



Atlanta University Center
Robert W. Woodruff Library

Fall 2013 LibQUAL User Survey Results:
Atlanta University Center (AUC)



www.auctr.edu

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Table of Contents

Overview.....	3
Demographic Summary.....	5
Survey Components.....	6
Focusing the Results: What Really Matters to Our Users.....	7
What Matters Most to Undergraduates.....	8
What Matters Most to Graduates.....	10
What Matters Most to Faculty.....	11
Overall Satisfaction Ratings.....	12
Information Literacy Outcomes.....	15
Library Use Statistics.....	16
Detailed Statistics.....	18

Overview

2013 LibQUAL+® User Survey Results

The ways that libraries are being utilized by the 21st century learner are changing. For academic librarians seeking to demonstrate the value of their libraries to their governing institutions, it is important to understand the current user climate as well as what will be valued in the future so that we can begin to take appropriate action now¹. Ongoing assessment of collections, library space and services provides the statistical and anecdotal references needed to understand and demonstrate the impact of library services. The Library provides impact when it delivers excellence in the areas that are valued by the user AUC community – based on their perceptions.

Every three years, starting with 2007, the AUC Woodruff Library administers the LibQUAL+® web-based survey which provides critical insights from AUC students and faculty. The survey was designed by the Association of Research Libraries (ARL)¹ and Texas A&M University Libraries and is part of a global initiative to define and measure service quality across libraries. It assesses users' perceptions of nearly all aspects of a library. To date, more than 1,200 libraries and 17 countries have used the LibQUAL+® survey tool, resulting in a rich data repository of benchmark statistics.

During the fall of 2013 (October 28-November 22), the Library administered the LibQUAL+® survey to the entire AUC population. As in the past, with strong support by Library staff, the Student Advisory Council, campus champions, and the Library Advisory Council in planning and implementation, a 17% participation rate was achieved (1,579 of 9,360 AUC population). We exceeded the 15% objective established for overall participation. Objectives were established using fall 2012 enrollment statistics.

Survey feedback included nearly 650 verbatim comments from AUC students and faculty. The comments provided context to the numerical ratings.

Key Highlights:

- Scaled 1-9 with 9 being most favorable:
 - Faculty ratings increased by 1.24 percentage points (from 6.26 to 7.50)
 - Graduate student ratings increased by 1.16 percentage points (from 6.73 to 7.89)
 - Undergraduate ratings increased by nearly 1 percentage point (from 6.57 to 7.38)
- Overall usage of resources on library premises increased by 2.5 percentage points from 2010 (19.81) versus 2013 (22.31)

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²Staley, David J. and Malenfant, Kara J. *Futures Thinking for Academic Librarians: Higher Education in 2025*, June 2010, ACRL, pg. 3.

¹Association of Research Libraries (<http://www.arl.org>)

- Users absolutely love the welcoming and inspiring learning environment; consider the library a great and essential asset to the AUC community; see the library as their second home; provided numerous accolades for Woodruff staff; and applauded the various resources contributing to success in their academic pursuits
- Broad areas of concern as expressed in the student and faculty comments were:
 - Wi-Fi
 - Noise level, especially during finals and midterms when the library operates 24/7
 - Customer service
 - Library web site
 - Hours of operation

DEMOGRAPHIC SUMMARY:

Table 1: Response Percentage/AUC School

Institution	# Surveys Completed	2012 FTE Headcount	Respondents %
CAU	817	3,749	22%
ITC	92	616	15%
Morehouse	333	2,601	13%
Spelman	337	2,396	14%
AUC Overall	1,579	9,362	17%

Chart 1: Surveys Completed per AUC Institution

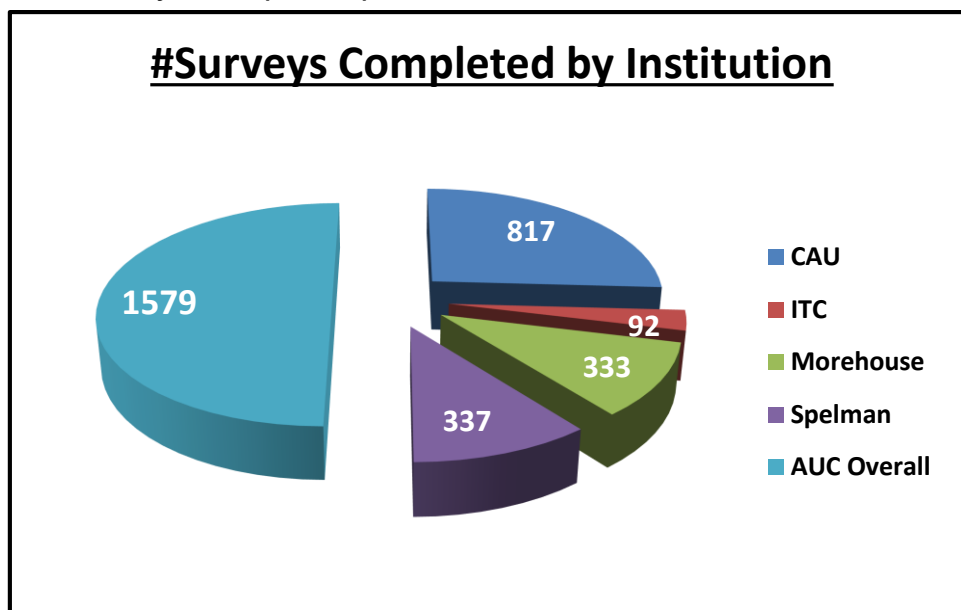


Table II. Respondent Profile by User Group

AUC User Group	AUC Population	Respondent #	Respondent %
Undergraduate	7,155	1,060	19%
Graduate	1,362	133	11%
Faculty	843	156	12%
Total	9,360	1,402	15%

Table III. Respondent profile by Sex

Sex	AUC Population	Respondent #	Respondent %
Female	5,391	938	58.96%
Male	3,971	653	41.04%
Total	9,362	1,591	

LibQUAL+® Survey Components

The LibQUAL+® survey instrument collects user information on:

(1) Three *service dimensions* (22 core questions):

- Affect of service – *Assessing the attitudes and abilities of employees*
 - The empathy with which the library delivers service to its users; responsiveness; assurance; reliability
- Library as a place – *Evaluating the library environment and its facilities*
 - Inspiring, comfortable space for study, learning and research
- Information control – *Users' capacity to navigate the library and its resources on their own - independently*
 - Access to resources (equipment, collections); convenience of use; ease of navigation

(2) a set of locally-selected or “customized” questions (which are also incorporated into the above service dimension categories) – *5 questions*

(3) Information Literacy – our users' demonstrated ability to locate, evaluate and use information – *5 questions*

(4) General or overall user satisfaction – *3 questions*

(5) Library use patterns, demographics, and includes a “Comment” box.

