

2009

Libraries

UNLV

LIBQUAL+ 2009 UNLV LIBRARIES SUMMARY REPORT

This report gathers material from the LibQual+ Notebook, the Disciplinary Analysis Notebook, comments files, and non-ARL libraries data to synthesize findings for staff discussion and use. -- Report prepared by Jeanne Brown, Assessment Librarian.

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Background

LibQual+ was administered at UNLV for the fourth time in spring 2009. Previous administrations occurred in 2002, 2004, and 2006.

LibQUAL+(TM) is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+(TM) are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
 - Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions

LibQual+ survey currently has three categories of questions: affect of service relating to staff qualities, library as place, and information control relating to both collections and ease of access to information. In 2002 there were four categories, making it more difficult to compare over time.

In the three categories there are a total of 22 core questions. The Libraries chose an additional five questions from a pool provided by LibQual. For each of the 22 + 5, respondents are asked to indicate on a 1-9 scale their minimum expectations, their perception of current performance, and their desired level of service. There are also three questions concerning satisfaction, and five questions relating to information literacy goals. These eight are rated on an agree/disagree 1-9 scale. Respondents are also provided the opportunity to make comments, which sometimes serves to provide concrete examples that supplement the ratings.

Response Numbers 2002-2009

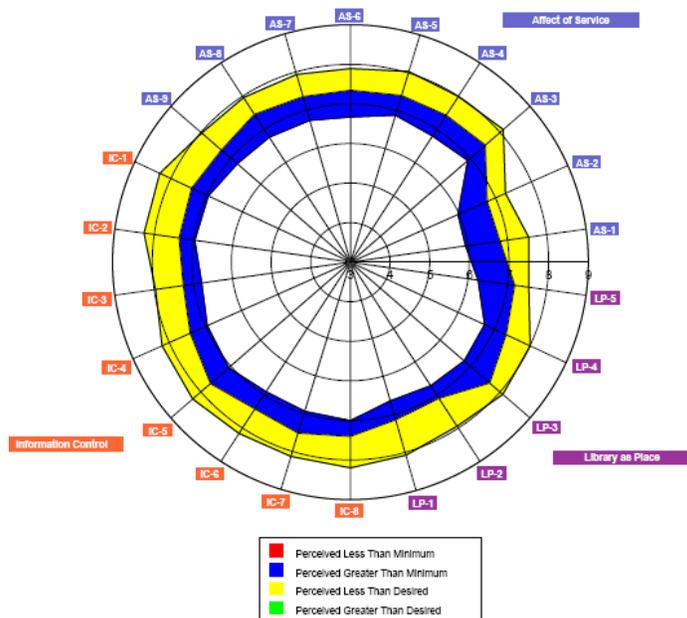
The 2009 survey resulted in 1333 completed surveys, 1272 of those valid. An additional 1672 surveys were started but not completed (this could include those from people who started it and came back later to re-start/complete). This is much higher than the number of responses received in previous administrations. In 2009 we did not limit participation of undergraduates and graduate students to a sample. Instead we actively marketed LibQual+ and solicited respondents through multiple means, including emails to colleges, newsletter articles, web site announcements, and coffee-coupon incentives for respondents.

	Undergraduate	Graduate	Faculty	Library Staff	Staff	Total
2002	115	92	120	50	8	385
2004	234	273	113	44	2	666
2006	92	63	57	30	2	244
2009	702	341	148	56	25	1272

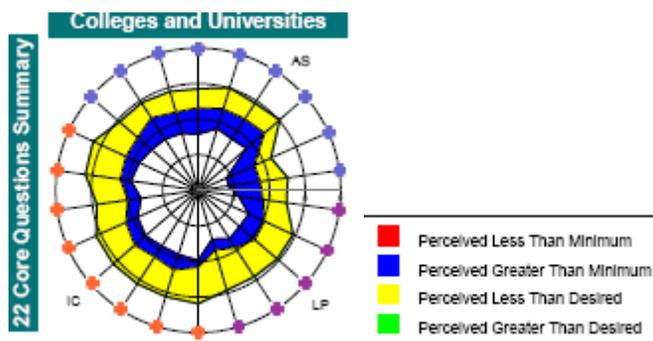
Results by user groups

Results – All respondent groups (excluding library staff)

Overall, responses were quite positive. The radar chart below shows this graphically. The blue areas are above minimum expectations. Were there any areas below minimum, the color would be red. The yellow represents ratings below desired. Since there are no red areas, all are above minimum expectations for respondents as a whole.



This is quite similar to the pattern for all 120 colleges and universities taking the survey in the 2009 first session (January–June). The chart below is based on 53,447 responses.



2009 also reflects an improvement over previous years. In 2004 there was one question below minimum expectations for the all respondents group: “Print and/or electronic journal collections I require for my work.” In 2006 there were five questions below minimum. (Note: further comparisons with previous UNLV LibQual+ survey results will be limited to comparison with 2004 results. Results in 2006 came from a very limited number of respondents; results from the 2002 survey are for questions not consistently the same as the ones from 2004 onwards. Results from

2006 were mostly lower than both 2004 and 2009, and do not therefore contribute to a productive analysis. Comparing with 2004 gives us a five-year span to judge change.)

The adequacy mean in 2009 was up for all core questions except for the five in the library as place category. The adequacy mean is derived by subtracting the minimum mean from the perceived mean. Therefore a change in adequacy mean could mean a change in the minimum rating or in the rating of perceived performance. Looking just at perceived ratings, scores are up for all questions except library as place items LP1, LP2, and LP3.

Core questions along with minimum mean, desired mean, perceived mean and adequacy mean for 2009 are below.

