednesday, February 23, to hear Dr. Elizabeth Poster, Dean of Nursing, speak about the use of simulated patients to overcome the current "patient bound" restrictions on student education and the development of essential competencies. The program begins at 12:05pm in the Central Library's sixth floor parlor. More ·>

Current Database Trials
Preview and evaluate new electronic resources being considered for purchase by the UTA Libraries. Current database trials include: **AnthroSource, PsycBOOKS.** More ·>

Database News & Downtimes
Get the latest news on enhancements and scheduled maintenance downtimes for the Libraries' online resources. More ·>

More News & Events ·>

Today's Hours

Central	9am - 8pm
SpCo	9am - 5pm
AFA	10am - 6pm
SEL	10am - 8pm
EBL	Closed
SWEL	Closed
UTA/FW	10am - 2pm
DMC	1pm - 5pm
More Hours	

LibQUAL+™
Talk to us. We're listening.
LibQUAL Survey 2005

Did You Know?

High School Outreach Program
Our High School Outreach Program generates excitement for learning and helps close the gap in Texas higher education.

New Resources in the Libraries

Oxford Dictionary of National Biography Online (UTA only)
Biographical dictionary of persons of distinction in the British Isles and its colonies who died prior to December 31, 2000. Use Oxford Dictionary of National Biography Online.

BioOne Abstracts and Indexes (UTA only)
An indexed and fully-searchable collection of abstracts that link to the full-text articles available from the BioOne organization. Use Use BioOne Abstracts and Indexes.

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In 2007, most libraries had changed their design to a category system (FSU 2007).

iii) Interview and Reponses

The five universities that responded were interested in conducting a web usability study, but none had recently conducted a formal study.

1.) University of Miami

Discussion with *Sharyn Ladner:* UM followed up the LibQUAL+ study with both a Town Hall meeting and with focus groups, but found that they did not have the budget to do a large study. Therefore, the library redesigned its webpage in the summer of 2006, trying to make the website more simplified, without much input from the community. After the redesign, the faculty was especially upset. They were used to the old webpage, whether it had been functional or not, and did not embrace the changes. This was a good lesson to learn: not only is it important to look at usability, but to also look at how change causes new problems to occur.

2.) Florida Gulf Coast

Discussion with *Danielle Rosenthal:* FGCU historically has changed its webpage every couple of years. Feedback on the usability of the website in 2005 came back as generally good. The new website just went up in Sept. 2007 with a decision to simplify the website further. The staff looked at rewording items in laymen's terms. They found that when students looked for articles "they [would] click on a link for journals" but that is not the easiest way to get articles. Therefore they added a "quick" search box specifically for articles. Similar to a 360 Search, it only searches the most general and multidisciplinary databases.

3.) University of Nevada, Las Vegas
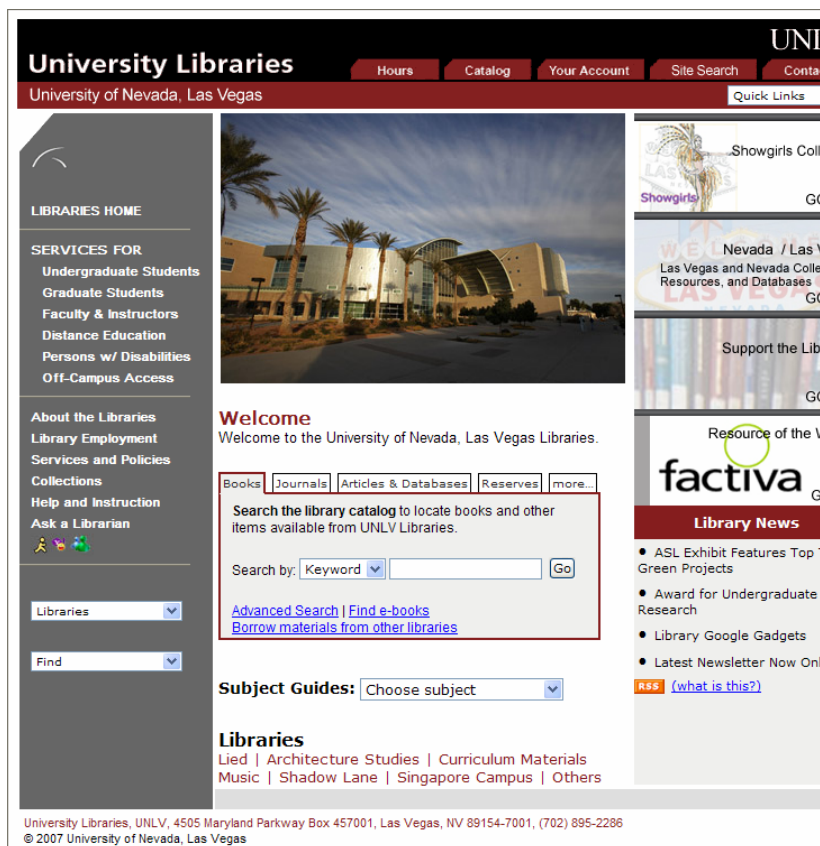
Discussion with *Darcy Del Bosque:* UNLV conducted a web usability study in 2002. This study concluded in a complete redesign of the libraries' website. Findings from this study found inconsistencies in the writing style through the website, use of too much jargon or ineffective wording, and organizational problems. Examples of organizational problems include policies being listed throughout the website under each department whereas the students would prefer to have one place for all policies. "Students don't see the library as a collection of departments; it's just one big building. Almost anything linked only from a departmental page was impossible for them to find." "Students don't distinguish between the Internet, the library catalog, the library website, and online resources. If it's on the computer, it's all the same."

