

Library Service Quality Survey 2013 Final Report

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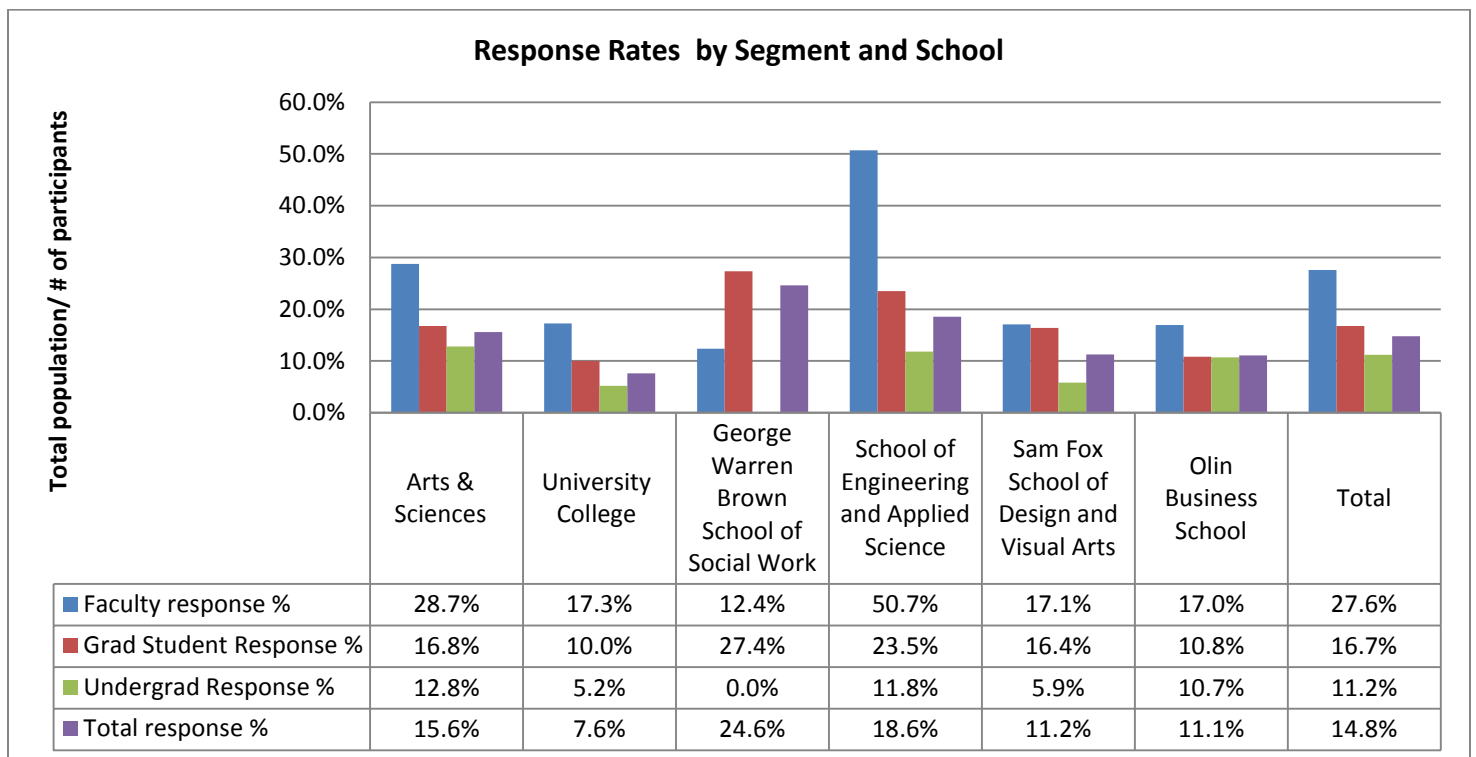
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1. Introduction

Every three years the Washington University Libraries administer a formal survey seeking feedback from Danforth Campus faculty and students on the quality of library services. The most recent survey ran from October 7-19, 2013. The 2013 survey is the fourth survey delivered by the Libraries. In 2004 and 2007 the Libraries used the LibQUAL™ instrument; the last two surveys were based on a model used at the University of Virginia, which allowed us to capture detail unique to the Washington University environment. A sample of the survey questions appears in Appendix 5.

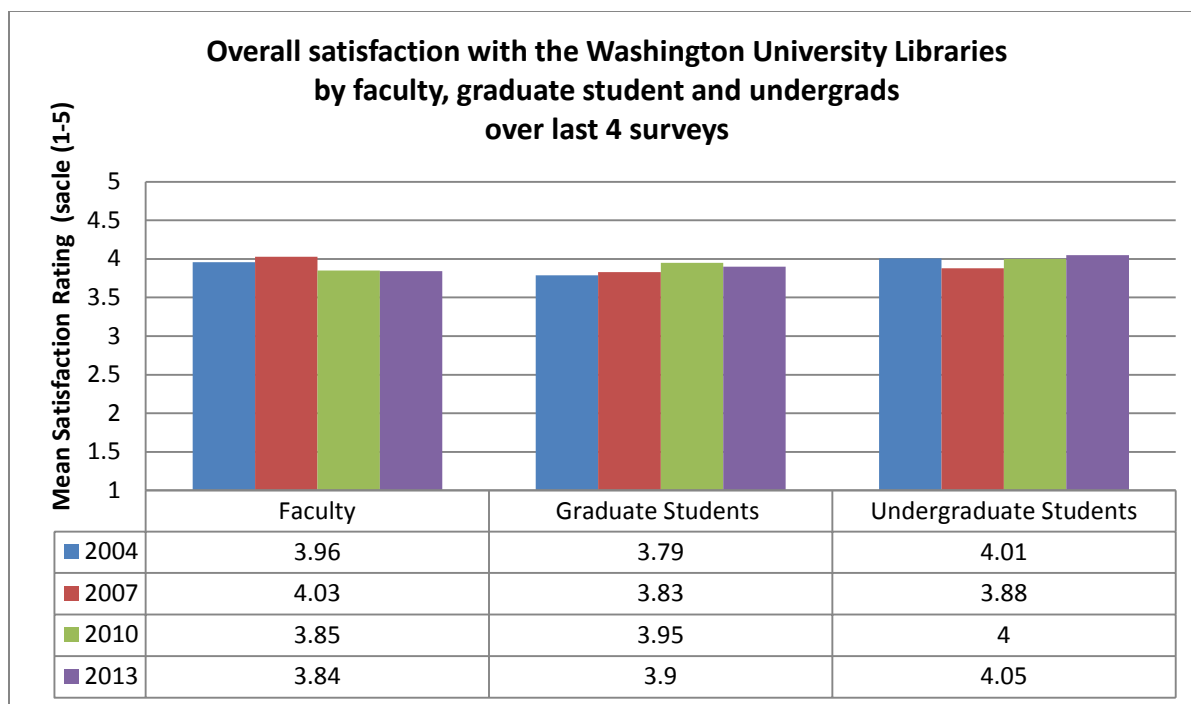
Response Rates to 2013 Survey



Over 2200 faculty and students responded to the 2013 survey, compared to about 1900 in 2010, and 870 in 2007. Participation in the survey climbed this year, particularly for graduate students and undergraduates. Two factors which may have positively impacted participation were: 1) running the survey earlier in the semester and 2) the incentive of a chance to win an iPad mini. Response rates improved for all segments. For a more extended view of participation rates, see Appendix 3. Demographics data are also available in Appendix 2.

Overall Satisfaction with the Washington University Libraries

Overall satisfaction across all users remained generally high, averaging 3.98 out of 5 possible points. As in 2010, undergraduates who took the survey showed slightly higher satisfaction (4.05) followed closely by graduate students at 3.9 median points. Faculty again showed the lowest satisfaction at 3.84 out of 5. Library targets for overall satisfaction have been benchmarked at 4.00 or better for all users.



Hundreds of comments also pointed to a high degree of satisfaction with the libraries:

I want to say that overall my experience has been great. (faculty)

A terrific resource that I have my graduate students use almost every class day, for both seminars and studios; the staff are the best; they need more space and more resources to respond to demanding faculty like me. (Faculty)

You guys are doing a fantastic job, especially with the staff. Keep it coming! (undergraduate student)

Overall, Wash-U has a wonderful library system. Many of my colleagues at state universities are jealous of my access to online resources, including rare books and journal articles. Improvements aren't really necessary, but I'm glad the library is always trying to be a step above excellent! (graduate student)

Keep up the good work (undergraduate student)

Honestly, you all are doing an amazing job!!! (graduate student)

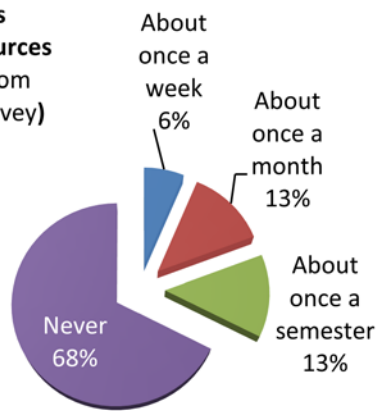
This is the most beautiful and magical place to study. (undergraduate student)

This report provides the first complete round of analysis of the current survey results. It is a continuation of our ongoing dialog with users concerning their needs and expectations for the libraries. The Libraries will use a variety of techniques (focus groups, interviews, follow-up surveys) to seek more information about some of the issues raised by the survey. Analysis will continue until the next service quality survey in 2016, and beyond.