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean
Affect of Service					
AS-1	Employees who instill confidence in users	5.93	7.54	6.81	0.88
AS-2	Giving users individual attention	5.97	7.28	6.78	0.81
AS-3	Employees who are consistently courteous	6.92	8.11	7.51	0.59
AS-4	Readiness to respond to users' questions	6.80	7.99	7.43	0.63
AS-5	Employees who have the knowledge to answer user questions	6.88	8.04	7.41	0.52
AS-6	Employees who deal with users in a caring fashion	6.67	7.89	7.35	0.68
AS-7	Employees who understand the needs of their users	6.73	7.93	7.35	0.63
AS-8	Willingness to help users	6.76	7.96	7.45	0.69
AS-9	Dependability in handling users' service problems	6.79	7.97	7.32	0.53
Information Control					
IC-1	Making electronic resources accessible from my home or office	6.96	8.31	7.42	0.47
IC-2	A library Web site enabling me to locate information on my own	6.97	8.26	7.37	0.40
IC-3	The printed library materials I need for my work	6.79	7.97	7.26	0.47
IC-4	The electronic information resources I need	6.95	8.20	7.43	0.47
IC-5	Modern equipment that lets me easily access needed information	7.07	8.27	7.68	0.61
IC-6	Easy-to-use access tools that allow me to find things on my own	6.91	8.16	7.43	0.52
IC-7	Making information easily accessible for independent use	6.94	8.13	7.52	0.58
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.20	7.41	0.40
Library as Place					
LP-1	Library space that inspires study and learning	6.65	8.07	7.14	0.50
LP-2	Quiet space for individual activities	6.72	7.95	7.10	0.38
LP-3	A comfortable and inviting location	6.81	8.09	7.66	0.85
LP-4	A getaway for study, learning, or research	6.74	8.00	7.33	0.60
LP-5	Community space for group learning and group study	6.25	7.55	7.19	0.94
Overall:		6.74	8.00	7.33	0.59

In addition to the 22 core questions, the library selected an additional five questions, two of which had been asked in 2004. For those two questions (the first two on the list below) the

overall (all populations combined) adequacy mean was up. The adequacy mean for faculty and undergrads was also up; for graduate students the adequacy mean for those two questions was slightly down, although their perceived means for those two questions was up (indicating the minimum was up as well, since adequacy is calculated by subtracting minimum from perceived).

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean
Teaching me how to access, evaluate, and use information	6.11	7.51	6.91	0.80
Making me aware of library services	6.10	7.41	6.70	0.59
A library environment that is hospitable and conducive to finding and using information	6.96	8.15	7.58	0.62
Ease and timeliness in getting materials from other libraries	6.75	7.89	7.37	0.62
An online catalog that is user-friendly for finding materials	6.94	8.24	7.35	0.41

General satisfaction means are also up from 2004, for all three satisfaction questions, and for all populations (faculty, graduate student, undergraduate). Ratings of the three populations are remarkably similar, ranging from 7.62 – 7.76 for the first question, 7.25 – 7.42 for the second, and 7.51- 7.56 for the third. (Satisfaction questions are also on a 1-9 scale). The three satisfaction questions are:

- In general, I am satisfied with the way in which I am treated at the library.
- In general, I am satisfied with library support for my learning, research, and/or teaching.
- How would you rate the overall quality of service provided by the library?

Means for the five items dealing with satisfaction concerning the information literacy services provided by the library are all up from 2004, for all groups. Faculty responses for all questions show the highest increase. The items describing these educational outcomes along with the range of ratings and population supplying the high/low rating are below. Faculty provided the highest rating in one of the five questions; graduate students and undergraduates provided highest ratings for two each of the remaining four.

- The library helps me stay abreast of developments in my field(s) of interest. 6.29 (grad)-6.47 (faculty)
- The library aids my advancement in my academic discipline or work. 7.11 (faculty)-7.37 (grad)
- The library enables me to be more efficient in my academic pursuits or work. 7.29 (undergrad)-7.42 (grad)
- The library helps me distinguish between trustworthy and untrustworthy information. 5.74 (faculty)-6.64 (undergrad)
- The library provides me with the information skills I need in my work or study. 6.41 (faculty) -6.97 (undergrad)

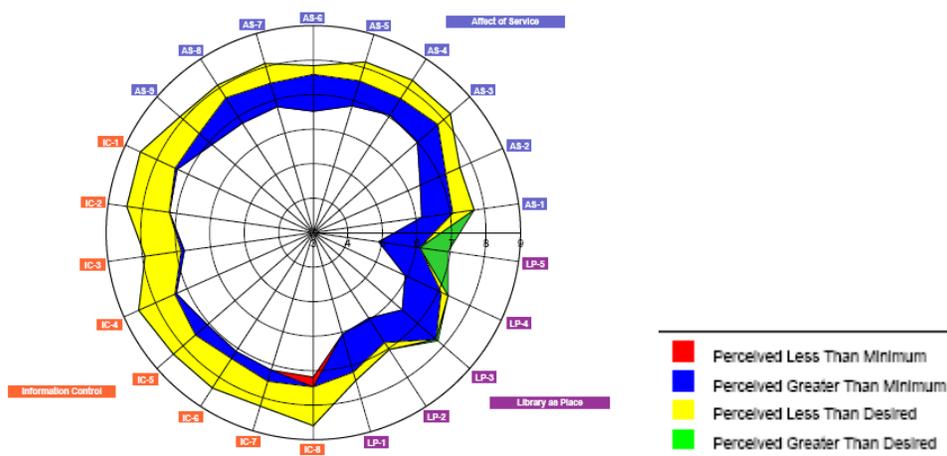
Use of physical and virtual library 2004 to 2009

Undergraduate use is up in both categories. Graduate use is down for the physical library, and the same for the virtual. Faculty use is down for use of the physical library and up for use of the virtual library.

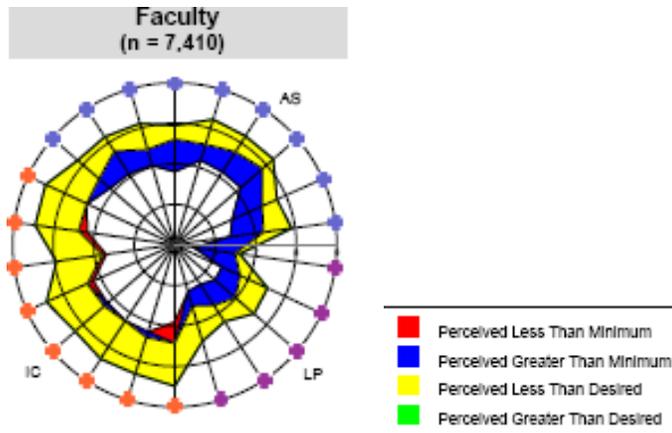
	2004 Physical	2004 Virtual	2009 Physical	2009 Virtual
Undergrad	71%	52%	77%	58%
Graduate	59%	70%	57%	70%
Faculty	54%	80%	50%	82%

Results – Faculty respondents

For only one of the three 2009 UNLV populations do any responses fall below minimum expectations in any category, and that is for faculty. Faculty dip below minimum on two questions: “A library web site enabling me to locate information on my own” (IC2) and “Print and/or electronic journal collections I require for my work” (IC8). IC2 is so close to minimum that the red does not show up well in the radar chart below! The 2009 results are an improvement over 2004. In 2004, faculty rated 8 questions below expectations, including the two rated below in 2009. For these two questions, there was improvement from 2004: on IC2 concerning the web site, the adequacy mean (perceived mean minus minimum mean) went from $-.26$ in 2004 to $-.01$ in 2009; on IC8 the adequacy mean went from -1.05 to $-.28$. In fact, adequacy means are up from 2004 for all questions except AS1 (Employees who instill confidence in users) and LP3 (A comfortable and inviting location). Note also the green area on the graph below. Faculty rated a couple of library as place questions as above desired, especially the “community space for group learning and group study” which they would not be expected to need!