For the “service dimension” questions only, users are asked to provide three answers, a rating each for the:

- **“Minimum”** – the number representing the minimum level of service you find acceptable
- **“Desired”** – the number representing the level of service you want/desire
- **“Perceived”** – the number representing the level of service you believe the library currently provides

Note: The rating scale for core questions and local questions is 1 (lowest) to 9 (highest).

Focusing the Results – Getting to What Really Matters to Our Users

Ratings received for the “Minimum,” “Desired” and “Perceived” levels of service enable the Library to perform gap analysis – calculate the distance between desired service levels versus minimally acceptable service levels.

Gap Score Calculations:

The **service adequacy** gap score is calculated by subtracting the Minimum score from the Perceived score on any given question. Service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users’ perceived level of service quality is below their minimum expectations.

- **“Perceived” Rating Minus “Minimum” Rating or (P–M) = Service Adequacy**

The **service superiority** gap score is calculated by subtracting the Desired score from the Perceived score on any given question. Service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users’ perceived level of service quality is above their desired level of service quality.

- **“Perceived” Rating Minus “Desired” Rating or (P–D) = Service Superiority**

The leadership team of the AUC Woodruff Library believes that the *“Service Superiority Gap” scores provide the best indicator* of how close we actually are to meeting and/or exceeding our users’ expectations *of excellence (success)*.

The LibQUAL+® superiority gap scores provide the statistical evidence to focus improvement efforts (with precision) to exceed our users’ expectations versus simply achieving acceptable service quality standards. Therefore, adequacy gap scores are not the motivation of this report. Instead, we ranked the ratings of the desired scores and the corresponding superiority gap score, enabling the Library to determine “What Matters Most” to each AUC user group (undergraduates, graduates and faculty). These rankings are reflected in Tables IV, V and VI. Shaded areas in each chart indicate the largest service gaps. This information, along with the almost 650 verbatim comments, will be incorporated into broader strategic planning initiatives and the annual work plans.

Table IV: What Matters Most to Undergraduates (See detailed statistics, page 20)

Service Dimension	Desired (D) Service Level	Perceived (P) Service Level	Service Superiority Gap (P-D)
A secure and safe place	8.38	7.67	-0.71
A gateway for study, learning and research	8.20	7.43	-0.77
Ability to navigate library web pages easily	8.16	7.58	-0.58
Employees who are consistently courteous	8.15	7.17	-0.98
A comfortable and inviting location	8.13	7.71	-0.42
Making information easily accessible for independent use	8.13	7.44	-0.69
Library space that inspires study and learning	8.08	7.06	-1.02
Community space for group learning and group study	8.08	7.44	-0.64
Modern equipment that lets me easily access needed information	8.05	7.58	-0.47
Employees who understand the needs of their users	8.03	7.36	-0.66
Employees who have the knowledge to answer user questions	8.02	7.25	-0.77
Willingness to help users	8.02	7.54	-0.48
Employees who deal with users in a caring fashion	8.01	7.22	-0.89
Making electronic resources accessible from my home or office	7.94	6.92	-1.02
Helpfulness in dealing with IT problems	7.89	6.97	-0.92

*Note: Ranked by highest “Desired” ratings (Descending order). Rating scale: 1 (lowest) – 9 (highest).

Purple = Areas targeted for improvement (*largest gaps between Desired service expectations and Perceived performance*).

Green = Areas where the Library is performing well and approaching service superiority.

Themes from Verbatim Comments:

- The Woodruff Library is one of, if not, the best thing on the AUC campuses.
- The library is a great place to go whether it be for individual studying or group studying. I really enjoy the services provided.
- The resources available and the renovation create an ideal environment for individual learning.
- More Mac computers.
- Awesome library. I love the Starbucks. It helped me get through many nights.
- Later, longer, more hours of access.
- Provide library staff guides or work study students to help locate books.
- Upgrade the amount of users that can connect to Wi-Fi; stronger Wi-Fi connection.
- Reduce noise level; more quiet study rooms/areas.

- Too noisy; need more “escape spots” for quiet study
- Website is confusing; provide clarification or instructions on how to navigate
- Enjoy visiting the Woodruff Library. It helps me to stay focus on my work and have an enjoyable and quiet learning environment
- The library is very welcoming, and allows me the opportunities to expand my knowledge without gaining the wrong information. It is also a good place to meet up with friends to form a study group.
- I absolutely love the library; it is just like my "third home". My mom knows whenever my phone is off I'm safe in the library :)
- I really love the artwork in Woodruff Library. The environment is vibrant and colorful and the art is always changed overtime. The exhibits shown are also inspiring
- The library does a great job of providing a work environment that allows for team projects and individual study.
- More helpful staff
- Library is a Great asset to AUC community
- Woodruff Library is an essential asset to the entire AUC community. It is definitely necessary and has helped me significantly with my academic pursuits

Table V: What Matters Most to Graduates (See detailed statistics, page 22)

Service Dimension	*Desired (D) Service Level	Perceived (P) Service Level	Service Superiority Gap (P-D)
A gateway for study, learning and research	8.68	8.12	-0.56
Willingness to help users	8.62	8.00	-0.62
Modern equipment that lets me easily access needed information	8.58	8.15	-0.44
Ability to navigate library web pages easily	8.54	7.38	-1.15
A comfortable and inviting location	8.53	7.93	-0.60
Access to equipment that is not readily available in my department, e.g. scanners, C burners, PDAs, syncing stations	8.50	8.23	-0.27
Employees who deal with users in a caring fashion	8.48	7.66	-0.81
Easy to access tools that allow me to find things on my own	8.45	7.36	-1.09
Library orientations/instruction sessions	8.42	8.03	-0.39
Employees who install confidence in their users	8.35	7.47	-0.88
Employees who are consistently courteous	8.33	7.56	-0.78
Library space that inspires study and learning	8.33	7.60	-0.73
Readiness to respond to users' questions	8.31	7.75	-0.56
A library web site that enabling me to locate information on my own	8.27	7.40	-0.87
Making information easily accessible for independent use	8.24	7.59	-0.65
Making electronic resources accessible from my home or office	8.23	7.21	-1.02
Dependability in handling users' service problems	8.20	7.43	-0.76
Helpfulness in dealing with users' IT problems	8.14	6.95	-1.19

*Note: Ranked by highest "Desired" ratings (Descending order). Rating scale: 1 (lowest) – 9 (highest).

Purple = Areas targeted for improvement (*largest gaps between Desired service expectations and Perceived performance*).

Green = Areas where the Library is performing well and approaching service superiority.