The homepage was updated in 2006. UNLV libraries plan to conduct usability studies on a continuous basis in the future, rotating through the different community members (i.e. faculty, students).

Analysis of Results:

Focus groups need to determine: 1.) How users are actually using the website, 2.) Which features they want to be prominent on the site, 3.) What makes sense and does not make sense on the website, and 4.) How to create access points to information in another pathway than by departments.

Simplifying the website was the number one goal of each of these schools, although the explanation of what simplification meant was not offered. Although the trend seems to be toward simplifying the website, there is a need for research to back up that idea. It should not be assumed that is the best way. Also, it is important to leave traces of the old web structure for those who are not able to change as easily, even if the old way was less efficient (i.e. ezproxy changed to off campus connect.)

It would be useful to do an in-depth study of what library users want/like/dislike about library websites.

F.) Further Studies and Other Comments

Two main studies need to come out of this survey. The first concerns collection development and the second concern the website.

1.) Overwhelmingly the least desired service on this section of the survey was to provide print collections. However, certain disciplines ranked print collections higher than others and the comments (most of which were not listed in this report) represent a large number of library users unsatisfied with the print collections. Clarification of what is useful in print and what is not needs to be determined as well as educating faculty on the process to request materials.

2.) The web design should be continuously studied via focus groups and usability studies. The library users' needs will continuously change and the library needs to be prepared for this. Also a more in-depth study of university libraries could be useful to determine what other libraries are doing to be more user-friendly.

3.) Community based web portals need to be established so that each community can access that community's most important information on a single landing page (removing the need to understand the structure of the library and departments). In an instructional session that Erdman taught in the fall of 2007, two students approached her to express their confusion of having to flip back and forth between so many web pages in order to search for resources. If a link to research guides, databases by subject, hours and class websites were all on one "undergraduate" page, they would be a lot less lost and a lot less frustrated.

As a side note, information on the assessment studies of other libraries was inaccessible. Therefore it is a recommendation, on behalf of the taskforce, that either a website through the library or through Institutional Repository be created to house all reports that pertain to the library to be made accessible. The benefit would not only be to outside librarians who are interested to see how FAU continually tries to improve, but also useful for FAU as a track record that can be used for accreditation or simply as a reminder of what has been done.

IV. Library As Place

Introduction

The Boca campus library was built in three phases: the East wing of the Stanley E. Wimberly Library (1963); the West wing of Wimberly Library (1985); and the Paul C. Wimbish Wing (2006). Wimbish added a new all night study and student lounge, as well as collections and office space. There have been no structural or mechanical renovations since the West wing addition; renovations to the East wing at that time were limited to décor and elevator motor connections. The current physical environment is outdated and inflexible for effective service delivery. The outdated facilities were recognized by the respondents in the survey and frequently commented on in general responses. Since funding does not exist for a major renovation of the building, the library must follow a strategy of identifying a series of minor projects to make the building a place for quiet study and reflection, to make it more inviting for students, and to create more functional space.

Perceptions of the Library as Place are revealed through five questions about the Library's environment. Given the age and condition of the main library building at the Boca Raton campus together with societal changes in how students interact and in how they see libraries, negative responses to the five questions in the Library As Place (LP) dimension indicating that the Library is not meeting the minimum expectations of all user groups were predictable.

The Library as Place Questions:
LP-1 Library space that inspires study and learning
LP-2 Quiet space for individual activities
LP-3 A comfortable and inviting location
LP-4 A getaway for study, learning, or research
LP-5 Community space for group learning and group study