The radar chart below for faculty respondents at the 120 non-ARL colleges and universities taking the survey during the same period as UNLV (Jan.—June 2009) shows a pattern somewhat similar to UNLV's, although with more red (perceived below minimum) in Information Control. The chart below shows the group rating IC2, IC3, IC4 and IC8 as below minimum, and other questions in Information Control as very close to minimum.



Comparing UNLV faculty means for Affect of Service, Information Control, and Library as Place show UNLV faculty means for the most part a bit below the means for the non-ARL group. This is true for all means except four. However for both UNLV and the comparison group the means for desired by category show the same pattern: faculty “desired” mean scores by category show Information Control highest, followed by Affect of Service, and lastly Library as Place.

	UNLV Means	College/Universities Means	Difference
Affect of Service			
Desired	8.02	8.07	-.05
Perceived	7.49	7.55	-.06
Minimum	6.72	6.93	-.21
Information Control			
Desired	8.38	8.36	.02
Perceived	7.31	7.17	.14
Minimum	7.19	7.27	-.08
Library as Place			
Desired	7.13	7.35	-.22
Perceived	7.16	6.78	.38
Minimum	5.86	6.15	-.29
Overall			
Desired	7.99	8.04	-.05
Perceived	7.38	7.25	.13
Minimum	6.73	6.91	-.18

UNLV Faculty items with highest “desired” ratings

The five core questions receiving the **highest desired** rating for 2009 faculty respondents not surprisingly all fall into the Information Control area. The list below is in rank order.

- 8.60 Print and/or electronic journal collections I require for my work (IC8),

- 8.54 The electronic information resources I need (IC4),
- 8.53 Making electronic resources accessible from my home or office (IC1),
- 8.46 A library web site enabling me to locate information on my own (IC2),
and – in a tie for fifth place –
- 8.37 Modern equipment that lets me easily access needed information (IC5) and
- 8.37 Easy to use access tools that allow me to find things on my own (IC6).

In addition, one of the local questions had a higher desired rating than some in the top five core questions, and it too is an “Information Control” issue:

- 8.51 An online catalog that is user-friendly for finding information. (Local question #5)

UNLV Faculty items with lowest “desired” ratings

The five questions receiving the **lowest desired** ratings are primarily from the Library as Place category, but not entirely – there is one in the Affect of Service (AS) category.

- 6.11 Community space for group learning and group study (LP5)
- 7.04 Quiet space for individual activities (LP2)
- 7.31 A getaway for study, learning or research (LP4)
- 7.46 Library space that inspires study and learning (LP1), and
- 7.65 Giving users individual attention (AS2).

These same five are the five lowest “minimum expectations” level. *Faculty do not have high expectations or desires concerning library as place.*

In addition, two of the local questions fit into the range of lowest desired ratings:

- 7.15 Teaching me how to access, evaluate, and use information (local question #1)
- 7.33 Making me aware of library resources and services (local question #2)

UNLV Faculty items with lowest “perceived” ratings

The five questions receiving the **lowest perceived** performance ratings are:

- 6.80 Quiet space (LP2)
- 6.87 Print materials (IC3)
- 6.94 Community space (LP5)
- 7.08 Employees who instill confidence (AS1), and
- 7.09 A getaway for study, learning or research (LP4).

In addition, two of the local questions fit into the range of lowest perceived ratings:

- 6.70 Teaching me how to access, evaluate, and use information (local question #1)
- 6.79 Making me aware of library resources and services (local question #2)

None of these are items with top desired ratings. LP2, LP5, LP4 and local questions #1 and #2 are all in the least desired category.

UNLV Faculty items with highest “perceived” ratings

The five questions receiving the **highest perceived** performance ratings are:

- 7.78 Employees who are consistently courteous (AS3),
- 7.78 A comfortable and inviting location (LP3),
- 7.66 Willingness to help others (AS8),

- 7.64 Readiness to respond to users' questions (AS4), and
- 7.59 Employees who deal with users in a caring fashion (AS6).

In addition, one of the local questions rated equivalent to the highest perceived:
7.72 A library environment that is hospitable and conducive to finding and using information.
(local question #3)

None of these are in the top desired, nor in the least desired.

UNLV Faculty perceived means 2004 to 2009

The average faculty perceived mean is up from 2004. **Perceived means** are up for items in Affect of Service (9 items up, 0 down) and mostly up for Information Control (7 items up, 1 down) and Library as Place (3 items up, 2 down). Overall, comparing with 2004, the perceived mean is up for 19 questions and down for 3. Perceived means are down for LP1 (space that inspires study and teaching), LP2 (quiet), and IC5 (modern equipment).

UNLV Faculty items with lowest adequacy means

The adequacy mean (perceived minus minimum) gives a more unified way of looking at ratings than looking just at perceived. For instance an area could get a low "perceived" rating, but if the minimum expectation rating is also low, that will result in a higher (better) adequacy mean.

The **lowest adequacy means** for faculty in 2009 are:

- 0.28 Print and/or electronic journals (IC8),
- 0.01 Library web site enabling me to locate information on my own (IC2),
- 0.05 Electronic information resources I need (IC4),
- 0.07 Making electronic resources accessible from my home or office (IC1), and
- 0.09 Printed library materials (IC3).

Four of these are in the top desired: IC1, IC2, and IC4, and IC8. These therefore represent areas for discussion.

UNLV Faculty items with highest adequacy means

The highest adequacy means fall primarily in the Library as Place category:

- 2.03 Community space for group learning (LP5),
- 1.37 A comfortable and inviting location (LP3),
- 1.15 A getaway for study, learning, or research (LP4),
- 1.14 Library space that inspires study and learning (LP1), and
- 1.07 Employees who deal with users in a caring fashion (AS6).

None of these are in the top desired. LP5, LP4, LP1 are in the least desired.