2. Library Use

(Percent change from 2010 is noted in parentheses)

Student use of smartphones to access library resources
(no data from previous survey)



Physically visit the library

Who uses the library premises at least once a week?

- 73% of undergraduate students who responded to the survey. (no change)
- 48% of graduate students (- 4%)
- 35% of faculty (-3%)

What percentage of users never enters the physical library?

- Less than 2% of undergraduates (no change)
- 5% of graduate students (- 2%)
- 8% of faculty (+ 2%)

Library remote services (Interlibrary Loan and MOBIUS):

- 81% of faculty answering the survey indicated that they used remote services once a semester or more. (+3%)
- 65% of graduate students used ILL or MOBIUS once a semester or more. (-8%)
- 45% of undergraduate students used ILL or MOBIUS (-5%)

Use of online resources from ON campus (library catalog, databases, website, email, chat, etc.):

Who accesses the online resources at least once a week?

- 66% of faculty (+7%)
- 55% of grad students (+ 6%)
- 29% of undergrad students (+ 6%)

Use of online resources from OFF campus (Proxy server):

- 55% of graduate students accessed resources via proxy at least once a week. (+ 7%)
- 58% of faculty accessed resources via proxy at least once a week. (no change)
- About 66% of undergrads access resources through the proxy server. (no change)

3. Library Services

The following three tables use importance and satisfaction ratings based on a scale of 1 to 5, where 1 is low and 5 is high. Ratings higher than 3.8 are considered to be positive. You will note that:

- In each grid, the items are ordered by importance to the user, with the highest first.
- The performance gap is determined by comparing the satisfaction level to the importance level. A negative result indicates a performance gap. A value worse than -.75 warrants closer inspection, to determine why users think we fell short.
- The 'Unfamiliar' column offers an opportunity to understand where users are unaware of services. Investigation may uncover opportunities for improving communications or instruction.
- After each grid, there are observations and samples of comments related to the topic.
- Data cells highlighted in yellow indicate results that are unusually high or low and deserve further attention.

Electronic Library Services (Ranked by Importance)	Importance (1-5, low to high)	Satisfaction (1-5, low to high)	Gap	% Unfamiliar
OFF campus access to the Library's online resources (proxy server)	4.32	3.97	-0.35	28.08
Library catalog (ease of finding books, DVDs, etc.)	4.30	3.94	-0.36	23.08
Library homepage (other than the library catalog; ease of searching, of finding information, of discovering what is available, etc.)	4.05	3.73	-0.32	14.3
Library webpage "Research Guides" (subject-specific research pages)	3.70	3.74	0.04	46.53

Observations:

- The gap between importance and satisfaction improved for the library catalog in 2013, rising from -.66 to -.36.
- The library homepage gap also improved from 2010, from -.64 to -.32.
- The unfamiliarity of research guides also improved slightly in this survey, moving from 52 percent to 47 percent.

Comments about Electronic Library Services:

The services provided (library holdings, website, off-campus access, research support [particularly for students in my courses], and presentations from librarians to classes) are the right ones. It's just a question of maintaining existing quality and expanding holdings. (faculty)

Love the chat option on the library website (graduate student)

My only complaint is the high degree of difficulty finding and accessing journal articles online. I have more success with a Google search of the web than with the WUSTL library [catalog]. At least 50% of the time I cannot find or access a journal article through the library. (not identified)

I would like to make the proxy more straightforward to use. Currently, approximately 3 different windows open for each paper that you access. There has to be a way to streamline this! (graduate student)

Library Services (Ranked by Importance)	Importance	Satisfaction	Gap	% Unfamiliar
Circulation service (finding, borrowing, renewing, recalling, returning reserve items, putting items on reserve, etc.)	4.34	4.20	-0.14	25.34
Interlibrary loan (acquiring items from other libraries; MOBIUS, delivery of articles)	4.23	4.22	-0.01	39.05
Subject librarian support for your research and teaching	4.11	4.29	+0.18	44.91
Reserve services (subject specific research pages)	4.11	4.18	+0.07	36.28
Information services/reference help (answering questions by questions by phone, email, in person at a library desk, through instant messaging, (chat), assistance with using resources, printed guides, etc.)	4.10	4.26	+0.16	33.48
Arc services (getting help with technology, checking out laptops, assistance with the creation, manipulation, analysis, display, or use of digital content in a variety of media)	3.65	4.04	+0.39	67.45
Library instruction (classes or tutorials on the use of library resources and services, library tours, etc.)	3.61	4.04	+0.43	59.60
Geographic information systems (support for teaching, research, projects)	3.47	3.89	+0.42	81.22

Observations:

- Overall, library service satisfaction remained positive and gaps improved, most notably in Interlibrary loan which improved from -.25 in 2010 vs. -.01 in 2013 and circulation (-.30 in 2010 vs. -.14 in 2013). Reference help and circulation also showed improvement with a smaller unfamiliar rating in 2013.
- The degree of unfamiliarity remained high for many of the services. The unfamiliar rating grew for Arc services, GIS, and instruction since the 2010 survey. Activities are underway to understand user needs and develop service, space, and outreach strategies for each of these areas.

Comments about Library Services:

The library, and especially interlibrary loan, is one of the things that makes working at Wash U worthwhile. I appreciate the opportunity to get whatever resources I need or am interested in, and I encourage students whenever I can to take advantage of them (faculty)

As I was taking this survey, I actually realized that I don't know a whole lot about all of the services the libraries provide. I know much of that is my fault, but I'd really like to learn more about the different niche offerings the library has and how I can best utilize them. (undergraduate)

My library card keeps getting charged for someone not checking back in the books I've already returned. Make sure everyone knows to check back in reserve books, etc., please!" (graduate student)

Make the DVD collection more accessible for browsing. (faculty)

I have been taking some of the Digital Humanities workshop classes - these have been good, and I would like to see more like them from the library for graduate students in particular. Something that would really help would be a weekend morning session where participants could design a course website, and then other sessions to learn how to do incorporate digital media and services into teaching. (graduate student)

Library Services (Ranked by Importance)	Importance	Satisfaction	Gap	% Unfamiliar
Scanning and printing	4.42	3.50	-0.92	23.83
Finding books, journals and other items on the shelves	4.33	3.98	-0.35	22.46
Ease of login to library computer workstations	4.27	3.55	-0.72	17.37
Availability of library computers	4.11	3.68	-0.43	19.62

Observations:

- The largest gaps between importance and satisfaction were for scanning and printing and ease of logging into library public access computers. However, when you look at ratings among undergraduate students, the user group who comes to the library most often (73 percent at least once a week), the data gaps are even greater. The gap for ease of login is **-1.03** and for scanning and printing is **-1.32**. Immediate investigation is warranted to determine what can be done within the context of university-wide services.
- The gap in satisfaction for availability of computers needs to be understood in the context of a growing number of users bringing laptops and tablets to libraries. For instance, 73 percent of undergraduate students bring a personal laptop or tablet to the library most of the time. However, among just undergraduate students, the satisfaction gap for availability of library computers is -0.74. While providing more work stations appears to be an easy solution, the answers may be much more complex. Making it easier to charge laptops and mobile devices, or improving login and printer availability could all impact the solution. More investigation is needed.

Comments about Library Services:

My only real complaint would be difficulty in accessing a computer during busy periods, either because all the computers are taken up or the computer says that there are no available servers. (undergraduate)

Seems that quick print stations are never working. Always have to find a printer that will work and spend double the money if the first printer you try doesn't work. (graduate student)

Computers are unbearably slow. (undergraduate)

Computers and printers need to be hooked up to each other and labeled, the majority of the printers are not hooked up to the computers. (graduate student)

The books are never where they're supposed to be!!! (graduate student)

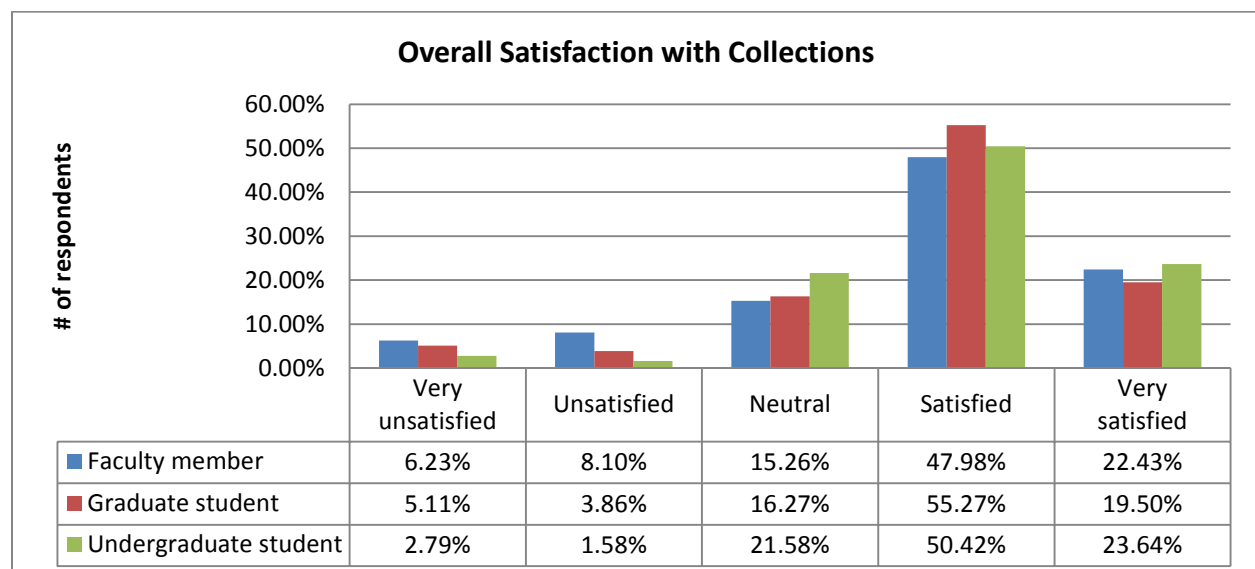
The importance of library services also varies by group. For instance, the following breakdown shows the services which faculty, graduate students and undergraduates ranked highest on the 'Importance' scale:

Faculty	(1-5)	Graduate Students	(1-5)	Undergraduate Students	(1-5)
E-journals	4.71	E-journals	4.70	Scanning and printing	4.75
Databases	4.64	Databases	4.68	Databases	4.51
Off-campus access	4.61	Off-campus access	4.59	Ease of login to library computers	4.46
Library catalog	4.61	Finding books on shelves	4.36	E-journals	4.35
Print collections	4.59	Circulation services	4.36	Availability of computers	4.31
Interlibrary loan	4.52	Library catalog	4.31	Circulation services	4.29

4. Collections

Additional questions were added in 2013 to reflect the importance of collections to the overall vision and direction of the Libraries.

Survey respondents were first asked to rate their overall satisfaction with the collections at Washington University Libraries:

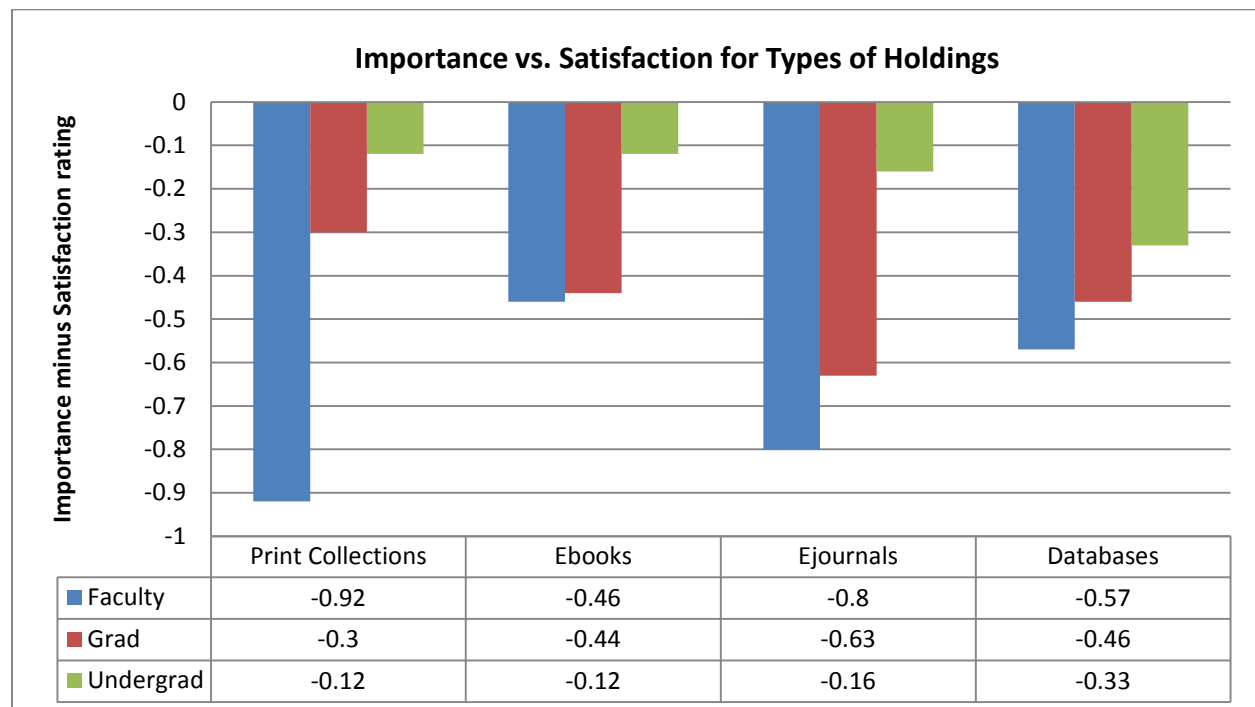


While most users are satisfied or very satisfied, 14 percent of faculty and almost 9 percent of the graduate students taking the survey said that they were unsatisfied or very unsatisfied with the collections. Further assessment to understand these faculty and graduate student concerns is needed.

In response to the next question, survey takers expressed the degree of importance and satisfaction they felt for various categories of materials:

	Importance	Satisfaction	Gap
Databases	4.62	4.2	-0.42
Ejournals	4.58	4.07	-0.51
Print Collections	4.32	3.98	-0.34
Ebooks	4.1	3.73	-0.37

While all categories of collections were rated high on importance, ejournals and databases garnered the highest ratings. Satisfaction numbers were strong, in keeping with the overall satisfaction numbers. The gap between importance and satisfaction was largest for ejournals and these deserve further investigation to understand whether the issue rests with the materials chosen, the access to these resources, or perhaps other factors. The story changes somewhat when the numbers are examined by user type. In this case, faculty members taking the survey were significantly less satisfied with print collections than students. Ejournals showed a significant gap for both graduate students and faculty.



Observations and Comments about the holdings:

Survey participants were asked: “In your field(s) of study, what gaps have you noticed in the Libraries’ collections? What improvements would you suggest?” The result was an outpouring of comments--over 1600--addressing the breadth and completeness of library holdings.

While many faculty and graduate students expressed concerns over resource gaps (both electronic and print), there were also hundreds of comments indicating these users were well satisfied with the current collections. The following examples are provided to reflect the largest categories of coded comments. To add additional context, the category of survey taker (faculty/graduate student/undergraduate student) and school affiliation is also indicated. The four main categories are:

1. No gaps in the collections
2. Gaps in ejournals, ebooks and databases
3. Gaps in print holdings
4. Need for up-to-date editions , new releases and high demand resources

1. Comments expressing no gaps in the collections:

<i>Total: 281</i>	<i>School Affiliation</i>	<i>Sample Comments</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	None, the library is great and has always met all my needs
<i>Faculty</i>	<i>Sam Fox School of Design and Visual Arts</i>	All gaps the architecture faculty have identified are punctually addressed.
<i>Graduate student</i>	<i>Arts & Sciences</i>	No gaps so far. All of the articles I've wanted to access, I've been able to. Very pleased so far.
<i>Faculty member</i>	<i>University College</i>	No gaps noted. Library's collections are very thorough. I'm always amazed!
<i>Undergraduate student</i>	<i>Arts & Sciences</i>	None worth mentioning. All major journals are covered.

2. Comments about gaps in the databases, ebooks and ejournals:

<i>Total: 492</i>	<i>School Affiliation</i>	<i>Sample Comments</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>The databases are getting better, but we still have a ways to go to compete with genuinely stellar research libraries in the humanities and social sciences. The hope is the catch-up that new digital collections can provide (e.g., through ATLA or ReadEx or ProQuest).</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>In the database collections, the constant effort to cut back has cost the university access to a great deal of scholarly material in history databases, particularly in areas of study that are now growing on campus, but that did not used to be here (gender and sexuality studies, religious studies, and others).</i>
<i>Faculty member</i>	<i>Other</i>	<i>AMCS, History, Religion: desperately need access to databases (historical newspapers, Alexander Street, Ancestry, etc.) to be competitive with scholars</i>

		<i>at peer institutions. Gaps in print collections can be addressed with ILL and MOBIUS but lack of access to databases cannot be.</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>Large gaps in the availability of electronic journals from 1980s and earlier in chemistry and physics.</i>
<i>Faculty member</i>	<i>Business</i>	<i>There are number of E-journals whose access is not there through Wash U and I need to rely on either ILL or my friends in other universities. Incidentally, journals are available in schools like UT, Austin, Penn State or Stanford but I do not find them in our library.</i>
<i>Graduate Student</i>	<i>Business</i>	<i>There are an awful lot of science journals that can only be accessed at the Becker medical library.</i>
<i>Faculty member</i>	<i>Chemistry</i>	<i>We do not receive all of the journals that I need for research, and the number of journals we do get electronically and in print decreases every year.</i>