Themes from Verbatim Comments:

- Library is a study and research asset; staff and facility are positive.
- Later hours on weekends; 24-hour access beyond midterms and finals.
- Better noise control, especially on main level and quiet study areas.
- Improve Wi-Fi accessibility.
- Library website is difficult to navigate; need tutorial.
- Love library experience as a service-oriented, advanced research, highly advanced venue; applaud efforts and success of transition to a valuable and beneficial tool over the years-a model area of study, research and resource!

Table VI: What Matters Most to Faculty (See detailed statistics, page 24)

Service Dimension	*Desired (D) Service Level	Perceived (P) Service Level	Service Superiority Gap (P-D)
A comfortable and inviting location	8.76	7.52	-1.24
Modern equipment that lets me easily access needed information	8.71	7.93	-0.79
Employees who are consistently courteous	8.70	8.20	-0.50
Making information easily accessible for independent use	8.67	7.38	-1.29
A secure and safe place	8.65	7.61	-1.04
Employees who deal with users in a caring fashion	8.64	7.80	-0.84
Willingness to help users	8.63	7.97	-0.67
Ability to navigate library web pages easily	8.59	6.53	-2.06
Print & electronic journal collections I require for my work	8.53	7.19	-1.34
A library web site enabling me to locate information on my own	8.52	6.45	-2.06
Giving users individual attention	8.52	7.33	-1.19
Employees who instill confidence in their users	8.50	6.88	-1.63
Readiness to respond to users' questions	8.50	7.77	-0.73
Quiet space for individual activities	8.46	7.31	-1.15
Library orientations/instruction sessions	8.45	7.95	-0.50
Easy-to-use access tools that allow me to find things on my own	8.37	6.57	-1.80
Employees who have knowledge to answer user questions	8.35	7.29	-1.06
The electronic information resources I need	8.34	6.90	-1.44
Dependability in handling users' service problems	8.33	7.50	-0.83
Helpfulness in handling IT problems	8.33	6.94	-1.39
Making electronic resources accessible from my home or office	8.28	6.44	-1.83

*Note: Ranked by highest "Desired" ratings (Descending order). Rating scale: 1 (lowest) – 9 (highest).

Purple = Areas targeted for improvement (*largest gaps between Desired service expectations and Perceived performance*).

Green = Areas where the Library is performing well and approaching service superiority.

Themes from Verbatim Comments:

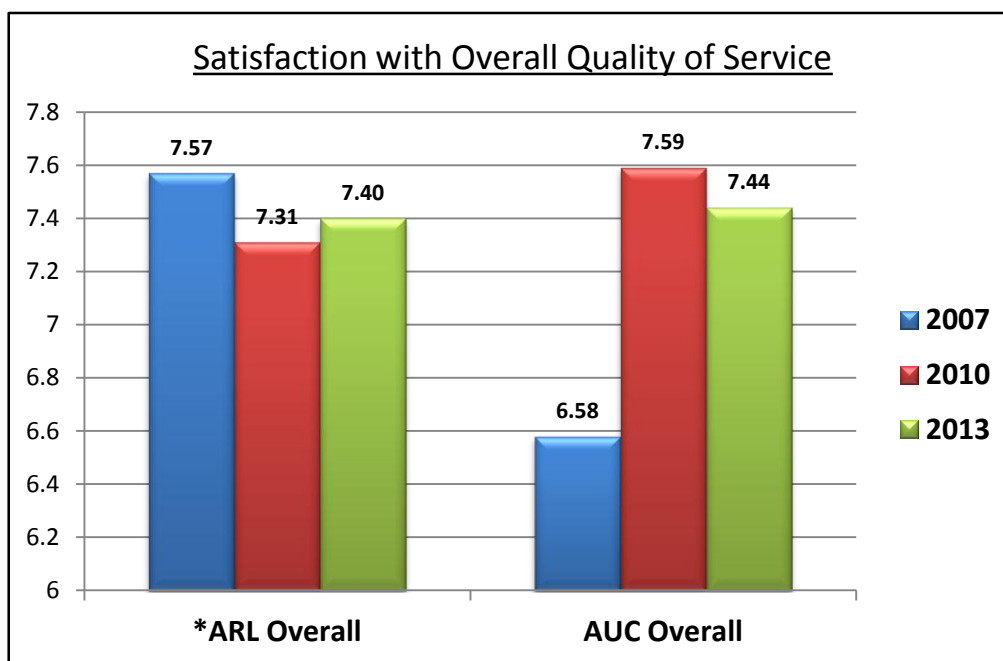
- My classes have benefitted enormously from educational sessions in the library! Each semester, these sessions are better and better.
- Need real-time electronic access to major journals (e.g. science, cell); purchase more e-books.
- I hate that the webpage was changed; the new website is not as functional as the old one
- Need book delivery service.
- More conference space is needed.
- Have seen 180% improvement over the past 10 years, facility lends itself to serious study and research in a welcoming environment.

General satisfaction questions (2007, 2010 and 2013)

Respondents were asked three overall satisfaction questions regarding: (1) quality of service, (2) how they are treated at the library and (3) their support for learning, research and/or teaching needs. When contrasted with the Association of Research Libraries ratings, *AUC Overall* scores were higher for both 2010 and 2013. Overall, scores for each of the satisfaction questions have increased significantly since 2007.

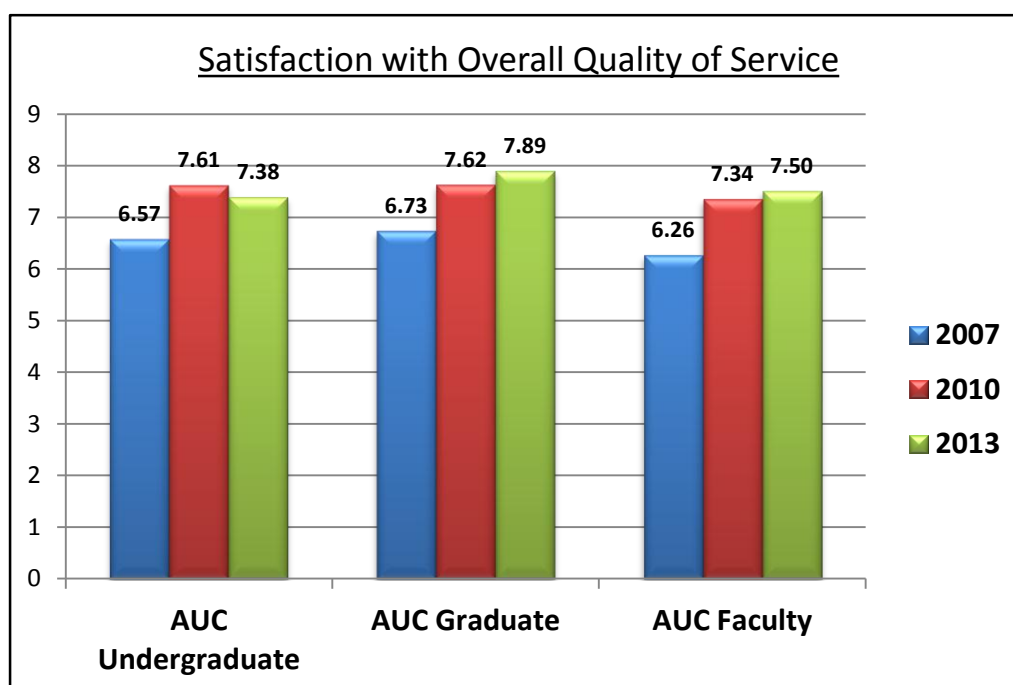
Question 1: How would you rate the overall quality of service provided by the library?