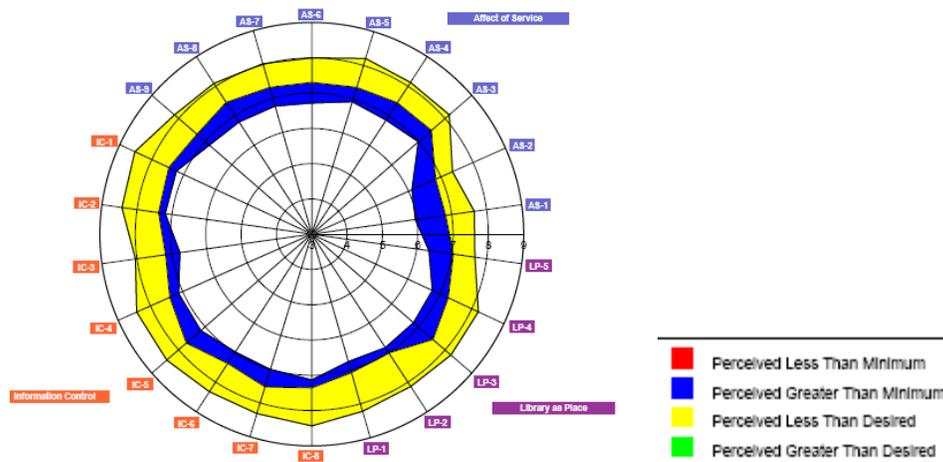
Conclusion for faculty results

Four areas in particular have a much higher desired expectation than perceived performance. These four areas signal a need for further improvement.

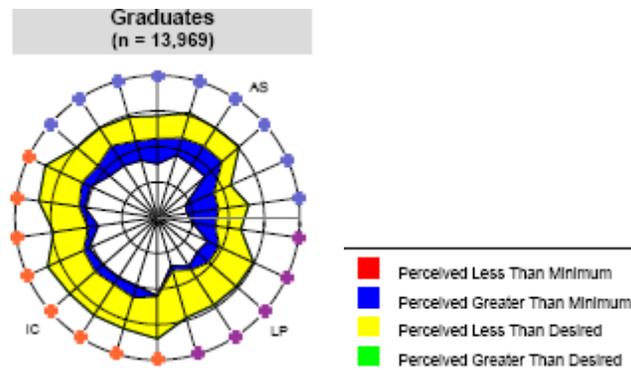
- IC1 Making electronic resources accessible from my home or office
- IC2 Library web site enabling me to locate information on my own
- IC4 Electronic information resources I need
- IC8 Print and/or electronic journals

Results – Graduate student respondents

Graduate students rated all questions as above minimum expectations. In 2004 they rated all but one above minimum (Print and/or electronic journal collections I require for my work). Note: 28% of the graduate student respondents come from Education grad students.



The radar chart below reflects 13,969 graduate students from other non-ARL universities. It would seem that the comparison group rates perceived performance of employees more highly over minimum than UNLV respondents do.



Comparing UNLV graduate student means for Affect of Service, Information Control, and Library as Place shows UNLV means higher in all cases than for the non-ARL group of colleges and universities. Looking at the pattern of desired categories, for UNLV graduate students the order of desired categories is Information Control, Library as Place, and Affect of Service. However for the comparison group the means for “desired” by category show the pattern Information Control highest, followed by Affect of Service, and lastly Library as Place (although the last two means are virtually the same).

	UNLV Means	College/Universities Means	Difference
Affect of Service			
Desired	7.98	7.85	.13
Perceived	7.26	7.18	.08
Minimum	6.67	6.52	.15
Information Control			
Desired	8.37	8.30	.07
Perceived	7.43	7.24	.19
Minimum	7.08	7.03	.05
Library as Place			
Desired	8.09	7.83	.26
Perceived	7.19	6.78	.41
Minimum	6.70	6.43	.27
Overall			
Desired	8.16	8.03	.13
Perceived	7.31	7.12	.19
Minimum	6.84	6.70	.14

UNLV graduate student items with highest “desired” ratings

The five questions receiving the **highest desired** ratings for 2009 graduate student respondents, like faculty, fall in the Information Control section:

- 8.53 Making electronic resources accessible from my home or office (IC1),
- 8.44 Modern equipment that lets me easily access needed information (IC5),
- 8.43 A library web site enabling me to locate information on my own (IC2),
- 8.43 The electronic information resources I need (IC4),
- 8.43 Print and/or electronic journal collections I require for my work (IC8).

UNLV graduate student items with lowest “desired” ratings

The five core questions receiving the **lowest “desired”** ratings fall into all three categories:

- 7.36 Giving users individual attention (AS2),
- 7.65 Employees who instill confidence (AS1),
- 7.67 Community space (LP5),
- 8.03 Employees who understand the needs of their users (AS7), and
- 8.04 Printed library materials (IC3).

In addition, two of the five local questions fit into the lowest desired range:
7.55 Making me aware of library resources and services (local question 2)
7.67 Teaching me how to access, evaluate, and use information (local question #1)

UNLV graduate student items with lowest “perceived” ratings

The five core questions receiving the **lowest perceived** performance ratings are:

- 6.83 Employees who instill confidence in users (AS1),
- 6.84 Giving users individual attention (AS2),
- 7.01 Quiet space for individual activities (LP2),
- 7.05 Community space for group learning and group study (LP5), and
- 7.08 Library space that inspires study and learning (LP1).

In addition, two of the five local questions fit into the lowest perceived range:

- 6.68 Making me aware of library resources and services (local question 2)
- 6.81 Teaching me how to access, evaluate, and use information (local question #1)

None of these were in the top five desired. AS1, AS2, LP5, and local questions #1 and #2 are in the least desired category, and are the five with the lowest minimum expectations as well.

UNLV graduate student items with highest “perceived” ratings

The five questions receiving the **highest perceived** performance ratings are:

- 7.55 Comfortable and inviting location (LP3),
- 7.53 Making information easily available for independent use (IC7),
- 7.49 Employees who are consistently courteous (AS3),
- 7.47 Making electronic resources accessible from my home or office (IC1), and
- 7.46 Willingness to help others (AS8).

IC1 is the only one in the top five desired. It represents a perceived value.

UNLV graduate student perceived means 2004 to 2009

The average graduate student perceived mean is up from 2004. **Perceived means** are up for items in Affect of Service (9 items up, 0 down) and Information Control (8 items up, 0 down), and down for three Library as Place items (3 items down, 2 up). Overall, comparing with 2004, the perceived mean is up for 20 questions and down for 2. Items down from 2004 for LP1, LP2, and LP3.