3. Comments about gaps in print holdings :

<i>Total: 87</i>	<i>School Affiliation</i>	<i>Sample Comments</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>There should be a better approach to buying print books from foreign presses. We are very short on those and [they]are essential to my field. The move to e-books in some cases is very disruptive to the way I work with library books. I wish faculty was consulted of its viability in a field by field basis.</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>Unfortunately almost all technical books are in electronic form only. It would be useful to have a few of them in print form.</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	<i>The school hasn't kept pace with other major universities in the area or nationally in terms of having a thorough, well-rounded collection of print books, ebooks, and other materials, and this is a huge problem. It is not commensurate with Wash U's current ranking as a top university.</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>There are great gaps in monographs between 1970 and 2010, in journals, and in books in languages other than English.</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>The print collection is uneven with gaps in certain decades and even now the more expensive works do not seem to be purchased across the board; history, philosophy. a bigger book budget is needed</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	<i>Print books are really lacking. I was spoiled rotten by the library at the U. of Iowa and WashU hardly compares. I think it's a gap that can't easily be filled because it's not just new books but older ones. Having access to digital dissertation downloads would be a plus though. ILL for dissertations is a real hassle</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>... The budget for collection of printed books, especially but not solely in languages other than English, is manifestly inadequate.</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>Funds for retrospective buying: rare and out of print books in literature and history.</i>
<i>Graduate student</i>	<i>Sam Fox School of Design and Visual Arts</i>	<i>The collection is large but there are strange gaps. A lot of books seem highly obscure or irrelevant, while important contemporary books are missing. More funds for purchasing contemporary books would be good.</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	<i>Caribbean literature and criticism, postcolonial studies, French literature. Print holdings of these all need to be increased. The French literature stacks are so disorganized, it is often impossible to locate books that are in the library collection. In general, literature and literary studies need more space in Olin Library and more strategic purchasing plans to support the research being done at Wash U by faculty and graduate students.</i>

4. Comments about the need for up-to-date editions, and new releases, and high demand for resources :

<i>Total: 115</i>	<i>School Affiliation</i>	<i>Sample Comments</i>
<i>Faculty member</i>	<i>Arts & Sciences</i>	<i>New books and especially new films are sometimes not ordered in a timely fashion.</i>
<i>Graduate student</i>	<i>Olin Business School</i>	<i>There should be more copies of new edition of books</i>
<i>Graduate student</i>	<i>George Warren Brown School of Social Work</i>	<i>Hard to get very new books (i.e. published in the last year) without going to Mobius, which has a much better selection (social work/public health)</i>
<i>Graduate student</i>	<i>Sam Fox School of Design and Visual Arts</i>	<i>Not having an updated collection of newly released books.</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	<i>The main gap I've noticed is that whenever I search for main critical works in my field, they are always checked out. It might be useful to have multiple copies of books that are in frequent circulation.</i>
<i>Graduate student</i>	<i>Olin Business School</i>	<i>There are not enough books required by class instructors.</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	<i>It would be great if the library had more copies of books which are more often used. Having more ebooks will certainly be great.</i>
<i>Graduate student</i>	<i>Arts & Sciences</i>	<i>Important texts (theoretical / foundational) are only available in a single copy, which is often checked out.</i>
<i>Graduate student</i>	<i>Sam Fox School of Design and Visual Arts</i>	<i>I am an architecture student. And occasionally some famous and important books, especially the important theory writings, are all lent. Maybe the library should buy more copies of important books intentionally.</i>

Special Collections

In addition to broader questions about the libraries' collections, the survey also asked users to express their satisfaction with the libraries' Special Collections:

Special and Unique Collections				
Unit	Importance	Satisfaction	Gap	Unfamiliar-faculty
Manuscripts	3.52	4.01	0.49	73.23
Rare Books	3.45	3.96	0.51	68.17
University Archives	3.44	4.05	0.61	78.32
Film & Media Archives	3.39	3.87	0.48	74.92
Modern Graphic History Library	3.12	3.98	0.86	89.64

While only a small number of the participants were familiar with these library services, those who had experience with them were uniformly positive.

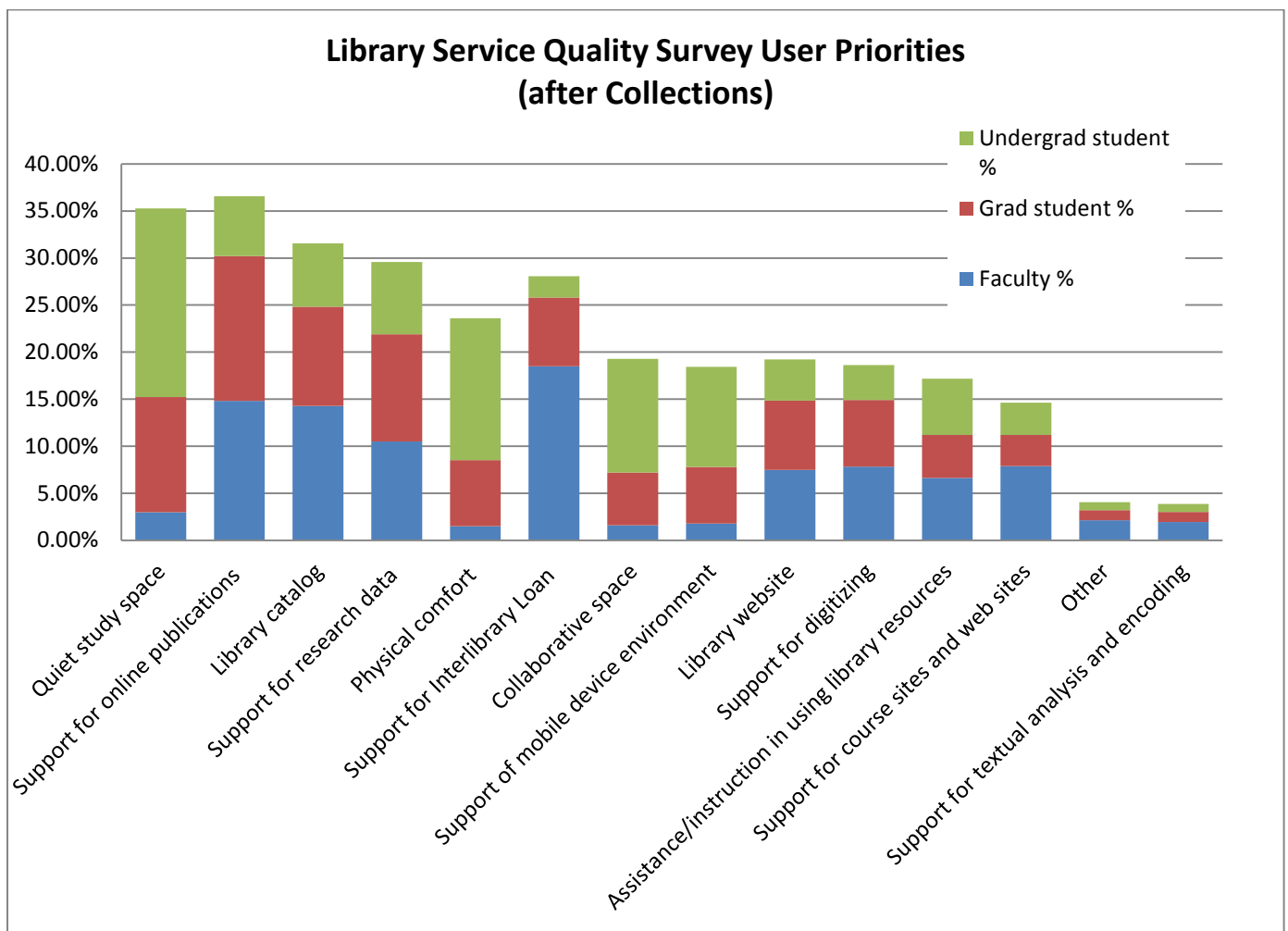
5. Priorities (Other than Collections)

In the 2010 and 2013 surveys, users were told: “The Washington University Libraries will continue to purchase materials (print, online, digital, etc.) to support your work, but we would also like to know what other services, facilities, or resources might be useful to you. “

Each group chose the services they consider most critical to their success. Faculty favored services that support their research activities, while undergraduates emphasize the study space they see as vital to success in the classroom. Graduate students were a blend of both--highlighting the need for research materials as well as quiet study space.

One surprise was the high vote for “support for online publications and repositories.” After checking with a sample group of graduate students, it became clear that the perception of the survey takers was that “online publications and repositories” meant online journals and databases.

Ranking of Priorities (after Collections) by Faculty, Grad Students and Undergraduates



Priority	Faculty %	Grad student %	Undergrad student %
Quiet study space	3.00	12.24	20.04
Support for online publications and repositories	14.82	15.39	6.35
Library catalog	14.30	10.53	6.72
Support for research data (database development, data management, analysis, visualization, and archiving solutions)	10.50	11.41	7.68
Physical comfort (e.g. climate control, furniture, lighting)	1.50	7.03	15.07
Support for Interlibrary Loan and/or document delivery	18.51	7.30	2.25
Collaborative space	1.61	5.61	12.07
Support of environment for mobile device use (e.g. power outlets, wireless access)	1.79	6.01	10.65
Library website	7.50	7.35	4.38
Support for digitizing	7.84	7.08	3.72
Assistance/instruction in using library resources	6.63	4.57	5.97
Support for course sites and websites	7.90	3.31	3.42
Other	2.13	1.10	0.84
Support for textual analysis and encoding	1.96	1.07	0.84

For more views of this data, with the suggestions for additional priorities, see Appendix 4.