CHART 2:



**ARL=Association of Research Libraries Rating Scale: 1(low) – 9(high)*

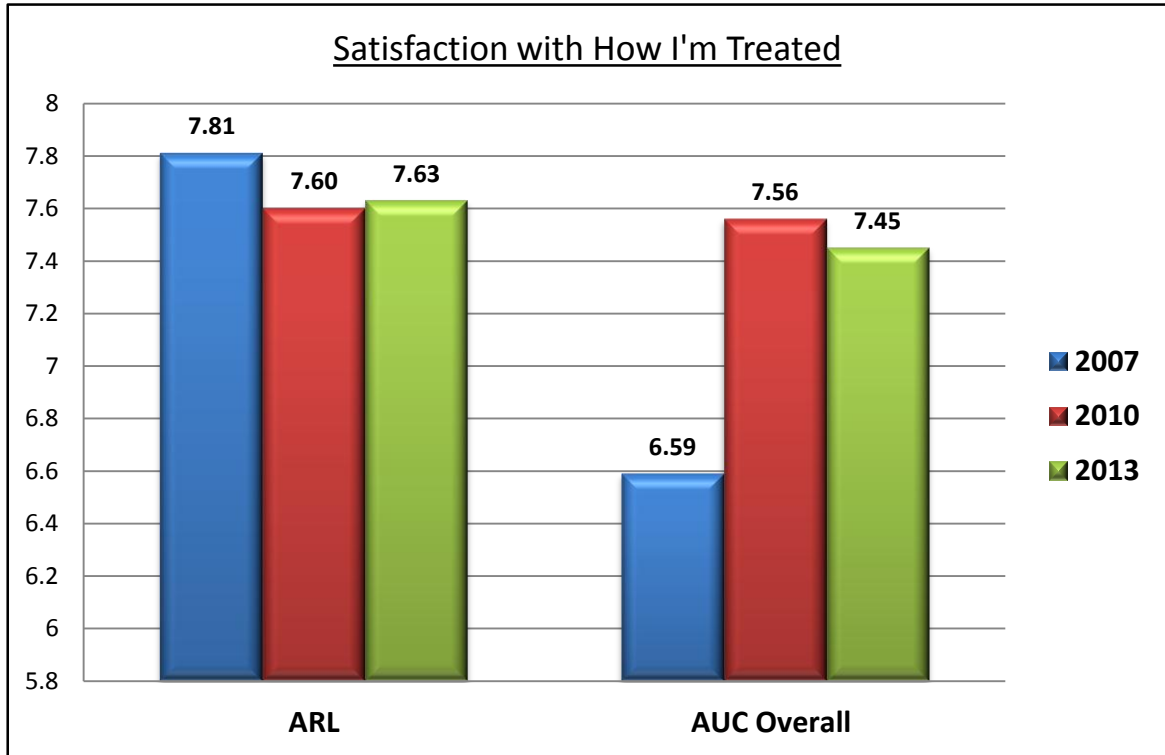
CHART 3:



Rating Scale: 1(low) – 9(high)

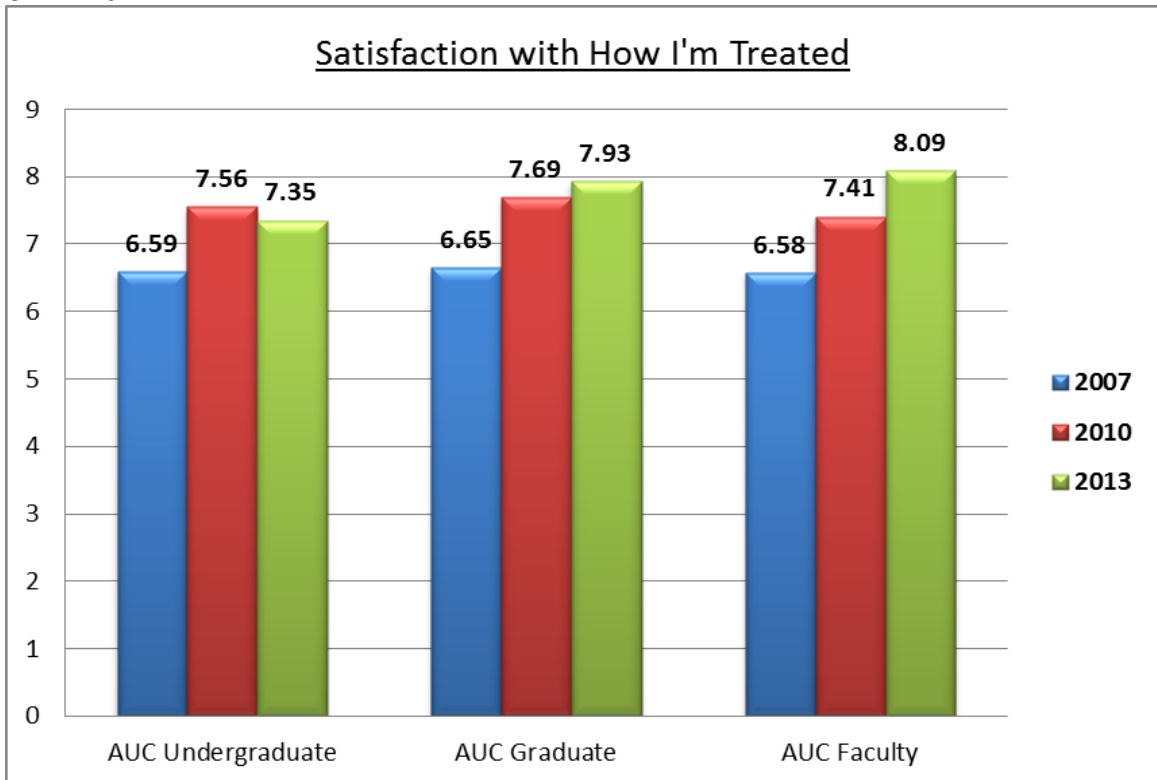
Question 2: In general, I am satisfied with the way in which I am treated at the library.