A. General Statistics

i) Perceived Results Chart: 2004 Compared to 2007
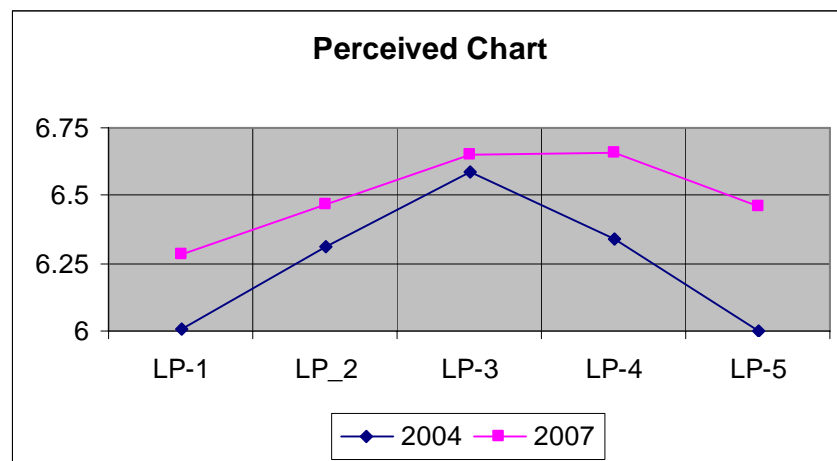
Analysis of Results:

There is a small jump in how the library is perceived, so some satisfaction has been gained since 2004.

ii) 2007 Perceived by Community Standing Chart

Perceived: by community standing

Legend: Overall, Undergraduates, Graduates, Faculty, Staff
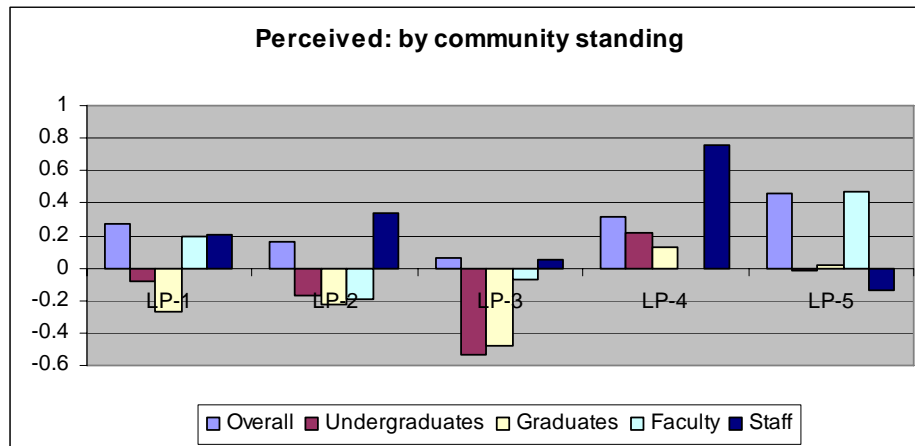
Analysis of Results:

The Libraries' primary users are Undergraduate and Graduate students. These user groups are not satisfied in the following 3 areas: 1) LP-1 Library space that inspires study and learning 2) LP-2 Quiet space for individual activities and 3) LP-3 A comfortable and inviting location.

iii). 2007 Desired Results Chart

Desired Chart

Legend: Overall, Undergraduates, Graduates, Faculty, Staff
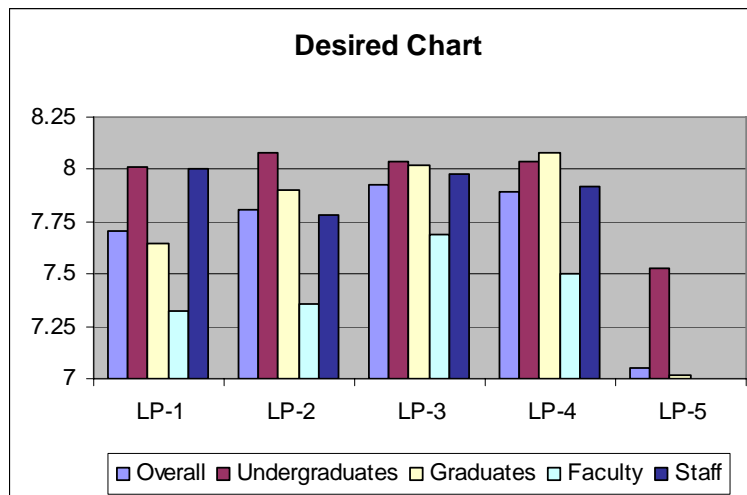
***Overall most desired*:**
- A comfortable and inviting location
- A getaway for study, learning, or research
- Quiet space for individual activities

Least desired:
- Community space for group learning and group study

Analysis of Results:

On the 5 questions about FAU's library space, both graduate and undergraduate users have high standards or perhaps raised expectations this year. Both minimum and desired scores are higher

across the board. Students consider LP a more important area for improvement. This service dimension was not a matter of concern for faculty.