6. Library Space

In the 2013 survey, the issues surrounding space surfaced in nearly 300 comments. The user needs raised most often fell in the following categories:

1. Need for more seating in general
2. Group space: need for soundproofed, tech supported group work spaces
3. Quiet space: particularly during peak periods of the semester
4. Graduate community space: spaces geared to the needs of graduate students

1. Need for more seating. While most comments were directed to Olin Library, other libraries also were mentioned, including Art & Architecture, Law, Business, Physics, and Social Work libraries.

	<i>Library most used</i>	<i>Comments</i>
Undergrad	Olin	<i>Not big enough, need more study space.</i>
Undergrad	Olin	<i>There should be more room for students to study. It is very difficult to find a seat during finals week/Sunday/Saturday afternoon.</i>
Grad	Olin	<i>I like the library, overall. It is often quite busy and all the rooms are full, but there is really no avoiding this because during peak hours many people want to be in there.</i>
Grad	Law	<i>There should be far more study rooms available, both collaborative ones, and individual sized ones.</i>
Grad	Olin	<i>More reading/work spaces, but not less books.</i>
Grad	Art & Architecture	<i>Not enough study space.</i>

2. For **collaborative or group spaces**, not only do students want more spaces, there is also a clear need for soundproofing and better tools/technology support:

	<i>Library most used</i>	<i>Comments</i>
Undergrad	Olin	<i>More study rooms for collaborative work.</i>
Undergrad	Chemistry	<i>More group study spaces would be great.</i>
Grad	Olin	<i>More group study rooms--they are often fully booked.</i>
Grad	Art & Architecture	<i>More collaborative spaces would be appropriate.</i>
Undergrad	Olin	<i>Only five or six study rooms and none of them are sound proof.</i>
Undergrad	Olin	<i>Make the group study rooms more soundproof.</i>
Undergrad	Olin	<i>I would like there to be more collaborative spaces in Olin Library. Not only that, but there should also be an effort to improve the ones already in existence. It is fairly common knowledge around campus that the study rooms located on the second floor have very poor walls that leak sound easily.</i>
Undergrad	Olin	<i>I think your biggest problems are now the fact that there are only five or six study rooms and none of them are soundproof--not really to people outside it, but also in between each other, so you can hear everyone's conversations and music in neighboring rooms.</i>
Grad	Business	<i>More group rooms, particularly with projection equipment!!</i>
Undergrad	Olin	<i>I think that it would be nice to have additional study spaces that students can use as a group that have white boards.</i>
Undergrad	Olin	<i>More collaborative space. ... Like a floor devoted to small rooms (for 5 to 6 people) with a table and whiteboards.</i>
Undergrad	Olin	<i>More space for collaborative work, with white boards and a big table.</i>

3. **Quiet study spaces** are also in demand, and seem to be tied to overcrowding during peak times:

	<i>Library most used</i>	<i>Comments</i>
Undergrad	Olin	<i>More quiet spaces for students as the Olin Library is wholly undersized for the amount of attending students day and night.</i>

Undergrad	Olin	<i>In Olin Library it would be nice to have more strictly quiet areas (most areas are usually filled up.)</i>
Undergrad	Olin	<i>Like I said before, more quiet study places would be nice. I don't want to take away the open spaces in the library shelves; I like the rooms specifically for quiet study use. I'd like more of them; they get filled up quickly around exam time.</i>
Undergrad	Olin	<i>More quiet study areas please! So many underused grad study rooms!</i>
Grad	Law	<i>Not enough space and areas to insulate yourself from the noise.</i>

4. While some undergrads occasionally covet underused grad study rooms in Olin, **graduate students** are looking for more dedicated, private space geared to the grad student community:

	<i>Library most used</i>	<i>Comments</i>
Grad	Olin	<i>There need to be more grad rooms.</i>
Grad	Olin	<i>Private study carrels for graduate students.</i>
Grad	Business	<i>Graduate student study space. Some of us go to the Knight Center, but the Olin Library has more options that I think could be made or geared toward the grad student community.</i>
Grad	<i>Primarily, I use online resources</i>	<i>More graduate study spaces at Olin library.</i>
Grad	Art & Architecture	<i>It's difficult for them to change this, but the accommodations for graduate students are uninviting and generally lacking.</i>



As a result of the 2010 Service Quality Survey, Olin Library extended hours to 24/5 when fall and spring classes are in session and to 24/7 during reading days and finals.

7. Customer Service by Individual Libraries

As indicated in the chart which follows, all customer service indicators remained strong, across all locations. Many library locations produced positive ratings, where satisfaction results exceeded importance--particularly in the area of courtesy.

Of the 169 comments about staff, the response was overwhelmingly positive, with praise and appreciation for individual staff who helped make a difference.

	<i>Library most used</i>	<i>Comment</i>
<i>Undergrad</i>	<i>Olin</i>	<i>You guys are great. Seriously. Always very polite and able to get me the materials I need, or at least help me find them, promptly.</i>
<i>Grad</i>	<i>Art & Architecture</i>	<i>Thank you for the fabulous Art Library staff!</i>
<i>Faculty</i>	<i>Olin</i>	<i>Cannot say enough good things about the support staff and librarians.</i>
<i>Faculty</i>	<i>Earth & Planetary Sciences</i>	<i>Keep up the good work. Library resources and the ways we use them are changing rapidly in the digital era, so proactively working with students and teachers to keep them up to date with the latest resources is critically important.</i>
<i>Faculty</i>	<i>Music</i>	<i>The staff is wonderful.</i>
<i>Undergrad</i>	<i>Art & Architecture</i>	<i>The reference desk staff at Olin are incredibly helpful, informative, and downright fun.</i>
<i>Grad</i>	<i>Law</i>	<i>... the law library, and especially the staff, do a fantastic job. They have been one of my best experiences in law school.</i>
<i>Faculty</i>	<i>Business</i>	<i>Give them a raise!</i>

However, a number of concerns were expressed about the difference in the caliber of service and responsiveness from student workers:

	<i>Library most used</i>	<i>Comments</i>
<i>Grad</i>	<i>Social Work</i>	<i>Many students who are part of the staff seem uninformed about library resources and are regularly unable to answer questions about books on reserve, technical resources (computers/printers) or finding printed material. I would like to have someone more knowledgeable available.</i>
<i>Faculty</i>	<i>Olin</i>	<i>Overall when I work with more senior staff (i.e. non students) things go great and they are extremely professional. Also my subject librarians are dynamic. However when I deal with student workers about half the time I feel like I am interrupting them from their studies and online projects. Or on other occasions students have lost items that I have returned which of course comes back on me.</i>
<i>Grad</i>	<i>Art & Architecture</i>	<i>I find that the student staff who help with printing are not as well versed in trouble-shooting as they should be.</i>