CHART 4:



*ARL=Association of Research Libraries Rating Scale: 1(low) – 9(high)

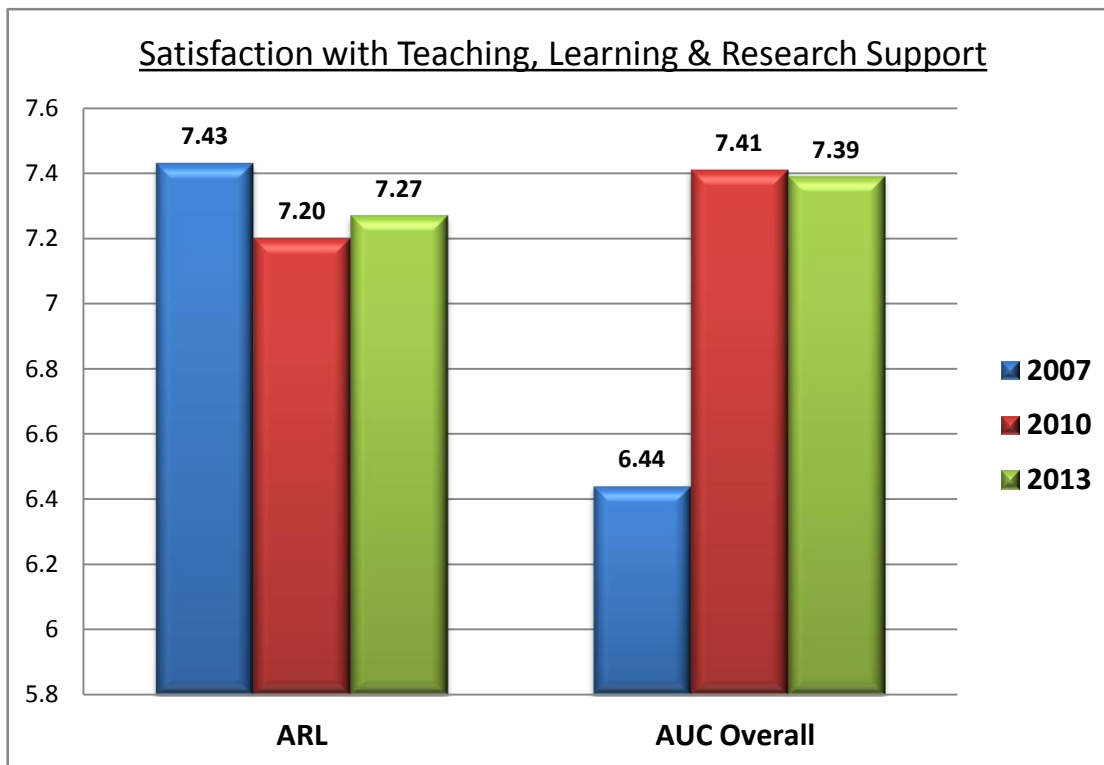
CHART 5:



Rating Scale: 1(low) – 9(high)

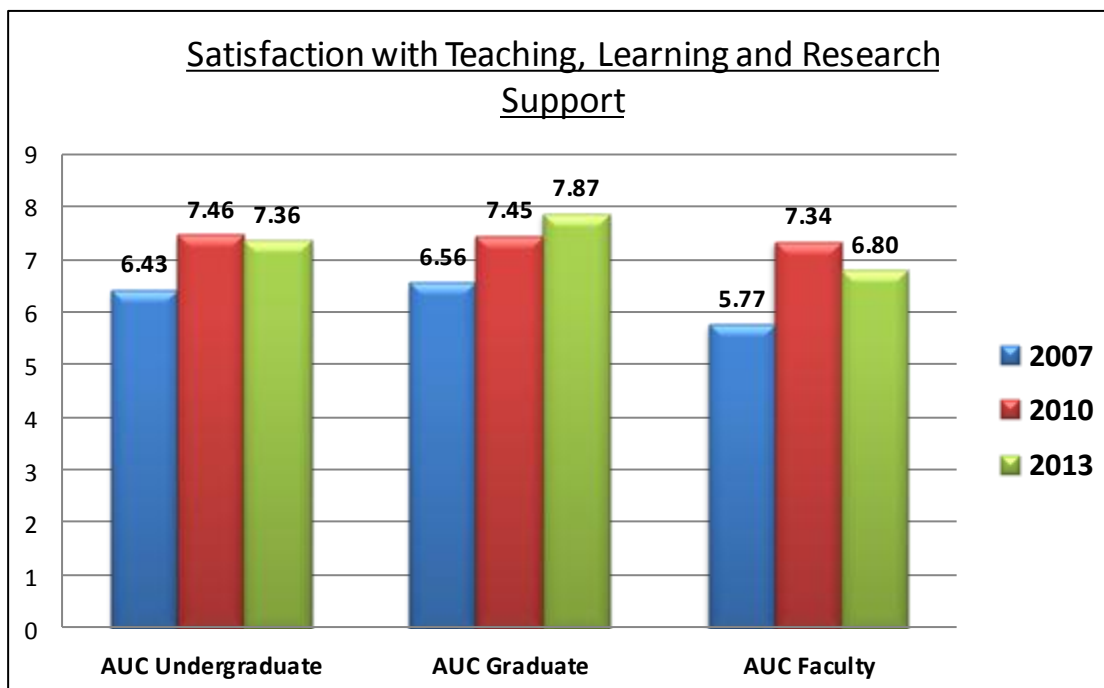
Question 3: In general, I am satisfied with library support for my learning, research, and/or teaching needs.

CHART 6:



*ARL=Association of Research Libraries *Rating Scale: 1(low) – 9(high)*

CHART 7:



Rating Scale: 1(low) – 9(high)

