



Assessment of Library Services

## Executive Summary



Conducted for  
**SACS REAFFIRMATION**  
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## ASSESSMENT OF LIBRARY SERVICES FACULTY SURVEY

### Overview

**Background.** A survey was conducted in support of the SACS Steering Committee and the Library Research Sub-committee to prepare for the university's reaffirmation of accreditation visit. This assessment was the first of its kind focusing solely on the main library and its services. However, consistent with the new policy set by The University Assessment Committee, chaired by Dr. Roseann Hogan, the survey will be conducted at least every other year in the future.

**Goals of the Survey.** Two surveys were conducted, one for all students and another for faculty and staff. The goals of the surveys were (1) to obtain information on utilization as well as perceptions of faculty and staff regarding the collections, facilities, and staff of the university's various libraries and (2) to obtain information on students' perceptions and utilization of the libraries with an eye toward evaluating how the library and its services need to be improved to increase use by students, particularly the undergraduate population.

**Methodology & Response Rates.** Administered during the spring semester, the survey was distributed to all faculty, staff and students. Faculty and staff surveys were distributed through their departmental heads. Two follow ups were conducted to encourage a high response rate; nevertheless, faculty and staff response rates were not as high as students at 56.8%.



An analysis of the characteristics of the respondents and non-respondents, however, reveals only slight differences between the two groups with the exception that women were somewhat more likely to reply than were men. (See Methodological Appendix 1 for the instrument and Appendix 2 for the population versus respondent statistical comparisons.)

**The Full Report & Recommendations** with all frequencies and comparisons of faculty, staff and students, both graduate and undergraduates, can be found in the SACS library. Cross-tabulations by college, discipline, rank and various demographic characteristics were performed for the faculty and staff. Results from the student survey, likewise, were broken down by major, level, demographics, as well as GPA, ACT scores. Recommendations for increasing utilization, satisfaction, and improvements in collections and services, were established through an iterative process of discussions with college deans, the cabinet and the SACS Steering Committee and can be found in the full SACS self-study report.

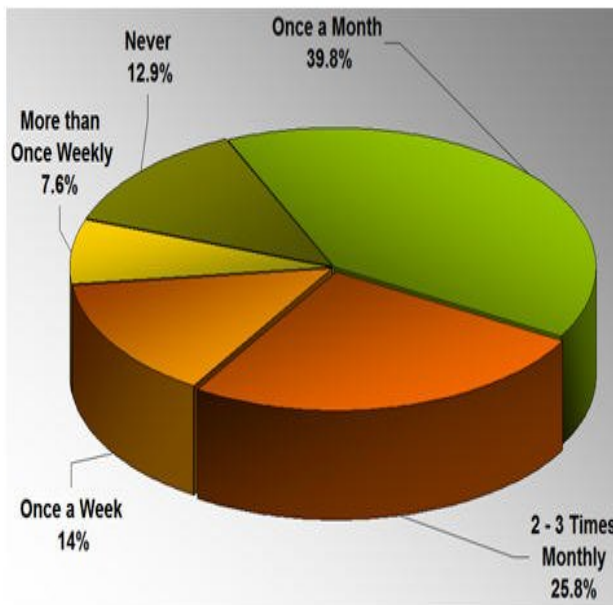


## Executive Summary

### Utilization of Blazer Library & Surrounding Research Partner Libraries

*The committee felt that usage of the library by both faculty and students was low; the goal of this survey was to set a first year benchmark against which trends could be established to monitor progress toward their strategic plan goals. Utilization of collaborating libraries was also obtained.*

- ◆ Consistent with what was extrapolated from statistics from circulation patterns, a significant portion of faculty does not use the library for either reference or checking out books or other materials.
- ◆ 12.9% of full time faculty report not using the library at all during the current spring semester. An additional 39.8% reported using it once a month, thus a majority (52.7%) of faculty use the Blazer library once a more or less.



- ◆ Analysis of use by discipline, college and rank and other demographics were conducted but no significant differences were found for Blazer library. The same levels of utilization held across all groups of faculty.

Table 1. Reported Utilization of Blazer Library

Usage During Current Semester	Blazer Library
Never	12.9
Once a Month	39.8
2-3 Times Monthly	25.8