Customer Service Gap Analysis for Individual Libraries

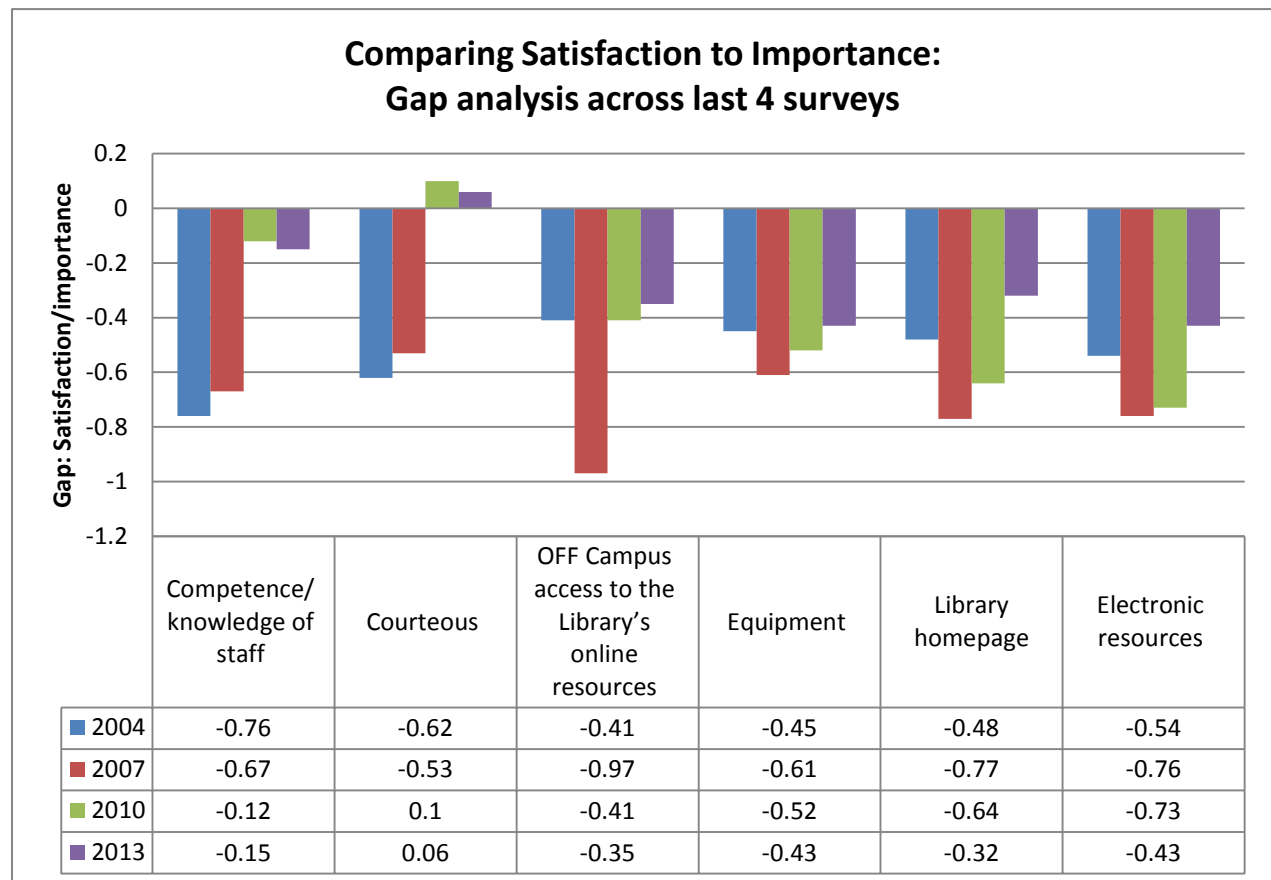
Q12. Which library do you use most often?		Competence/ knowledge of staff				Courtesy				Speed of Service				Quality of Service		
Library	Count	Mean Sat	Mean Imp	Gap		Mean Sat	Mean Imp	Gap		Mean Sat	Mean Imp	Gap		Mean Sat	Mean Imp	Gap
Olin	1357	4.38	4.53	-0.15		4.5	4.44	0.06		4.36	4.48	-0.12		4.47	4.61	-0.14
Art & Architecture	124	4.58	4.75	-0.17		4.74	4.66	0.08		4.58	4.7	-0.12		4.74	4.82	-0.08
Business	108	4.23	4.42	-0.19		4.42	4.38	0.04		4.29	4.52	-0.23		4.33	4.51	-0.18
Chemistry	25	4.14	4.09	0.05		4.38	4.04	0.39		4.29	4.24	0.05		4.27	4.59	-0.32
Earth & Planetary Sciences	40	4.85	4.72	0.13		4.88	4.62	0.26		4.77	4.67	0.1		4.85	4.7	0.15
East Asian	27	4.59	4.28	0.31		4.57	4.27	0.3		4.75	4.35	0.4		4.74	4.58	0.16
Music	28	4.68	4.71	-0.03		4.6	4.45	0.14		4.58	4.61	-0.03		4.74	4.86	-0.12
Physics	55	4.75	4.67	0.08		4.83	4.6	0.23		4.86	4.46	0.4		4.86	4.69	0.17
Social Work	131	4.62	4.88	-0.26		4.72	4.77	-0.05		4.58	4.75	-0.17		4.65	4.87	-0.22
Special Collections and Archives	3	4.6	4.8	-0.2		4.6	4.8	-0.2		4.6	4.8	-0.2		4.6	4.8	-0.2
West Campus	9	4.57	4.5	0.07		4.5	4.43	0.07		4.43	4.57	-0.14		4.57	4.57	0

In the chart above, average importance (Mean Imp) and satisfaction (Mean Sat) ratings are based on a scale of 1 to 5, where 1 is low and 5 is high. Ratings higher than 3.8 are considered to be positive. The performance gap is determined by comparing the satisfaction level to the importance level. A negative result indicates a performance gap. A value worse than -.75 warrants closer inspection, to determine why users think we fell short.

8. Gap Analysis: Questions Common to Last Four Surveys

Libraries and user needs have changed significantly over the last 12 years, and sustaining the longitudinal value of the survey is a continuing challenge. While we follow dozens of comparison points across multiple surveys, here are some of the key variables that track across all four surveys:

- Competence/knowledge of staff
- Courtesy of staff
- Off campus access to library resources (proxy server)
- Library equipment (library computer workstations and login, printing and scanning, etc.)
- Library website
- Electronic resources (ejournals and databases, etc.)



The performance gap is determined by comparing the satisfaction level to the importance level. A negative result indicates a performance gap. A value worse than -.75 warrants closer inspection, to determine why users think we fell short.

The two customer service indicators--“Competence/Knowledge of Staff” and “Courteous” were encouraging. The “Competence/Knowledge of Staff” indicator held fairly steady, while the measure of “Courtesy” continues to positively exceed expectations of our users.

Access to collections through the proxy server hit a low in 2007 and continues to improve since the implementation of the EZProxy platform.

Library equipment also showed a move in the right direction, although there is still room for improvement. The library website fared better, showing a 50 percent improvement.

The electronic resources were broken down into more specific categories for the 2013 survey. While all categories showed an encouraging improvement, two areas-- ejournals (-51) and databases (-.42) deserve further investigation.

All the variables have pulled out of the .75 “danger zone” in the 2013 survey. While many gaps have declined, there is still much opportunity for improvement, especially in the area of electronic resources and technology support.

9. Overview of Comments

The 2013 survey continued the pattern of the 2010 survey, relying on a variety of open-ended questions to give users more opportunities to expand on their quantitative answers. In this cycle, five questions provided this open-ended feedback:

Q 10 (2 parts):

- In your field(s) of study, what gaps have you noticed in the Libraries’ collections?
- What improvements would you suggest?

Q 16: Would you like to comment on a specific library?

Q 17: What services could be provided that would better meet your needs?

Q 18: Anything else?

The energy and insight displayed in faculty and student responses were remarkable; when coding of the comments was complete, we had collected over 4500 messages. A breakdown of comments by coding appears in at the end of this section.

Comments about Library Staff and Customer Service

The area of overwhelmingly positive response pertained to library staff. The following representation reflects how often particular words were mentioned in these positive comments; the larger the text, the more frequent the term:

Technology related:

- Improve the printing process--speed, accessibility.
- Improve slow logon times--particularly for library computers.
- Improve cell phone access within the library.
- Loan iPhone chargers
- Improve the ease of use for the proxy server

Access services related:

- Improve stack management so that more books are found on the shelves.
- Fix the issue with returned books not being checked in, resulting in fines for users they did not incur.
- Make it easier to browse DVDs

Space related:

- Add more seating in Olin--both group space and individual quiet study
- Stay open longer on weekends, summer.



Fall 2013 Faculty and Graduate Student Orientation Reception in Whispers Cafe

Appendix 1: Coded Comments

SQS13 Tally of Coded Comments													
Libraries		Schedule		General		Services		Collections		Spaces		Technology	
Art & Architecture	97	Hours	78	General positive	172	Arc	13	Audio	1	Faculty space	1	Computers	121
Business	83	Weekend	14	Nonspecific	81	Catalog	31	Databases	120	Graduate	5	Logon	51
Chemistry	15	Whispers	12	Resource allocation (print vs. electronic)	9	Circulation	36	Deselection	3	Graduate space	19	Other equipment	15
						Digital services	17	Electronic resources	96	Group	69	Printing	132
E&Ps	27					DVD	36	I don't use library	41	Individual	22	Wireless	43
East Asian	38					Evening students	5	Gaps	5	Quiet	94	Other technology	15
Medical	92					ILL	120	Ebooks	54	Social	8	Remote access	10
Music	30					Not on shelf	53	Journals	322	Study space	69		
Olin	659					Book requests	3	More copies	20	Shelving space	2		
Physics	27					Notifications	17	More funding	6	Undergraduate	6		
Social Work	105					Reserves	31	New books	45				
Special Collections	18					Staff	169	No gaps	291				
West Campus	7					Suggestions	71	PDA	1				
Mostly online	19					User Education	56	Print materials	87				
U College	3					Virtual	38	Reference	12				
						Website	63	Subject (content requests)	506				
								Textbook	53				
Total: 4673	1203		104		262		759		1663		295		387

Note: when comments cover several thoughts in the same response, these are coded as separate messages, and may appear in different categories.