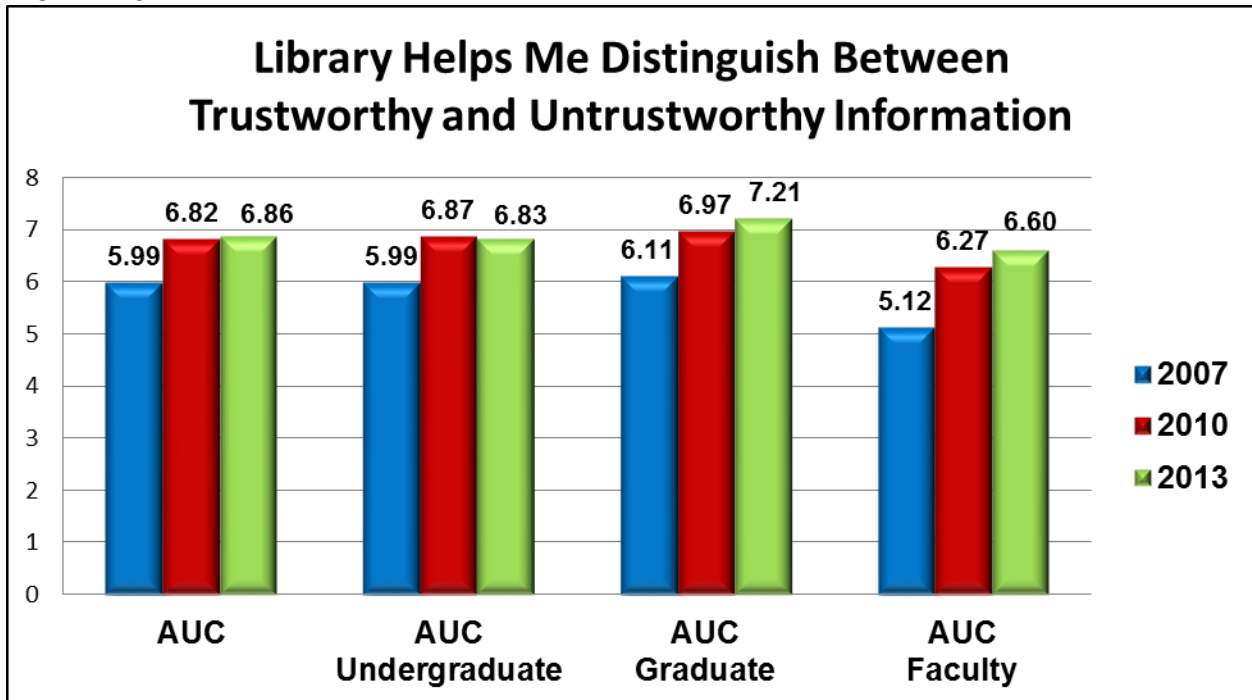
Table VII:

General Satisfaction Questions	Year	AUC Overall	AUC Undergraduate	AUC Graduate	AUC Faculty
In general, I am satisfied with the way in which I am treated at the library	2013	7.45	7.35	7.93	8.09
	2010	7.56	7.56	7.69	7.41
	2007	6.59	6.59	6.65	6.58
In general, I am satisfied with the library support for my learning, research and/or teaching needs	2013	7.39	7.36	7.87	6.80
	2010	7.41	7.46	7.45	7.00
	2007	6.44	6.43	6.56	5.77
How would you rate the overall quality of the service provided by the Library	2013	7.44	7.38	7.89	7.50
	2010	7.59	7.61	7.62	7.34
	2007	6.58	6.57	6.73	6.26

Information Literacy (2013, 2010, 2007)

Users rated their level of satisfaction with information literacy outcomes for the past three survey periods. Based on the information literacy statement in Chart 8 below and those in Table VIII, overall information literacy scores have increased considerably since the 2007 survey administration.

CHART 8:



Rating Scale: 1 (strongly disagree) – 9 (strongly agree)

Table VIII:

Information Literacy Outcomes	Year	AUC	AUC Under-graduate	AUC Graduate	AUC Faculty
The library helps me stay abreast of developments in my field(s) of interest	2013	6.53	6.47	7.04	6.43
	2010	6.47	6.54	6.28	5.95
	2007	5.68	5.67	5.90	4.70
The library aids my advancement in my academic disciplines	2013	7.09	7.00	7.98	6.82
	2010	7.30	7.28	7.95	6.76
	2007	6.15	6.10	6.63	5.23
The library enables me to be more efficient in my academic pursuits	2013	7.23	7.15	7.97	6.93
	2010	7.41	7.48	7.71	6.75
	2007	6.36	6.35	6.56	5.37
The library helps me distinguish between trustworthy and untrustworthy information	2013	6.86	6.83	7.21	6.60
	2010	6.82	6.87	6.97	6.27
	2007	5.99	5.99	6.11	5.12
The library provides me with the information skills I need in my work or study	2013	7.31	7.29	7.49	7.32
	2010	7.30	7.32	7.67	6.80
	2007	6.27	6.28	6.35	5.14

Rating Scale: 1 (strongly disagree) – 9 (strongly agree)

Library Usage:

The following tables give a representation of library use (both on the library premises and electronically), as well as use of non-library information gateways such as Yahoo and Google. They give the frequency with which respondents report using resources (Daily, Weekly, etc.). Compared to 2010 “AUC-Overall” ratings, use of resources on the Library’s premises has increased 2.5 percentage points. AUC faculty “using resources on Library premises” on a weekly basis has more than doubled (23.47% vs. 11.54%).

Table IX: 2013 Use Patterns

AUC - Overall	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	22.31%	37.02%	21.94%	15.59%	3.14%
Access resources via Library web page?	12.27%	30.65%	24.23%	16.68%	16.17%
Use Yahoo, Google or non-library gateway?	83.13%	10.01%	3.15%	1.57%	2.14%
AUC - Undergraduate	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	24.39%	38.22%	20.97%	13.60%	2.81%
Access resources via Library web page?	11.72%	29.00%	24.05%	17.58%	17.66%
Use Yahoo, Google or non-library gateway?	86.00%	8.22%	2.59%	1.37%	1.83%
AUC - Graduate	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	18.00%	39.33%	28.00%	12.67%	2.00%
Access resources via Library web page?	20.00%	40.00%	25.33%	9.33%	5.33%
Use Yahoo, Google or non-library gateway?	72.00%	19.33%	3.33%	2.00%	3.33%
AUC - Faculty	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	2.04%	23.47%	25.51%	41.84%	7.14%
Access resources via Library web page?	9.18%	36.73%	25.51%	16.33%	12.24%
Use Yahoo, Google or non-library gateway?	64.29%	20.41%	9.18%	3.06%	3.06%

Table X: 2010 Use Patterns

AUC - Overall	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	19.81%	39.19%	21.90%	15.42%	3.67%
Access resources via Library web page?	12.10%	35.66%	27.45%	12.82%	11.96%
Use Yahoo, Google or non-library gateway?	79.60%	12.55%	3.53%	2.09%	2.24%
AUC - Undergraduate	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	23.30%	43.21%	21.79%	9.06%	2.64%
Access resources via Library web page?	12.17%	36.13%	26.60%	11.42%	13.68%
Use Yahoo, Google or non-library gateway?	84.06%	10.19%	3.40%	1.13%	1.23%
AUC - Graduate	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	16.54%	51.13%	16.54%	14.29%	1.50%
Access resources via Library web page?	18.80%	44.36%	27.07%	7.52%	2.26%
Use Yahoo, Google or non-library gateway?	76.52%	17.42%	2.27%	1.52%	2.27%
AUC - Faculty	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	2.56%	11.54%	24.36%	50.64%	10.90%
Access resources via Library web page?	8.33%	30.77%	30.77%	21.15%	8.97%
Use Yahoo, Google or non-library gateway?	56.41%	23.72%	5.13%	7.69%	7.05%