ASSESSMENT OF LIBRARY SERVICES  
FACULTY SURVEY

Once a Week	14.0
More than Once Weekly	7.6

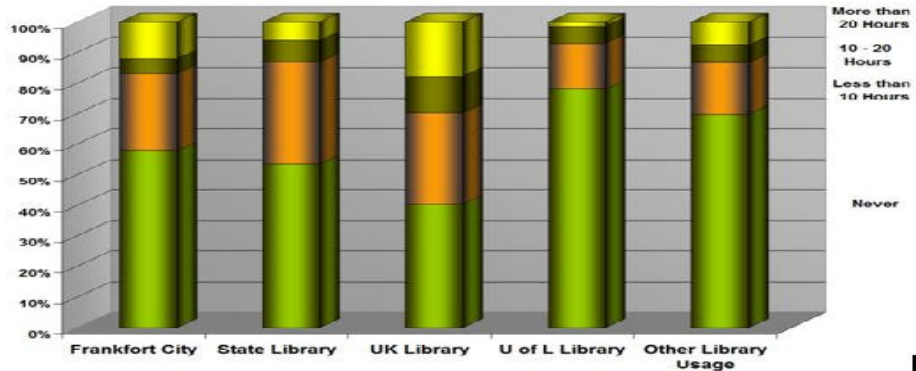


## ASSESSMENT OF LIBRARY SERVICES FACULTY SURVEY

- ◆ Table 2 shows utilization of research libraries within a 50 mile radius. It appears that substantial portions of faculty are using alternative libraries. It appears that the use of off campus libraries may be in part a function of the residence of the faculty member since again no differences by the academic area were found. However, it is recommended that (1) a focus group be conducted to explore reasons for this phenomena and (2) future surveys collect information on the types of holdings that are being consulted in these remote libraries.
- ◆ 60% of faculty are traveling to Lexington to use the UK Library and 22% to Louisville library.
- ◆ Off campus use of local libraries was likewise fairly high with 42.2% using the public city library and 46.4% the state library.



Table 2. Usage of Other Public & University Research Libraries in the Area



Hours Per Semester	Frankfort Public	State Library	UK Library	U of L Library	Other Library Usage
Never	57.8	53.6	40.0	78.1	69.8
Less than 10 Hours	25.3	33.3	29.4	15.1	17.0
10-20 Hours	4.8	7.1	11.8	5.5	5.7
More than 20 Hours	12.0	6.0	17.6	1.4	7.5



ASSESSMENT OF LIBRARY SERVICES  
FACULTY SURVEY

Evaluation of Blazer Library & Special Focus Libraries

*One of the primary goals of the survey was to obtain satisfaction of faculty and students with the collections and services of the libraries. The long term intention is to establish strategic benchmarks against which trends could be established to monitor program improvements.*

- ◆ Table 3 shows how full time faculty ratings of various aspects of Blazer library. Figures for don't know were maintained in this table to illustrate the perceived lack of familiarity with various aspects of the collections and services.
- ◆ Library staff members were the most highly rated of any other aspect of the library. The general consensus in the focus groups was that library staff was very helpful, but the issues were with the outdated collections and lack of appropriate holdings for their classes and research.
- ◆ The service that appears to be most in need of additional communication and educational efforts is the OCLC search capabilities and connections to other electronic databases throughout the country.

**Table 3. Evaluation of Blazer Library Reference and Staff**

Quality of ...	Don't Know	Poor	Fair	Good	Excellent
Reference books	16.5	8.2	37.1	34.0	4.1
Indices and bibliographies	15.3	7.1	36.7	33.7	7.1
Card catalog	7.2	8.2	30.9	46.4	7.2
Assistance of reference staff	11.3	9.3	23.7	32.0	23.7
Assistance of circulation staff	11.3	12.4	19.6	37.1	19.6
Cooperation of staff in requests	8.2	5.1	23.5	35.7	27.6
Circulation check out system	9.2	13.3	18.4	48.0	11.2
Number of staff available for assistance	10.2	12.2	28.6	42.9	6.1
Access to computerized databases	56.3	12.5	11.5	15.6	4.2
Access to other computer resources	59.4	15.6	11.5	9.4	4.2



ASSESSMENT OF LIBRARY SERVICES  
FACULTY SURVEY

- ◆ One of the issues that was felt to be a deterrent to increasing use of the library is the physical space and lack of evening hours of operation. Table 4 shows the results for these aspects of Blazer.
- ◆ Consistent with information gathered from the library staff, a majority (53.2%) portion of faculty rate the overall physical aspects of the environment as poor or fair.
- ◆ In addition, nearly one in five faculty members rate the studying space, study atmosphere (which is believed to be the noise levels) and hours of operation as poor.

**Table 4. Blazer Library Environment**

	Don't Know	Poor	Fair	Good	Excellent
Space for studying	15.3	18.4	23.5	31.6	11.2
Study atmosphere	15.3	19.4	25.5	30.6	9.2
Hours of Operation	9.3	14.4	36.1	34.0	6.2
Overall Assessment of Blazer	7.3	9.4	43.8	34.4	5.2

- ◆ Table 5 shows how faculty perceives the currency and availability of print and non-print materials. Accessibility of materials was the most highly rated with 10.3% of faculty rating it as excellent.



- ◆ 52.1% of faculty rated currency of books as good or excellent; past experience in other university surveys indicates this should be compared to benchmarks of about 85%.
- ◆ Only 34.4% of faculty rated currency of periodicals as good or excellent. This assessment seems to be consistent with the recent decisions to cut subscriptions to scholarly journals across all disciplines.