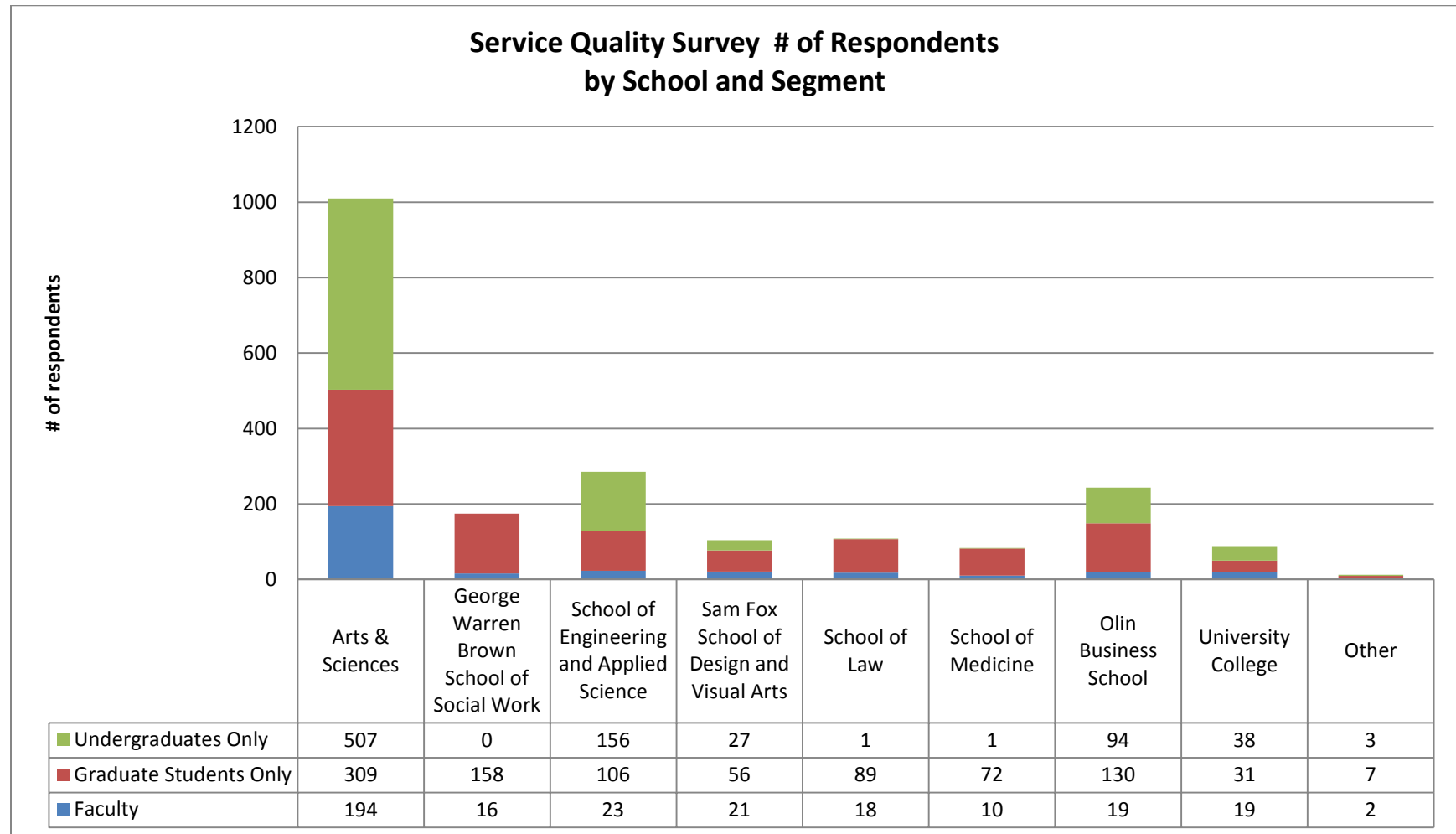
Appendix 2: Demographics

Age	#	%	Faculty		Graduate Students		Undergraduate Students	
under22	805	35.89%	0	0%	43	4.49%	757	91.43%
23-30	809	36.07%	12	3.79%	736	76.91%	29	3.5%
31-45	365	16.27%	134	42.27%	153	15.99%	27	3.26%
46-65	220	9.81%	133	41.96%	23	2.4%	14	1.69%
over 65	44	1.96%	38	11.99%	2	.21%	1	.12%
Total	2243		317		957		828	

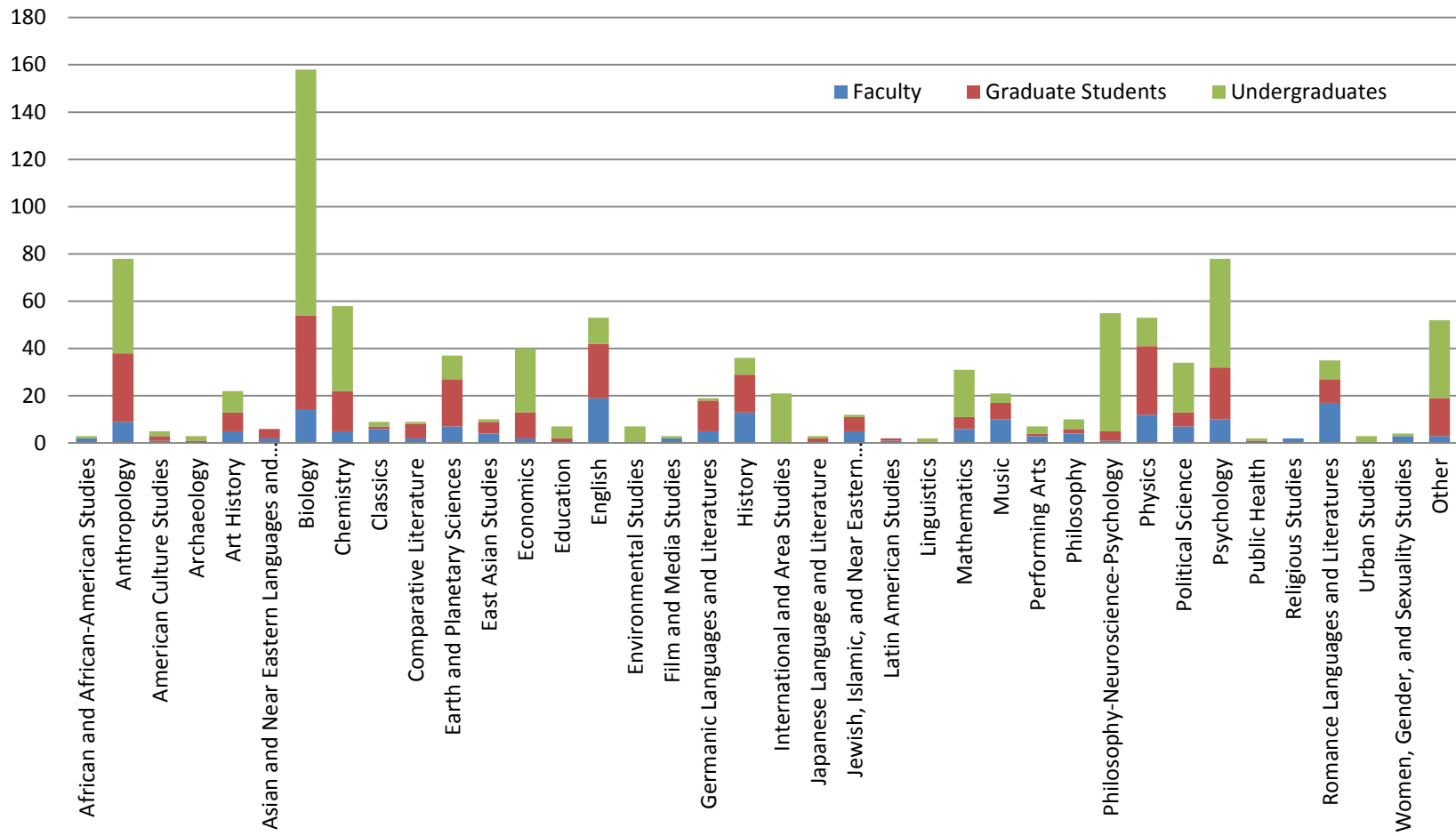
Gender	#	%	Faculty		Graduate Students		Undergraduate Students	
Female	1231	54.88%	138	43.81%	533	55.81%	469	56.51%
Male	1003	44.72%	175	55.56%	419	43.87%	357	43.01%
Other	9	.4%	2	.63%	3	.31%	4	.48%
Total	2243		315		955		830	

School	#	%	Faculty		Graduate Students		Undergraduate Students	
Arts & Sciences	1053	46.78%	194	60.25%	309	32.22%	507	61.31%
George Warren Brown School of Social Work	176	7.82%	16	4.97%	159	16.58%	0	0%
School of Engineering and Applied Science	302	13.42%	23	7.14%	106	11.05%	156	18.86%
Sam Fox School of Design and Visual Arts	109	4.84%	21	6.52%	56	5.84%	27	3.26%
School of Law	110	4.89%	18	5.59%	89	9.28%	1	.12%
School of Medicine	101	4.49%	10	3.11%	72	7.51%	1	.12%
Olin Business School	245	10.88%	19	5.9%	130	13.56%	94	11.37%
University College	128	5.69%	19	5.9%	31	3.23%	38	4.59%
Other	27	1.2%	2	.62%	7	.73%	3	.36%
Total	2251		322		959		827	