UNLV graduate student items with lowest adequacy means

Adequacy means are up from 2004 for all questions except IC1, IC2, and all LP questions. **Lowest adequacy means** in 2009 for graduate students, falling primarily into Information Control, are:

- .18 Quiet space for individual activities (LP2),
- .19 Library web site enabling me to locate information on my own (IC2),
- .22 Print and/or electronic journals (IC8),
- .24 Electronic resources accessible from home or office (IC1), and
- .27 Electronic information resources I need (IC4).

In addition one of the local questions falls into the lowest adequacy means range:

- .20 An online catalog that is user-friendly for finding materials (local question #5).

Four of these are also in the top five desired (IC1, IC2, IC4, and IC8) and therefore require attention.

UNLV graduate student items with highest adequacy means

Highest adequacy means fall into the Affect of Service and Library as Place categories:

- .86 Employees who instill confidence in users (AS1),
- .74 Giving users individual attention (AS2),
- .73 A comfortable and inviting location (LP3),
- .70 Community space for group learning (LP5), and
- .66 Willingness to help users (AS8).

AS1, AS2, and LP5 are among the five lowest desired.

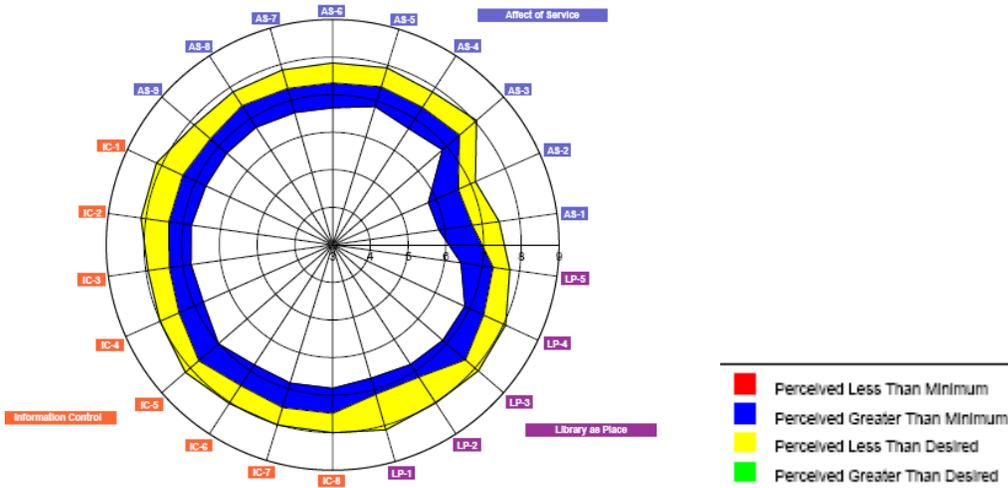
Conclusion for graduate student results

Four areas in particular have a much higher desired expectation than perceived performance. These four areas signal a need for further improvement. These are the same four items faculty results indicated needed further improvement.

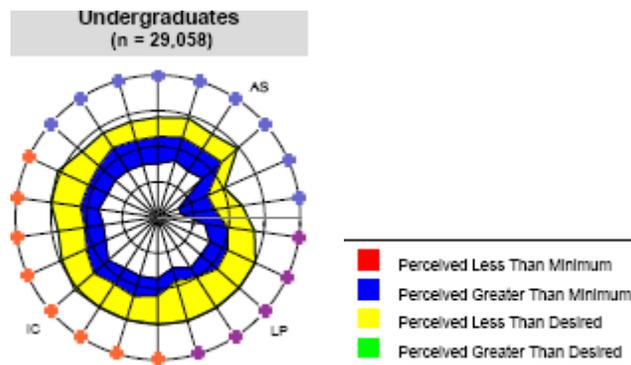
- IC1 Making electronic resources accessible from my home or office
- IC2 Library web site enabling me to locate information on my own
- IC4 Electronic information resources I need
- IC8 Print and/or electronic journals

Results – Undergraduate respondents

Undergraduates rated perceived performance in all areas as above minimum expectations, just as they did in 2004. Comparing the adequacy means from 2004 to 2009, all means have gone up with the exception of AS9 (Dependability in handling users' service problems) and four of the five library as place questions (LP1-4). Strangely, given the number of comments about the need for additional or more strongly regulated group study areas, the adequacy mean for LP5 (Community space for group learning and group study) went up from 2004. For 17 of the 22 questions, the perceived mean went up. The overall average of the perceived means also went up. The overall minimum mean was up from 2004; the desired mean was down.



The Radar chart below shows results are very similar to the undergrads at other institutions.



Comparing UNLV undergraduate student means for Affect of Service, Information Control, and Library as Place shows UNLV means higher in all categories than for the non-ARL group of colleges and universities. Looking at the pattern of desired categories, both UNLV undergraduate students and the undergrads in the comparison group reflect the order of desired categories as Information Control, Library as Place, and Affect of Service

	UNLV Means	College/Universities Means	Difference
Affect of Service			
Desired	7.76	7.70	.06
Perceived	7.22	7.12	.10
Minimum	6.53	6.36	.17
Information Control			
Desired	8.06	8.01	.05
Perceived	7.48	7.22	.26
Minimum	6.82	6.68	.14
Library as Place			
Desired	8.01	7.97	.04
Perceived	7.35	7.04	.31
Minimum	6.74	6.55	.19
Overall			
Desired	7.93	7.88	.05
Perceived	7.33	7.14	.19
Minimum	6.68	6.53	.15

UNLV undergraduate student items with highest desired ratings

The five questions receiving the **highest desired** rating for 2009 undergraduate respondents are in the Information Control and Library as Place categories:

- 8.17 Modern equipment (IC5),
- 8.15 Making electronic resources accessible from my home or office (IC1),
- 8.13 Web site (IC2).

- 8.12 Library space that inspires study and learning (LP1) and
- 8.12 A comfortable and inviting location (LP3).

Graduate students and faculty put strong emphasis through their “desired” ratings on the Information Control category, but undergraduates, although also valuing that aspect, consider library spaces among their most desired services.

UNLV undergraduate student items with lowest desired ratings

The five questions receiving ratings indicating **least desired** are primarily in the Affect of Service category:

- 7.14 Giving users individual attention (AS2),
- 7.46 Employees who instill confidence (AS1),
- 7.74 Community space for group learning and group study (LP5),
- 7.84 Employees who understand the needs of their users (AS7), and
- 7.85 Caring employees (AS6).