iv.) 2007 Adequacy Results Chart

Adequacy Chart
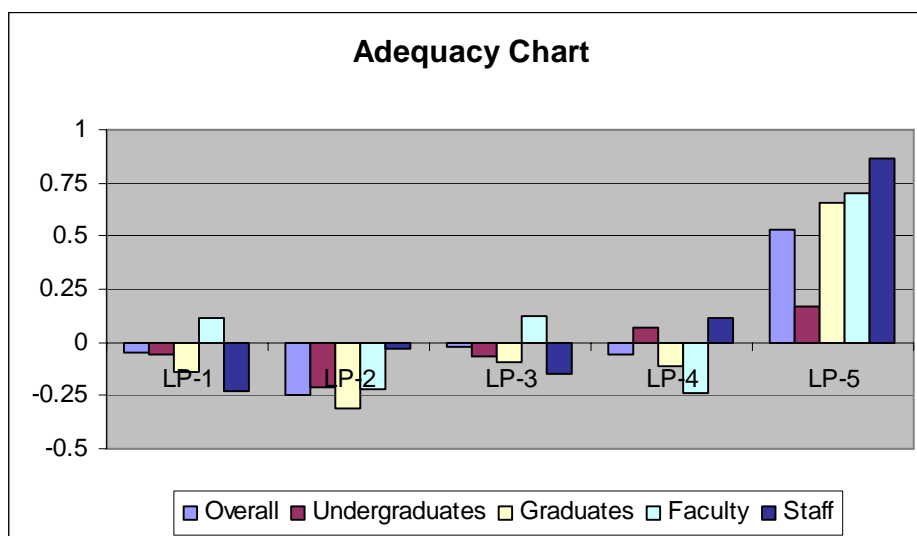
Analysis of Results:

At FAU, 4 of the 5 Adequacy Mean scores in the LP section are negative. A negative gap score means that the FAU Libraries' service quality is below the minimum acceptable level.

Overall Observations:

Students have really come to expect libraries to be both a social and an academic area. Low scores on the LP dimension indicated that this is an area in need of serious attention in order to provide facilities that meet users' needs for study, learning, and research both individually and in groups.

B.) Community Comments:

The LP part of the survey garnered 45 comments out of 277. While this document has concentrated on the Boca Raton campus library, some of the comments can also be assigned to the partner campuses. Users are concerned about the lack of quiet study areas for the individual student. Noise levels in the library was another factor cited, with loud study groups and cell phone usage cited as being the main problems. Also, the environment was a factor. These comments included the condition/age of the furniture, the lighting, the varying temperatures (heat/cold) in the building. Finally, the hours the library is open is frequently mentioned.

 "…Also, the building does not promote learning because of several things" aesthetic value with regard to the mold growing on the windows on the second floor, old beat-up chairs, and poor lighting;"

"Quiet, individual study rooms would be helpful…It could use a general cleaning and facelift…"

"I would like to see the library interior updated, pleasing colors on the wall, new carpeting, comfortable seats, and comfortable work areas. Currently I find the seats uncomfortable, the areas dusty and other student noisy and distracting."

"There really should be more areas in the library to study quietly the cubicles fill up quickly and it is hard to find a place to sit.

"The library staff is wonderful. The main problem with the library is all of the individuals who speak loudly on cell phones and in large groups even in the quiet areas."

Possible solutions: Any improvements to or expansion of study areas in the library building are limited by the size, physical layout and condition of the building. Budget constraints are also an important factor in effecting improvements.   Many of the comments will be discussed in the Library's Facilities Committee; perhaps some changes to the Library's environment can be made within current limitations.

C.) FAU Comparison against other Florida Universities and Peer Universities

i.) Rankings based on adequacy averages

Each university was surveyed by their own students. The list does not indicate how each person tested feels about other institutions. This data is useful to see how close the perceived rankings were to the minimum expectations. 1 represents the high scoring institution while 18 represent's a low scoring institution. FAU stands 13th out of 18 with a score of +.03.

ii.) Rankings based on Perceived averages

Each university was surveyed by their own students. This list does not indicate how each person tested feels about other institutions. This data is useful to see how survey participants view the "grade" of their institution. 1 represents the high scoring institution while 18 represent's a low scoring institution. FAU stands tied for 13th out of 18 with a score of 6.49.

D. Further Inquiry

A closer look at the top 3 from both lists…what are some things they are doing better?

Miami University and University of Texas, Arlington each have at least one library open 24 hours – Students are required to show ID for admittance after eleven pm or midnight. Students who remain in the library after eleven or midnight must be able to show ID to patrolling security. Not all service points are open 24 hours."

i.) Miami University: http://www.miami.muohio.edu/

A simple explanation on how to find articles without using library lingo (i.e. use the Find It button) is provided.

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- **But what if the Miami University Libraries don't have the journal you need?** Miami students, faculty and staff may submit an Interlibrary Loan request to obtain a copy of the articles you need from another institution; if the article is available, a copy will be delivered electronically to you.

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ii.) University of Texas, Arlington: http://library.uta.edu/

The Library provides links to "Spaces & Places" as well as to regular scheduled time for One - on - One Assistance for students.