Table XI: 22 Core Questions – AUC Overall (2010 vs. 2013)

		<u>Desired</u> 2010	<u>Perceived</u> 2010	<u>Superiority Gap</u> 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	<u>Superiority Gap</u> 2013 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.94	7.15	-0.79	7.83	7.05	-0.78
AS-2	Giving users individual attention	7.69	7.12	-0.57	7.59	6.94	-0.65
AS-3	Employees who are consistently courteous	8.30	7.43	-0.87	8.20	7.25	-0.95
AS-4	Readiness to respond to users' questions	7.97	7.44	-0.53	8.04	7.47	-0.57
AS-5	Employees who have the knowledge to answer user questions	8.26	7.58	-0.68	8.05	7.34	-0.71
AS-6	Employees who deal with users in a caring fashion	8.26	7.41	-0.85	8.09	7.22	-0.87
AS-7	Employees who understand the needs of their users	8.14	7.38	-0.76	8.09	7.48	-0.61
AS-8	Willingness to help users	8.28	7.76	-0.52	8.11	7.60	-0.51
AS-9	Dependability in handling users' service problems	8.24	7.53	-0.71	7.93	7.15	-0.78
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.04	7.25	-0.79	7.98	6.95	-1.03
IC-2	A library web site enabling me to locate information on my own	8.14	7.38	-0.76	7.93	7.25	-0.68
IC-3	The printed library materials I need for my work	7.99	7.22	-0.77	7.93	7.18	-0.75
IC-4	The electronic information resources I need	8.14	7.27	-0.87	7.93	7.15	-0.78
IC-5	Modern equipment that lets me easily access needed information	8.28	7.84	-0.44	8.14	7.66	-0.48
IC-6	Easy-to-use access tools that allow me to find things on my own	8.14	7.28	-0.86	7.96	7.28	-0.68
IC-7	Making information easily accessible for independent use	8.14	7.56	-0.58	8.17	7.46	-0.71
IC-8	Print and/or electronic journal collections I require for my work	8.22	7.31	-0.91	7.97	7.18	-0.79
Library as Place							
LP-1	Library space that inspires study and learning	8.23	7.56	-0.67	8.12	7.16	-0.96
LP-2	Quiet space for individual activities	8.13	7.32	-0.81	7.93	7.15	-0.78
LP-3	A comfortable and inviting location	8.24	7.89	-0.35	8.21	7.74	-0.47
LP-4	A gateway for study, learning, or research	8.20	7.48	-0.72	8.22	7.50	-0.72
LP-5	Community space for group learning and group study	8.16	7.87	-0.29	8.04	7.48	-0.56
Overall		8.16	7.44	-0.72	8.03	7.26	-0.77

Table XII: 5 Local Questions added by RWWL: AUC Overall (2010 vs. 2013)

	<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	Superiority Gap 2013 (P-D)
Local Questions						
1 A secure and safe place	8.60	7.82	-0.78	8.37	7.69	-0.68
2 Ability to navigate library Web pages easily	8.26	7.41	-0.85	8.22	7.52	-0.70
3 Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.78	7.22	-0.56	7.81	7.10	-0.71
4 Helpfulness in dealing with user's IT problems	8.09	7.38	-0.71	7.95	6.99	-0.96
5 Library orientations/instruction sessions	7.60	7.45	-0.15	7.65	7.21	-0.44

Table XIII: 22 Core Questions – AUC Undergraduate (2010 vs. 2013)

		<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	Superiority Gap 2013 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.85	7.03	-0.82	7.75	7.00	-0.75
AS-2	Giving users individual attention	7.63	7.09	-0.54	7.45	6.83	-0.62
AS-3	Employees who are consistently courteous	8.24	7.36	-0.88	8.15	7.17	-0.98
AS-4	Readiness to respond to users' questions	7.95	7.37	-0.58	7.99	7.38	-0.61
AS-5	Employees who have the knowledge to answer user questions	8.32	7.62	-0.70	8.02	7.25	-0.77
AS-6	Employees who deal with users in a caring fashion	8.23	7.31	-0.92	8.01	7.12	-0.89
AS-7	Employees who understand the needs of their users	8.08	7.32	-0.76	8.03	7.36	-0.67
AS-8	Willingness to help users	8.28	7.72	-0.56	8.02	7.54	-0.48
AS-9	Dependability in handling users' service problems	8.19	7.47	-0.72	7.87	7.07	-0.80
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.99	7.33	-0.66	7.94	6.92	-1.02
IC-2	A library web site enabling me to locate information on my own	8.13	7.48	-0.65	7.82	7.31	-0.51
IC-3	The printed library materials I need for my work	8.03	7.24	-0.79	7.89	7.17	-0.72
IC-4	The electronic information resources I need	8.11	7.29	-0.82	7.88	7.13	-0.75
IC-5	Modern equipment that lets me easily access needed information	8.29	7.83	-0.46	8.05	7.58	-0.47
IC-6	Easy-to-use access tools that allow me to find things on my own	8.15	7.36	-0.79	7.9	7.33	-0.57
IC-7	Making information easily accessible for independent use	8.09	7.51	-0.58	8.13	7.44	-0.69
IC-8	Print and/or electronic journal collections I require for my work	8.24	7.39	-0.85	7.91	7.16	-0.75
Library as Place							
LP-1	Library space that inspires study and learning	8.28	7.55	-0.73	8.08	7.06	-1.02
LP-2	Quiet space for individual activities	8.19	7.32	-0.87	7.89	7.07	-0.82
LP-3	A comfortable and inviting location	8.35	7.92	-0.43	8.13	7.71	-0.42
LP-4	A gateway for study, learning, or research	8.25	7.59	-0.66	8.20	7.43	-0.77
LP-5	Community space for group learning and group study	8.28	7.97	-0.31	8.08	7.44	-0.64
Overall		8.15	7.44	-0.71	7.97	7.20	-0.77

Table XIV: 5 Local Questions added by RWWL: AUC Undergraduate (2010 vs. 2013)

		<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	Superiority Gap 2013 (P-D)
Local Questions							
1	A secure and safe place	8.60	7.82	-0.78	8.37	7.69	-0.68
2	Ability to navigate library Web pages eas	8.26	7.41	-0.85	8.22	7.52	-0.70
3	Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.78	7.22	-0.56	7.81	7.10	-0.71
4	Helpfulness in dealing with user's IT prob	8.09	7.38	-0.71	7.95	6.99	-0.96
5	Library orientations/instruction sessions	7.60	7.45	-0.15	7.65	7.21	-0.44