In addition three of the local questions fall into the least desired range:

- 7.36 Making me aware of library resources and services (local question #2),
- 7.51 Teaching me how to access, evaluate, and use information (local question #1), and
- 7.69 Ease and timeliness in getting materials from other libraries (local question #4).

Given the number of comments about needing group study space, it is a surprise to find the community space item in the least desired group.

UNLV undergraduate student items with lowest perceived ratings

The five questions receiving the **lowest perceived** performance ratings fall into the Affect of Service and Library as Place categories:

- 6.65 Giving users individual attention (AS2),
- 6.74 Employees who instill confidence in users (AS1),
- 7.14 Library space that inspires study and learning (LP1),
- 7.20 Quiet space for individual activities (LP2),
- 7.30 Community space (LP5), and
- 7.30 Dependability in handling users’ service problems (AS9).

In addition three of the local questions fall into the lowest perceived range:

- 6.69 Making me aware of library resources and services (local question #2),
- 7.02 Teaching me how to access, evaluate, and use information (local question #1), and
- 7.28 Ease and timeliness in getting materials from other libraries (local question #4).

One of these is also in the top five desired (LP1) and requires attention. Six of these are in the least desired: LP5, AS1, AS2 and local questions #1, #2, and #4..

UNLV undergraduate student with highest perceived ratings

The five questions receiving the **highest perceived** performance ratings fall into all three categories:

- 7.67 Comfortable and inviting location (LP3),
- 7.53 Making information easily accessible for independent use (IC7),
- 7.49 Print and/or electronic journal collections (IC8),
- 7.47 Easy to use access tools that allow me to find things on my own (IC6),
- 7.46 Electronic information resources I need (IC4), and
- 7.46 Employees who are consistently courteous (AS3).

In addition one of the local questions falls into this range for highest perceived:

- 7.59 A library environment that is hospitable and conducive to finding and using information (local question #3)

LP3 is also in the top five desired and therefore a perceived value.

UNLV undergraduate perceived means 2004 to 2009

The average undergraduate perceived mean is up from 2004. **Perceived means** are mostly up for items in Affect of Service (8 items up, 1 down), Information Control (7 items up, 1 down), and Library as Place (3 items up, 2 down). Overall, comparing with 2004, the perceived mean is up for 18 questions and down for 4. The mean is down for IC5, LP1, LP2, and AS9 (minimally). This is very similar to the pattern for faculty perceived means (those down for faculty are IC5, LP1, LP2).

UNLV undergraduate student items with lowest adequacy means

The **lowest adequacy means** for undergraduates in 2009 are in all three categories:

- .40 Quiet space for individual activities (LP2),
- .45 Library space that inspires study (LP1),
- .55 A getaway for study, learning, or research (LP4),
- .55 Employees who have the knowledge to answer user questions (AS5),
- .58 Dependability in handling users' service problems (AS9), and
- .58 The printed library materials I need for my work (IC3).

LP1 (space that inspires study and learning) is in the top five desired and therefore requires attention.

UNLV undergraduate student items with highest adequacy means

- .89 Employees who instill confidence (AS1),
- .87 Giving users individual attention (AS2),
- .86 Community space for group learning (LP5),
- .79 A comfortable and inviting location (LP3), and
- .70 The electronic information resources I need (IC4).

In addition two local questions received means falling into this range:

- .92 Teaching me how to access, evaluate, and use information (local question #1),
- .71 Ease and timeliness in getting materials from other libraries (local question #4).

LP3 is in the top desired, and should be considered a perceived value.

Conclusion for undergraduate student results

One area in particular has a much higher desired expectation than perceived performance. This area signals a need for further improvement:

LP1 Space that inspires study and learning.

On the other hand, LP3, A comfortable and inviting location has high perceived performance and a high desired rating, indicating a perceived value.

Summary Top 5 Desired

(mean rating in parentheses after item number)

Top desired (all): IC1 (8.31), IC5 (8.27), IC2 (8.26), IC4 (8.2), IC8 (8.2)
+ local #5 (8.24)

Top desired (UG): IC5 (8.17), IC1 (8.15), IC2 (8.13), LP1 (8.12), LP3 (8.12)

Top desired (GRAD): IC1 (8.53), IC5 (8.44), IC2 (8.43), IC4 (8.43), IC8 (8.43)

Top desired (FAC): **IC8** (8.60), IC4 (8.54), IC1 (8.53), **IC2** (8.46), IC5 (8.37), IC6 (8.37)
+ local #5 (8.51)

FAC are below minimum in **IC2** and **IC8**.

Disciplinary perspectives

Disciplines overrepresented (i.e. the percentage of respondents is higher than the percent of the population)

Architecture Studies	population 613 / 2.06%;	number of respondents	107/ 8.98%
Dental Medicine	population 369 / 1.24%;	number of respondents	21 / 1.76%
Education	population 2,885 /9.67%	number of respondents	171/ 14.36%
English	population 453/ 1.52%	number of respondents	33/ 2.77%
Fine Arts	population 1,123/ 3.77%	number of respondents	47 /3.95%
Health Sciences	population 1,590 /5.33%	number of respondents	65/ 5.46%
History	population 331 /1.11%	number of respondents	36 /3.02%
Liberal Arts	population 861 /2.89%	number of respondents	72 /6.05%
Music	population 363/ 1.22%	number of respondents	15 /1.26%
Psychology	population 1,174 /3.94%	number of respondents	47/ 3.95%
Science / Math	population 2,226 /7.46%	number of respondents	99 /8.31%
Urban Affairs	population 798 /2.68%	number of respondents	47/ 3.95%

Disciplines underrepresented, compared to their percentage of the population

Business	population 3,932 /13.18%	number of respondents	109 /9.15%
Communications / Journalism	population 769 /2.58%	number of respondents	26/ 2.18%
Criminal Justice	population 810/ 2.72%	number of respondents	26/ 2.18%
Engineering / Computer Science	population 1,820/ 6.10%	number of respondents	55 4.62%
Hotel Administration	population 2,850/ 9.56%	number of respondents	50/ 4.20%
Nursing	population 1,068/ 3.58%	number of respondents	38/ 3.19%
Political Science	population 489 /1.64%	number of respondents	19 /1.60%
University Studies	population 709 /2.38%	number of respondents	5 /0.42%

Disciplines putting an item in top 5-7 desired – 19 disciplines, not counting law and “other.” List is in order by number of disciplines indicating it is highly desired.