Study Spaces
Group Study Rooms
Reserved Group Study Rooms
Reserved Group Study Rooms Schedule
Quiet Study Areas
Meeting Rooms
Meeting Rooms
Service Centers
Center for Greater SW Studies
JavaCity
UT Arlington Help Desk
Writing Center
Xerox Copy Center

Computing Facilities

Digital Media Studio
The Digital Media Studio (DMS) is a UT Arlington-community resource offering expertise and facilities to assist, support, and promote the use of digital technologies in teaching, learning, and research at UT Arlington. In keeping with this goal, projects pursued in the DMS may be either academic or non-academic in nature.

GIS Computing Facility
The The GIS Student Computing Facility, located in Central Library 510, is maintained by the Office of Information Technology. Use of the facility is restricted to UT Arlington students, staff and faculty. The GIS Librarian holds office hours in the facilty: Tuesday - Thursday 4:00-5:30pm and Saturday Noon-8:00pm.

Sam's Click Café & Quiet Sam's
Sam's Click Café, a joint venture between the UT Arlington Library and the Office of Information Technology, is an Internet café located on the first floor of Central Library. The OIT help desk, where students may set up new accounts, is in the café, and Java City, a coffee bar, is nearby serving a large array of coffees, teas, soft drinks, and snacks. The café has PC computer workstations, numerous laptop dataports, and overstuffed furniture in the relaxed and popular environment. A second quiet computer facility called Quiet Sam's is located on the fifth floor of the Central Library. Both of these facilities have PCs (Macs can be found in OIT's Ransom Hall facility) and are available for use anytime Central Library is open.

Study Spaces

Group Study Rooms
Open group study rooms are available in Central Library on the 3rd, 4th & 5th floors on a first come, first serve basis. The basement in Central is designated as a group study area.

Reserved Group Study Rooms
The UT Arlington Library maintain 9 Reserved Group Study rooms, 7 of which are enhanced with special equipment. The rooms are for use by UT Arlington faculty, staff and students. They are designated for group use and the equipment varies among the rooms. See the current schedule of reserved rooms managed by the Central Library Circulation Desk.

Quiet Study Areas
Areas in Central Library, Science & Engineering Library and Architecture & Fine Arts Library have been designated as "Quiet Study Areas" and the use of cell phones in these areas is discouraged.

Meeting Rooms

Several meeting rooms located in the Libraries are available for use by UT Arlington academic or administrative departments, and to individual faculty

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Library staff provides assistance with:
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- Selecting/narrowing a topic
- Creating research strategies
- Identifying appropriate research tools
- Accessing materials
- Citing sources
- Evaluating Information Sources
- A tutor from the Writing Center will also be available to assist with writing and citation.

Fall 2007 Dates: September 17 -December 7
When: Monday-Thursday, 4:00pm-6:00pm
Where: Central Library, Basement, Room B20
Contact: Gretchen Trkay gtrkay@uta.edu or Diane Shepelwich dianec@uta.edu

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A link to a webpage highlighting Service for Faculty from the main webpage