Table XV: 22 Core Questions – AUC Graduate (2010 vs.2013)

		<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	Superiority Gap 2013 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.85	7.03	-0.82	7.75	7.00	-0.75
AS-2	Giving users individual attention	7.63	7.09	-0.54	7.45	6.83	-0.62
AS-3	Employees who are consistently courteous	8.24	7.36	-0.88	8.15	7.17	-0.98
AS-4	Readiness to respond to users' questions	7.95	7.37	-0.58	7.99	7.38	-0.61
AS-5	Employees who have the knowledge to answer user questions	8.32	7.62	-0.70	8.02	7.25	-0.77
AS-6	Employees who deal with users in a caring fashion	8.23	7.31	-0.92	8.01	7.12	-0.89
AS-7	Employees who understand the needs of their users	8.08	7.32	-0.76	8.03	7.36	-0.67
AS-8	Willingness to help users	8.28	7.72	-0.56	8.02	7.54	-0.48
AS-9	Dependability in handling users' service problems	8.19	7.47	-0.72	7.87	7.07	-0.80
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.99	7.33	-0.66	7.94	6.92	-1.02
IC-2	A library web site enabling me to locate information on my own	8.13	7.48	-0.65	7.82	7.31	-0.51
IC-3	The printed library materials I need for my work	8.03	7.24	-0.79	7.89	7.17	-0.72
IC-4	The electronic information resources I need	8.11	7.29	-0.82	7.88	7.13	-0.75
IC-5	Modern equipment that lets me easily access needed information	8.29	7.83	-0.46	8.05	7.58	-0.47
IC-6	Easy-to-use access tools that allow me to find things on my own	8.15	7.36	-0.79	7.9	7.33	-0.57
IC-7	Making information easily accessible for independent use	8.09	7.51	-0.58	8.13	7.44	-0.69
IC-8	Print and/or electronic journal collections I require for my work	8.24	7.39	-0.85	7.91	7.16	-0.75
Library as Place							
LP-1	Library space that inspires study and learning	8.28	7.55	-0.73	8.08	7.06	-1.02
LP-2	Quiet space for individual activities	8.19	7.32	-0.87	7.89	7.07	-0.82
LP-3	A comfortable and inviting location	8.35	7.92	-0.43	8.13	7.71	-0.42
LP-4	A gateway for study, learning, or research	8.25	7.59	-0.66	8.20	7.43	-0.77
LP-5	Community space for group learning and group study	8.28	7.97	-0.31	8.08	7.44	-0.64
Overall		8.15	7.44	-0.71	7.97	7.20	-0.77

Table XX: 5 Local Questions added by RWWL: AUC Graduate (2010 vs. 2013)

	<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	Superiority Gap 2013 (P-D)
Local Questions						
1 Library orientations/instructions sessions	8.31	7.77	-0.63	8.42	8.03	-0.39
2 Helpfulness in dealing with users' IT problems	8.22	7.44	-0.83	8.14	6.95	-1.19
3 Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.92	7.69	-0.55	8.50	8.23	-0.27
4 Ability to navigate library Web pages easily	8.34	7.74	-0.68	8.54	7.38	-1.16
5 A secure and safe place	8.55	8.10	-0.29	8.08	7.81	-0.27

Table XXI: 22 Core Questions – AUC Faculty (2010 vs.2013)

		<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2010 (P-D)	<u>Desired</u> 2013	<u>Perceived</u> 2013	Superiority Gap 2013 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	8.35	7.35	-1.00	8.50	6.88	-1.62
AS-2	Giving users individual attention	8.00	7.06	-0.94	8.52	7.33	-1.19
AS-3	Employees who are consistently courteous	8.50	7.74	-0.76	8.70	8.20	-0.50
AS-4	Readiness to respond to users' questions	8.08	7.38	-0.70	8.50	7.77	-0.73
AS-5	Employees who have the knowledge to answer user questions	7.78	7.50	-0.28	8.35	7.29	-1.06
AS-6	Employees who deal with users in a caring fashion	8.33	7.70	-0.63	8.64	7.80	-0.84
AS-7	Employees who understand the needs of their users	8.21	7.24	-0.97	8.44	8.00	-0.44
AS-8	Willingness to help users	8.33	8.17	-0.16	8.63	7.97	-0.66
AS-9	Dependability in handling users' service problems	8.47	7.86	-0.61	8.33	7.50	-0.83
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.11	6.30	-1.81	8.28	6.44	-1.84
IC-2	A library web site enabling me to locate information on my own	8.08	6.66	-1.42	8.52	6.45	-2.07
IC-3	The printed library materials I need for my work	7.53	6.69	-0.84	8.19	7.00	-1.19
IC-4	The electronic information resources I need	8.20	6.73	-1.47	8.34	6.90	-1.44
IC-5	Modern equipment that lets me easily access needed information	8.26	7.91	-0.35	8.71	7.93	-0.78
IC-6	Easy-to-use access tools that allow me to find things on my own	8.21	6.74	-1.47	8.37	6.57	-1.80
IC-7	Making information easily accessible for independent use	8.29	7.42	-0.87	8.67	7.38	-1.29
IC-8	Print and/or electronic journal collections I require for my work	8.02	6.51	-1.51	8.53	7.19	-1.34
Library as Place							
LP-1	Library space that inspires study and learning	7.86	7.50	-0.36	8.31	7.74	-0.57
LP-2	Quiet space for individual activities	7.51	7.29	-0.22	8.46	7.31	-1.15
LP-3	A comfortable and inviting location	7.4	7.35	-0.05	8.76	7.52	-1.24
LP-4	A gateway for study, learning, or research	7.74	6.81	-0.93	8.19	7.72	-0.47
LP-5	Community space for group learning and group study	7.23	7.20	-0.03	7.35	7.50	0.15
Overall		8.08	7.21	-0.87	8.44	7.37	-1.07

Table XXII: 5 Local Questions added by RWWL: AUC Faculty (2010 vs. 2013)

	Desired 2010	Perceived 2010	Superiority Gap 2010 (P-D)	Desired 2013	Perceived 2013	Superiority Gap 2013 (P-D)
Local Questions						
1 Library orientations/instructions sessions	7.73	7.77	0.04	8.45	7.95	-0.50
2 Helpfulness in dealing with users' IT problems	8.05	6.91	-1.14	8.33	6.94	-1.39
3 Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.21	6.57	-0.64	8.13	7.75	-0.38
4 Ability to navigate library Web pages easily	8.41	7.14	-1.27	8.59	6.53	-2.06
5 A secure and safe place	8.51	7.03	-1.48	8.65	7.61	-1.04

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