IC1: Making electronic resources accessible from my home or office. 14 disciplines put this in the top five desired: Architecture, Business, Communications, Criminal Justice, Education, Engineering, English, Fine Arts, History, Liberal Arts, Music, Political Science, Psychology, and Urban Affairs. Surprisingly, Dental, Health Sciences, Hotel, Nursing, and Science did NOT put it in the top five. IC1 is also in the top five for faculty, grad, and undergrad, and for the ALL category. **Urban Affairs rates below minimum.**

Local question 5: Online catalog that is user-friendly for finding materials. 13 disciplines put this in top five: Architecture, Business, Dental, Engineering, English, Fine Arts, Health Sciences, History, Liberal Arts, Music, Psychology, Science, and Urban Affairs. This item is also in top five for ALL, and for faculty. Psychology adequacy mean for this one is .00. **Urban Affairs rates below minimum.**

IC5: Modern Equipment that lets me easily access needed information. 12 disciplines put this in the top five desired: Architecture, Communications, Criminal Justice, Dental, Education, English, Fine Arts, Health Sciences, Hotel, Liberal Arts, Science, and Urban Affairs. This is also in the top five for faculty, grad, and undergrad. One of the five for “all” as well.

IC2 : A library web site enabling me to locate information on my own. 11 disciplines put this in the top five desired: Business, Communications, Criminal Justice, Education, English, Fine Arts, Health Sciences, History, Hotel, Science, and Urban Affairs. This item is also in the top five for faculty, grad, and undergrad. One of the five for “all.” **Faculty rate below minimum, as does Communications and Urban Affairs .**

IC8 : Print and/or electronic journal collections I require for my work. 10 disciplines put this in the top five desired: Criminal Justice, Dental, Education, Health Sciences, History, Liberal Arts, Nursing, Political Science, Psychology, and Urban Affairs. This item is also in top five for faculty, and grad, and one of the five for “all.” **Faculty rate it below minimum, as does Liberal Arts, Political Science, and Urban Affairs.**

Local question # 3: Library environment hospitable and conducive to finding and using information. 10 disciplines put this in the top five desired: Architecture, Criminal Justice, Dental, Engineering, English, Fine Arts, Music, Political Science, Psychology, and Science.

IC4 : Electronic information resources I need. 8 disciplines put this in the top five desired: Business, Criminal Justice, Health Sciences, Liberal Arts, Political Science, Psychology, Science, Urban Affairs. It is also in top five for faculty, and grad, and one of the five for "all." **Liberal Arts has it below minimum.**

IC6 : Easy to use tools that let me find things on my own. 8 disciplines put this in the top five desired: Architecture, Dental, Engineering, English, Fine Arts, Hotel, Music, and Psychology. This item is also in top five for faculty.

LP1: Space that inspires study and learning. 7 disciplines put this in the top five: Architecture, Dental, Engineering, English, Fine Arts, Music, and Nursing. This item is also in top five for undergrad. **Music rates it below minimum.**

IC7: Making information easily accessible for independent use. 6 disciplines put this in the top five: Business, Engineering, History, Hotel, Nursing, and Political Science.

AS3: Employees who are consistently courteous. 5 disciplines put this in the top five: Business, Communications, Education, Music, and Nursing. **Music rates it below minimum.**

IC3 : Printed library materials I need for my work. This item is ranking in top five for History and Communications. **Communications has it below minimum.**

LP2 : Quiet space for individual activities. 3 disciplines: Architecture, Nursing, Science/Math

LP3 : Comfortable and inviting location. 3 disciplines: Engineering, Music, Science. Also in top five for undergrad.

LP4: Getaway for study, learning, or research. 2 disciplines: Engineering, Health Sciences

AS4: Readiness to respond to user questions. 2 disciplines: Liberal Arts, Political Science.

AS9: Dependability in handling user service problems. 2 disciplines: Dental, Hotel

AS5: Employees who have the knowledge to answer user questions. 1 discipline: Political Science

AS6: Employees who deal with users in a caring fashion. 1 discipline: Psychology

AS7: Employees who understand the needs of their users. 1 discipline: Engineering

AS8 : Willingness to help users. 1 discipline: Political Science.

Local #2: Making me aware of library services. 1 discipline: Music

Total trouble areas by discipline

All items listed below are rated as below minimum expectations. Highlighted items below are also in top desired for that discipline or group.

Faculty as a whole: IC2, IC8

IC2 – A library web site enabling me to locate information on my own.

IC8 – Print and/or electronic journal collections I require for my work.

Communications: IC2, IC3

IC2 – A library web site enabling me to locate information on my own.

IC3 – The printed library materials I need for my work.

Dental: IC2 Web site

Engineering: LP2 Quiet

Health Sciences: LP1 Inspiring space

Hotel: LP2 Quiet

Liberal Arts: IC4, IC8; LP2, IC3, local #4

IC4 – The electronic information resources I need.

IC8 – Print and/or electronic journal collections I require for my work.

LP2 -- Quiet

IC3 -- Print

local #4: Ease and timeliness in getting materials from other libraries

Music: AS3, LP1; AS5, AS6, AS7, IC3, IC4, IC7, IC8

AS3 – Employees who are consistently courteous

LP1 – Library space that inspires study and learning

AS5 – Knowledgeable staff

AS6 – Caring staff

AS7 – Staff who understand user needs

IC3 – print materials

IC4 – electronic materials

IC7 – making information easy to access for independent use

IC8 -- Print and electronic journals

Nursing: IC1, LP5

IC1 -- Electronic resources available from home

LP5 -- Community space for group work

Political Science: IC8; IC3, LP1, LP2, Local #5

IC8 – Print and/or electronic journal collections I require for my work.

IC3 --Print

LP1 -- Quiet

LP2 -- Inspiring space

Local #5 --User-friendly online catalog

Urban Affairs: IC1, IC2, IC8, local #5; IC6, local #2

IC1 – Making electronic resources accessible from my home or office.

IC2 – A library web site enabling me to locate information on my own.

IC8 – Print and/or electronic journal collections I require for my work.