Feature resource on the main page

iii.) University of Nevada, Las Vegas http://www.library.unlv.edu/

Services are categorized by users groups
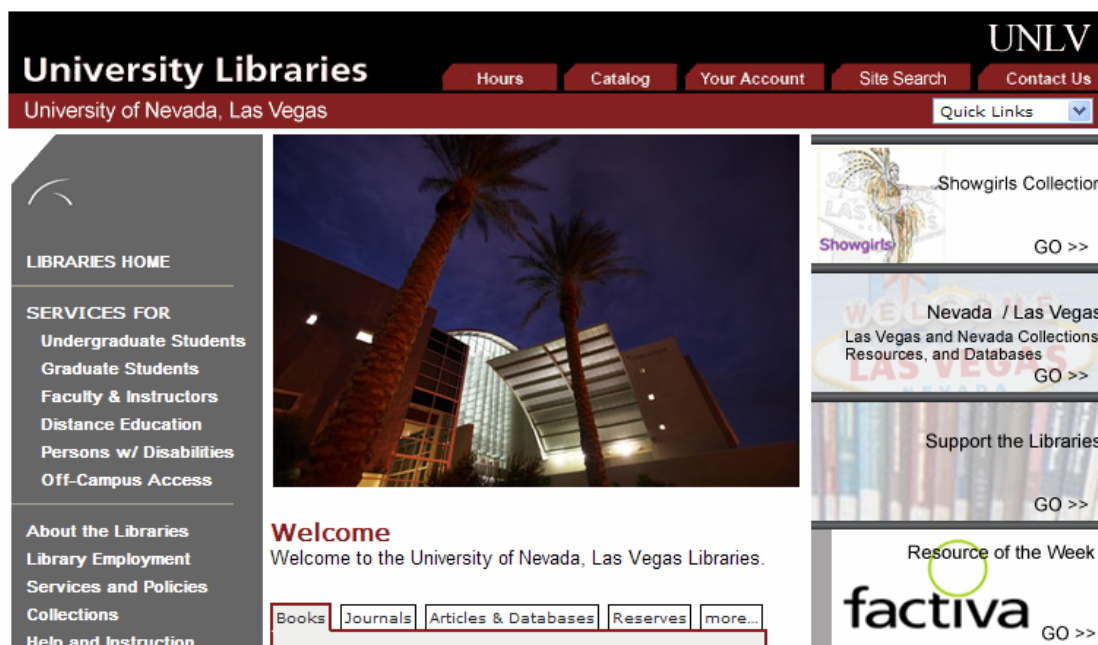
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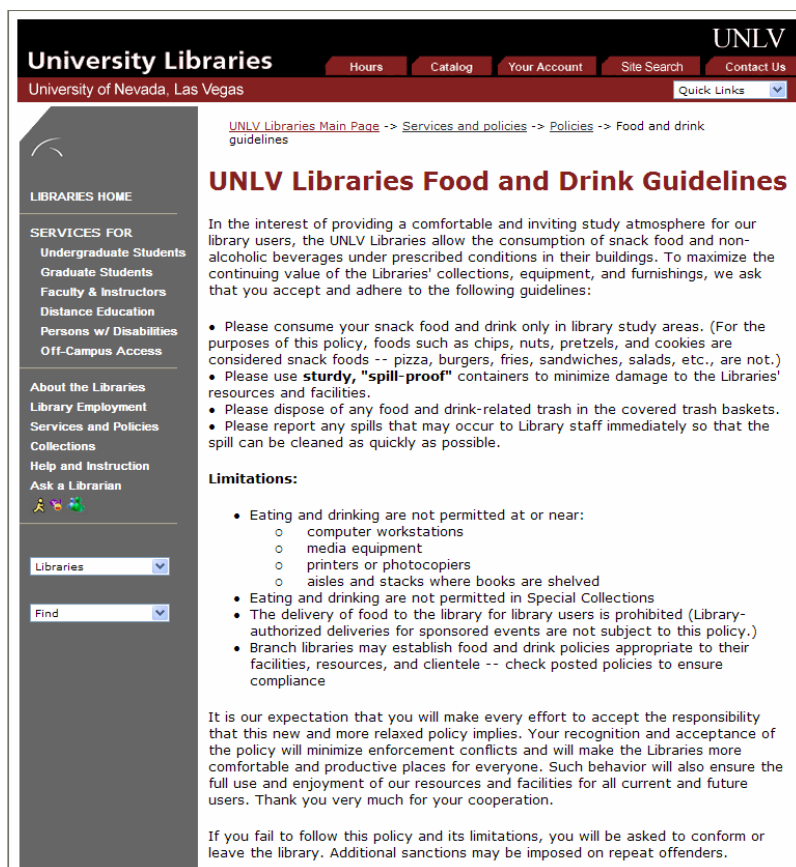
E.) Further Studies and Other Comments

General Observations:

Faculty is consistently less satisfied in all areas with the library than the other groups.

What Users Expressed in the Survey:

LibQUAL+ results reflect users' perceptions. These perceptions help the Library shape plans and effect improvements. Based on FAU findings, the Library should focus on the following needs:

For Undergraduate and Graduate students:
- Library space that inspires study and learning
- Quiet space for individual activities
- A comfortable and inviting location
- A getaway for study, learning, or research

For Faculty
- Quiet space for individual activities
- A getaway for study, learning, or research

So what happens next? The Library's Facilities Committee has requested a copy of the LibQUAL+ results in the service dimension of Library as Place. Work will proceed on producing action plans which will focus on areas raised by the comments section. These areas are: noise, individual study space, and a comfortable inviting location that inspires learning.

V. Other Sections

Introduction

This section of the report will give brief summaries regarding A.) the 5 local questions that were chosen by the FAU LibQUAL+ Task Force in 2004 and repeated in 2007, B.) the general satisfaction results, and C.) the results of the Information Literacy section of the survey.

A.) 5 Local Questions

1.) Access to rare and historical materials

	2004	2007
Staff	5.62	6.44
Faculty	5.66	5.67
Graduates	4.7	4.9
Undergraduates	6.15	5.87
Overall	5.37	5.59

2.) The multimedia collections I need

	2004	2007
Staff	5.91	7
Faculty	5.75	6.52
Graduates	5.66	6.04
Undergraduates	6.48	6.25
Overall	5.88	6.32

3.) Making me aware of the library resources and services

	2004	2007
Staff	6.66	7.1
Faculty	6.24	6.7
Graduates	6.56	6.42
Undergraduates	6.44	6.38
Overall	6.47	6.55

4.) Teaching me how to locate, evaluate, and use information

	2004	2007
Staff	6.79	6.97
Faculty	6.48	7.04
Graduates	6.71	6.52
Undergraduates	6.48	6.61
Overall	6.61	6.75

5.) Ability to navigate library web pages easily

	2004	2007
Staff	6.81	7
Faculty	6.47	7.12
Graduates	6.7	6.53
Undergraduates	6.9	6.95
Overall	6.7	6.88

Analysis of Results:

The overall scores show that there has been an improvement in the respondents' awareness of FAU's collections and resources as well as the services and instruction that the Library has to offer. However, the score for 1: Access to rare and historical materials is very low compared with the rest of the survey results. This item in particular needs to be marketed better.