ASSESSMENT OF LIBRARY SERVICES  
FACULTY SURVEY

**Table 5. Assessment of Collections (ALL University Libraries)**

	Don't Know	Poor	Fair	Good	Excellent
Organization of print materials	7.2	9.3	30.9	44.3	8.2
Organization of non-print materials	28.1	14.6	17.7	32.3	7.3
Accessibility of all materials	4.1	13.4	26.8	45.4	10.3
Currency of circulating books	9.4	10.4	28.1	46.9	5.2
Currency of books in my field	6.2	16.5	33.0	39.2	5.2
Currency of periodicals	14.6	14.6	36.5	29.2	5.2
Currency of periodicals in my field	7.3	26.0	36.5	26.0	4.2
Quality of references for <u>required</u> classes	8.5	11.7	44.7	29.8	5.3
Quality of references for <u>elective</u> classes	20.2	10.1	36.0	28.1	5.6
Overall assessment of collections	10.3	8.2	44.3	30.9	6.2

- ◆ The statistics in Table 6 show how faculty evaluate library services available to them such as interlibrary loan, etc. Contrary to all other aspects of the library examined in this survey, differences were found by discipline for these services with College of Education faculty rating the services more highly than other faculty. These breakdowns can be found in the full SACS report.
- ◆ Individual assistance, consistent with high ratings of the helpfulness of staff found earlier, was rated most highly with 54% rating it as good or excellent.
- ◆ The utilization of interlibrary loan and computer searches were reported to be quite low with 34.4% of faculty not reporting using interlibrary loan services, perhaps because they simply travel to the remote libraries instead.
- ◆ Almost half, 46.4% of faculty report never using computer searches at the library.

**Table 6. Evaluation of Individualized Library Services**

	Don't Know & Didn't Use	Poor	Fair	Good	Excellent
Interlibrary Loan	34.4	7.3	23.5	29.2	15.6
Individual Assistance	10.2	6.1	29.6	31.6	22.4
Access to archival, rare and special collection materials	53.1	5.2	13.5	18.8	9.4
Computer searches	46.4	12.4	15.5	19.6	6.2



ASSESSMENT OF LIBRARY SERVICES  
FACULTY SURVEY

- ◆ The statistics in Table 7 show how the three largest special college libraries (Music, the Media and Curriculum lab) were rated by faculty. Evaluation results of the other special libraries on campus can be found in the full SACS report.



Because relatively few faculty answered these sections of the survey, results can not be interpreted with confidence. The breakdowns by the Fine Arts faculty for the Music Library, however, show a widespread dissatisfaction with the organization, holdings, and hours of their college library. It is recommended that a focus group be conducted to further explore the issues suggested by these statistical results.

**Table 7. Evaluation of Special Libraries**

	Don't Know	Poor	Fair	Good	Excellent
Music Library -- Organization of books and materials	40.0	10.0	15.0	35.0	0
Music Library -- Organization of non-print materials	40.0	5.0	15.0	35.0	5.0
Music Library – Hours of Operation	40.0	30.0	10.0	20.0	0
Music Library – Overall	40.0	5.0	20.0	35.0	0
Media Center – Organization of materials and equipment	11.1	15.9	27.0	36.5	9.5
Media Library – Hours of Operation	9.4	17.2	29.7	37.5	6.3
Media Library – Overall	40.0	5.0	20.0	35.0	0
Curriculum Lab – Organization of books and materials	33.3	22.2	27.8	11.1	5.6
Curriculum Lab – Organization of non-print materials	33.3	27.8	27.8	11.1	5.6
Curriculum Lab – Hours of operation	33.3	11.1	27.8	22.2	5.6
Curriculum Lab – Overall	35.3	23.5	23.5	11.8	5.9



ASSESSMENT OF LIBRARY SERVICES  
FACULTY SURVEY

- ◆ The information in Table 8 was included at the request of the SACS Faculty Affairs committee whose charge is to make recommendations on priorities for material acquisitions and fund allocations across disciplines. The breakdowns by discipline are found in the full SACS library report but showed no substantial or significant differences across colleges or rank of the faculty.
- ◆ Across the board, a quarter of faculty viewed their departmental budgets for acquisitions as poor.
- ◆ 17.4% of faculty rated the quality of materials needed for lecture preparation, student papers and required course work as poor.

**Table 8. Evaluation of Processes & Faculty Services**

	Don't Know	Poor	Fair	Good	Excellent
Department liaison services	23.9	14.1	22.8	31.5	7.6
Print materials for courses I teach (for lecture preparation)	10.9	17.4	31.5	32.6	7.6
Print materials for courses I teach (for my students)	9.8	17.4	34.8	33.7	4.3
Procedure to acquire new materials	14.1	15.2	29.3	35.9	5.4
Adequacy of input for new acquisitions	10.9	14.1	28.3	37.0	9.8
Budget for new acquisitions for my department	34.4	23.7	18.3	19.4	4.3

*Final Note: Please consult the full report in the SACS Library for all breakdowns and detailed summaries by college, faculty rank, users and non-using faculty members.*