Local #5 – user-friendly online catalog

IC6 -- Easy to use tools for finding on my own

local #2 --Making me aware of library resources and services

Disciplines with no obvious trouble areas:

Architecture

Business

Criminal Justice

Education

English

Fine Arts

History

Psychology

Science

Survey Comments

41% of survey respondents provided a total of 485 comments. (This percentage is calculated by deleting staff and law respondents and comments, as well as deleting comments such as “no comment.”) In addition, comments received from emails about the surveys and from the OIT survey are included in the tables below. Comments are particularly valued for giving specific feedback that is often more actionable than the quantitative data supplied through the survey responses.

Topics which elicited the most numerous comments include:

- Inadequate control of noise (LP2)
- Lack of sufficient computers (IC5)
- Inadequate group study rooms (LP5)
- Inappropriate use of group study rooms (LP5)
- Staff courtesy (AS3)
- Employees willingness to help users (AS8)
- Print (IC3) and electronic (IC4) materials

Positive comments include reference to specific subject librarians, and appreciation for their work and the work of library staff in general. (AS)

Many also commented on the survey itself, and not in positive terms!

Number of Comments by LibQual Item

Note: one respondent might make a comment that falls into multiple categories

AS Affect of Service (general) 32

AS1 Employees who instill confidence in users 0

AS2 Giving users individual attention 4

AS3 Employees who are consistently courteous 49

AS4 Readiness to respond to users' questions 4

AS5 Employees who have the knowledge to answer user questions 29

AS6 Employees who deal with users in a caring fashion 8

AS7 Employees who understand the needs of their users 12

AS8 Willingness to help users 74

AS9 Dependability in handling users' service problems 2

IC Information Control (general) 44

IC1 Making electronic resources accessible from my home or office 18

IC2 A library web site enabling me to locate information on my own 6

IC3 The printed library materials I need for my work 70

IC4 The electronic information resources I need 47

IC5 Modern equipment that lets me easily access needed information 92

IC6 Easy-to-use access tools that allow me to find things on my own and

IC7 Making information easily accessible for independent use 22

IC8 Print and/or electronic journal collections I require for my work 23

LP Library as Place (general) 55

LP1 Library space that inspires student and learning 35

LP2 Quiet space for individual activities 71

LP3 A comfortable and inviting location 31

LP4 A getaway for study, learning, or research 4

LP5 Community space for group learning and group study 41

Number of comments: this table represents those who chose LIED LIBRARY as
“most used.”

Discipline	Undergrad	Graduate	Faculty	Staff	Total
Architecture	7	0	0	0	7
Business	29	6	3	2	40
Communication/Jour.	7	0	7	0	14
Criminal Justice	7	1	0	0	8
Dental Med	1	7	4	0	12
Education	13	34	4	3	54
Engineer/Comp Sci	22	4	0	0	26
English	5	3	4	0	12
Fine Arts	22	0	1	0	23
Health Sci	17	11	3	0	31
History	6	6	5	1	18
Hotel	13	4	0	0	17
Law	0	1	0	0	1
Liberal Arts	22	4	7	2	35
Music	0	1	0	0	1
Nursing	9	3	0	0	12
Other	4	6	1	4	15
Political Science	2	1	0	0	3
Psychology	13	4	1	0	18
Science/Math	29	6	6	1	42
Undecided	4	0	0	0	4
University Studies	4	0	0	0	4
Urban Affairs	8	9	6	0	23
Unknown[Email]	Unknown	Unknown	Unknown	Unknown	6
Unknown [OIT Survey]	Unknown	Unknown	Unknown	Unknown	62
TOTAL	244	111	52	13	488

Number of comments: this table represents those who chose a location other than Lied as “most used.”

Library Branch	Undergrad	Graduate	Faculty	Staff	Total
Distance Ed	1	3	0	0	4
CML	13	7	0	0	20
Music	3	3	1	0	7
ASL	26	3	5	0	34
Total	43	16	6	0	65

*All that chose the "Public Library" or "None" specifically made comments about a UNLV Library and therefore were moved to the appropriate file.

*Table revised 09/02/2009

UNLV compared to other libraries

The following charts reflect where UNLV’s mean score ranks in relation to the mean score for non-ARL colleges and universities.

The 2004 chart shows a pattern where our lowest 2004 ranking was in Information Control as rated by faculty. Although the lowest ranking was in Information Control, the Affect of Service category overall shows lowest. The 2009 chart again has a faculty response category reflecting the lowest of our rankings, however in 2009 the category is for Affect of Service, not Information Control, and indeed Affect of Service overall shows the lowest rankings in 2009.

The highest 2004 rankings were for the graduate responses in the Library as Place category. The category overall produced the highest rankings. The 2009 chart shows highest 2009 rankings for the undergraduate and graduate student responses in the Information Control category. The Information Control category overall showed the highest rankings, followed closely by Library as Place.

The largest improvement in ranking was for the 2004 low ranking: faculty responses in Information Control produced a ranking of 40th in 2004 but 56th in 2009.

2004 UNLV Percentile Rankings

CATEGORY	UNDERGRAD	GRADUATE	FACULTY
Affect of Service	48 th percentile	51 st percentile	47 th percentile
Information Control	52 nd percentile	56 th percentile	40 th percentile
Library as Place	53 rd percentile	63 rd percentile	62 nd percentile

2009 UNLV Percentile Rankings

CATEGORY	UNDERGRAD	GRADUATE	FACULTY
Affect of Service	55 th percentile	47 th percentile	42 nd percentile
Information Control	58 th percentile	58 th percentile	56 th percentile
Library as Place	53 rd percentile	55 th percentile	57 th percentile

Low ; High

Conclusions

Several areas emerge from both the quantitative data and the qualitative comments as needing improvement. These include:

- Noise control (LP1, LP2)
- Need for access to equipment and group study rooms (IC5, LP5)
- Electronic access (IC1, IC4)
- Journals (IC4, IC8)

Quantitative data show four areas needing further improvement from both faculty and graduate student perspective:

- IC1 Making electronic resources accessible from my home or office
- IC2 Library web site enabling me to locate information on my own
- IC4 Electronic information resources I need
- IC8 Print and/or electronic journals

Quantitative data show undergrads identifying one area in particular for further improvement:

- LP1 Space to inspire student and learning.

Interestingly, the 55 library staff who participated in LibQual rated as below minimum the following:

- IC1 Making electronic resources accessible from my home or office
- IC2 Library web site enabling me to locate information on my own
- AS3 Staff who are consistently courteous
- AS9 Dependability in handling users' service problems
- Local #5 User friendly online catalog (which showed the lowest adequacy score of the five local questions -- for all three populations, undergrads, graduate students, and faculty – but not below minimum expectations).