When the results are broken down to the community level, lack of knowledge in certain areas are more prominent. The graduates appear to have the least amount of knowledge regarding the library's fulfillment of these questions, or perceive the library to be limited in providing the items mentioned in the questions. The staff and faculty seem the most satisfied with libraries' website and services.

B.) General Satisfaction

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

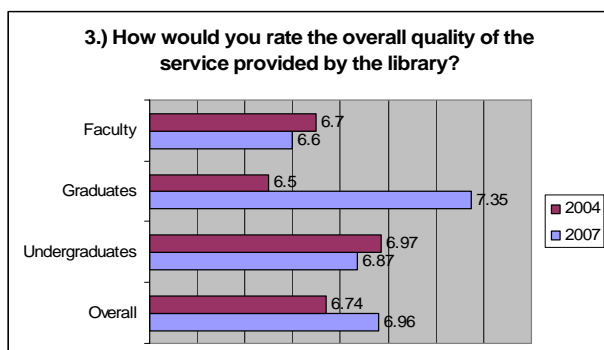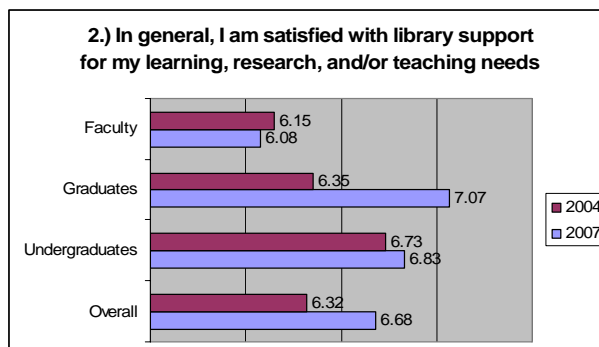| Community	2004	2007
Faculty	7.28	6.99
Graduates	6.81	7.6
Undergraduates	6.92	7.18
Overall	7.1	7.29

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

Community	2004	2007
Faculty	6.15	6.08
Graduates	6.35	7.07
Undergraduates	6.73	6.83
Overall	6.32	6.68

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

Community	2004	2007
Faculty	6.7	6.6
Graduates	6.5	7.35
Undergraduates	6.97	6.87
Overall	6.74	6.96

Analysis of Results:

These results looked at students and faculty only.

There is a great jump in the satisfaction of the graduate students and a decline in the faculty satisfaction. A closer study may need to be conducted to determine what changed for graduates and faculty over the past 3 years.

C.) Information Literacy

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

Community	2004	2007
Faculty	5.66	5.67
Graduates	4.7	4.9
Undergraduates	6.15	5.87
Overall	5.37	5.59

2.) The library aids my advancement in my academic discipline

Community	2004	2007
Faculty	5.75	6.52
Graduates	5.66	6.04
Undergraduates	6.48	6.25
Overall	5.88	6.32

3.) The library enables me to be more efficient in my academic pursuits

	2004	2007
Faculty	6.24	6.7
Graduates	6.56	6.42
Undergraduates	6.44	6.38
Overall	6.47	6.55

4.) The library helps me distinguish between trustworthy and untrustworthy information

	2004	2007
Faculty	6.48	7.04
Graduates	6.71	6.52
Undergraduates	6.48	6.61
Overall	6.61	6.75

5.) The library provides me with the information skills I need in my work or study

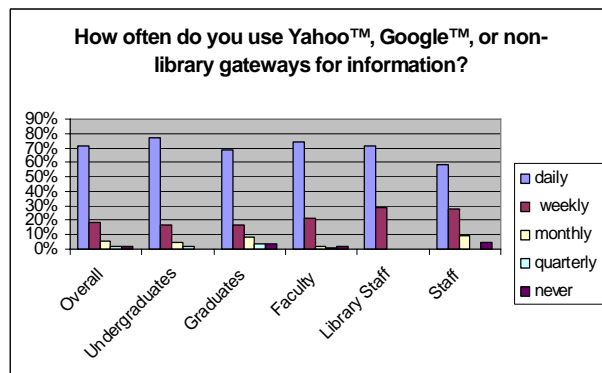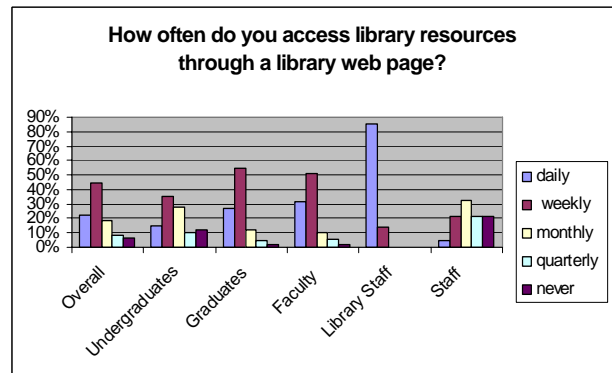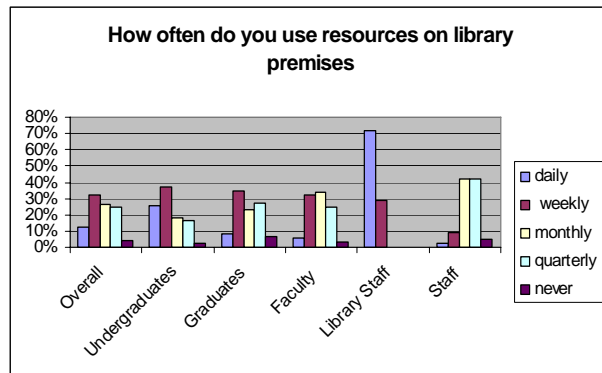|	2004	2007
Faculty	6.47	7.12
Graduates	6.7	6.53
Undergraduates	6.9	6.95
Overall	6.7	6.88

Analysis of Results:

These results looked at students and faculty only.

Faculty satisfaction rates have increased since the 2004 survey. A possible reason may be their increased participation in the Bibliographic Instruction program which offers sessions administered by the FAU librarians. Outreach activity or some other library service may also have affected this increase in score. Perhaps further study into this matter is needed.

One area in which the library is lacking is reflected in question 1, which has to do with updating the FAU community about developments in their academic divisions. Promoting new resources at the library is a challenge. Currently the library is attempting to communicate the availability of new resources in three ways: the new video screen in the lobby; the "database of the month" through MyFAU; and the "new databases" website. There is a need to market the resources at the library better, and perhaps focusing on individual user groups is the key. In regard to the issue in question 1, a web page or wiki could be created specifically to communicate to each different college. Although some of the collection development liaisons do communicate new resources to the faculty, students do not necessarily have access to what is new in the library. Content could be updated by the Collection Development Unit.

D.) Library Usage

How often do you use resources on library premises

How often do you access library resources through a library web page?

How often do you use Yahoo™, Google™, or non-library gateways for information?

Analysis of Results:

Library faculty/staff use of resources in the library and of the libraries' website is by far the most frequent of all groups. Other groups tend to use the physical library and the libraries' website weekly, which is important to know when new information is posted in the library or online. In posting informative banners or signs, the library should anticipate a one-week timeframe for all general library users to have taken notice.

This data also suggests that the main user group of the libraries website is the Library faculty/staff, followed by graduates and faculty. As a reminder, when rating ease of navigation of the libraries' website (see section A of the "Other Results"), graduates gave the lowest rating.

All user groups indicated daily use of search engines as information portals.

VI. Recommendations

A. Affect of Services

- A study concerning "individual service to users" (AS-2) would be valuable in order to determine whether the low desirability rating found in this study is due to (a) our having improved and excelled in this area, or to (b) its overall low importance among survey respondents. It would also be valuable to determine if one or the other factor predominates.

- A second study to clarify and explore the areas of "dependability" and "knowledge of the library employees" is needed.

B. Information Control

- A study is needed to clarify what print materials are useful. Methods for educating faculty on the process to request materials are also needed.

- The web design should be continuously studied via focus groups and usability studies. Library users' needs will change over time and the library needs to be prepared to respond to these changes. An in-depth study of university libraries could be useful to determine how other libraries work towards being more user-friendly.

- Community based web portals need to be established so that each community can access their most important information need on a single Web page (removing the need to understand the structure of the library and departments).

- A website should be created by the library or by the Institutional Repository to provide access to all reports that pertain to the library.

C. Library as Place

The Facilities Committee will create action plans that will focus on:

- noise
- individual study space
- comfortable inviting location that inspires learning

D. Local Questions

- Information regarding the FAU communities' access to rare and historical materials needs to be developed for better outreach and marketing.

E. Information Literacy

- A study could be conducted to determine if the faculty is more information literate due to BI sessions, or through other activities offered by the library.

- Communicating new resources by discipline is needed.
    There is a need to better market the resources at the library, and perhaps focusing on individual user groups is the key. Web pages or wikis could be created specifically to communicate to the different colleges.

F. Library Usage

In-house marketing needs to be structured to accommodate the fact that most of the library users visit the library once a week.

G. General Observations

It appears that in each of the studies, the items in which the library improved most from 2004 to 2007 are now those least desired. It would be useful to do a minor study in areas where the library improved to determine what it was that effected this improvement. Findings might then be applied to other areas in order for the library to maintain or improve the level of user satisfaction.