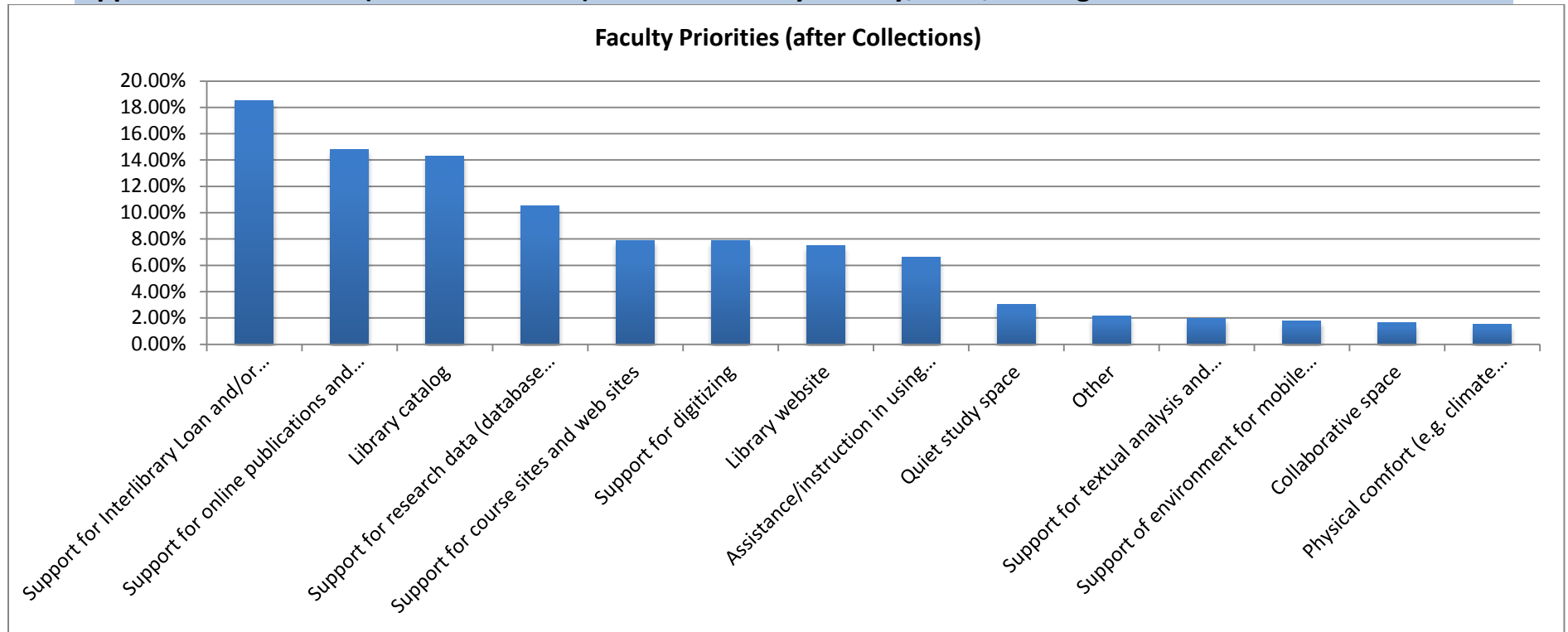
Appendix 3: Participation rates



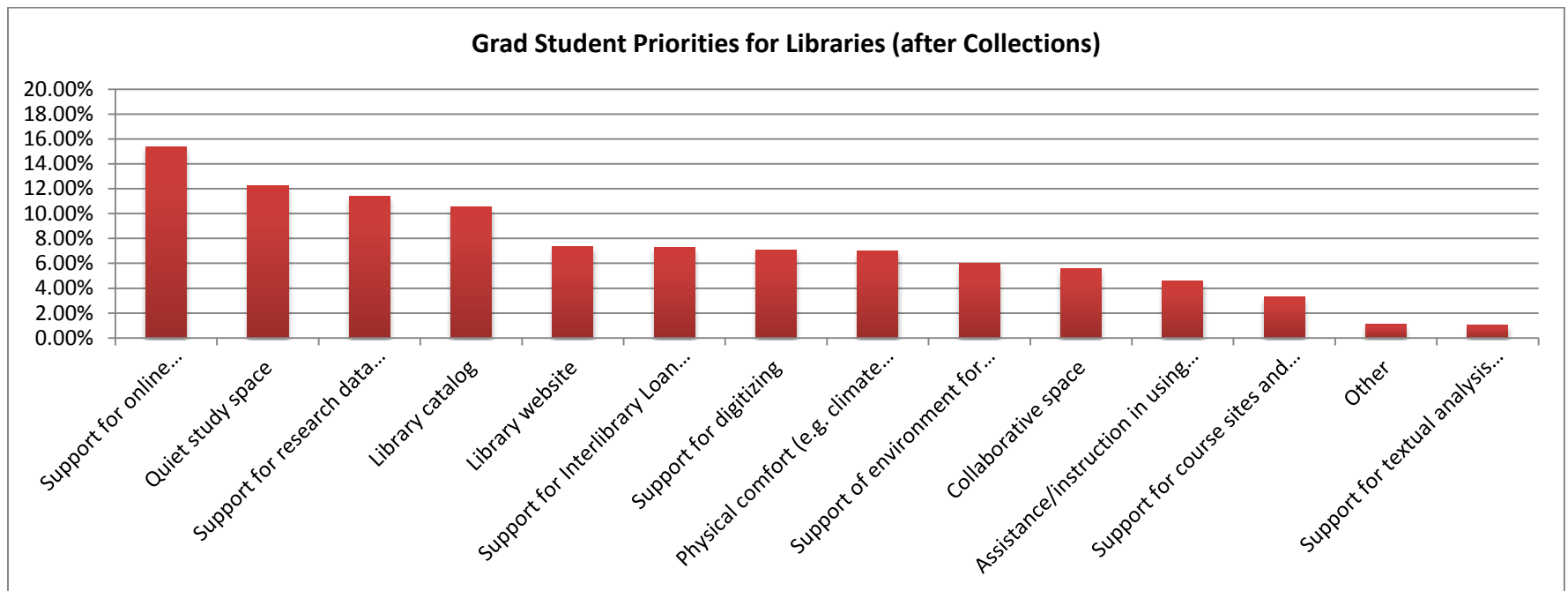
Arts & Sciences (departments/programs/majors) **# of respondents**



Appendix 4: Priorities (after Collections) broken down by Faculty/Grad/Undergrad

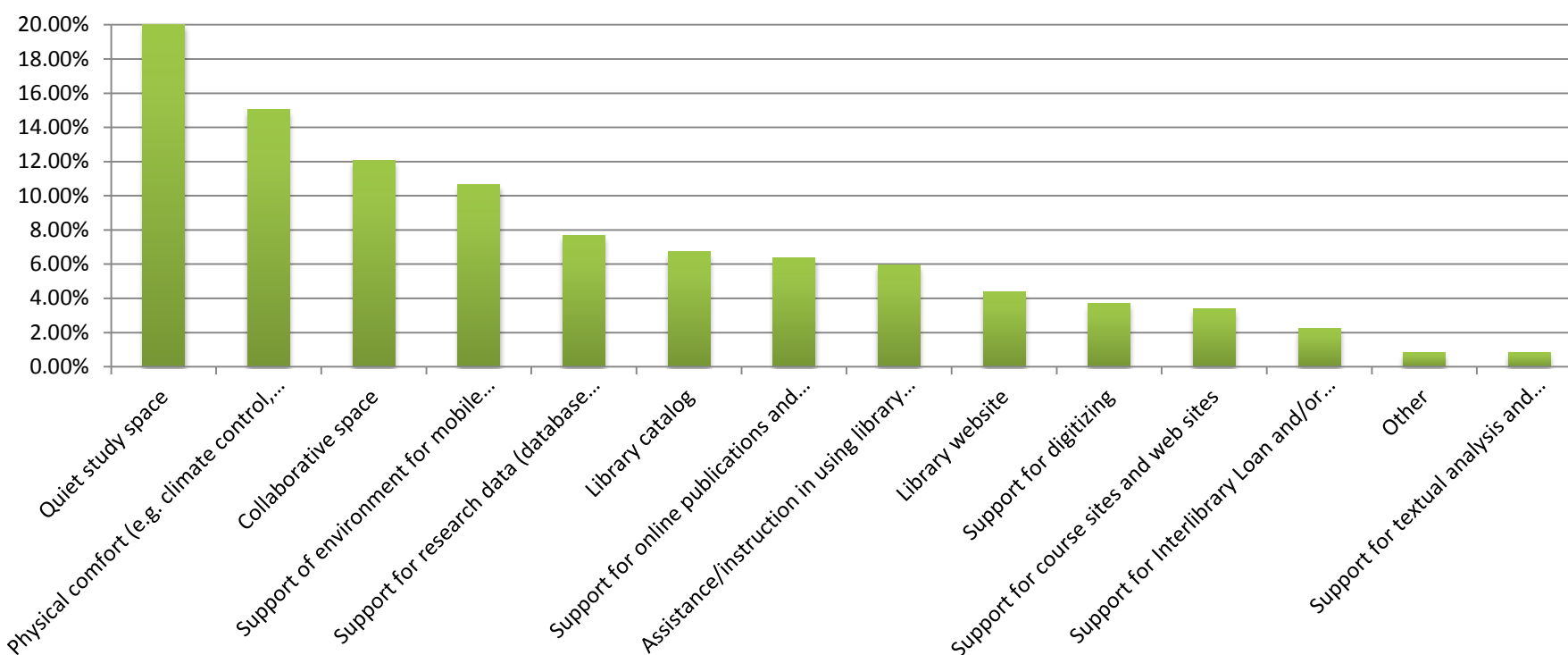


Faculty Top Priority "Other" comments	Faculty Second Priority "Other" comments	Faculty Third Priority "Other" comments
BUY BOOKS!	MORE BOOKS	EVEN MORE BOOKS
Better maintenance of the stacks: time and time again, when I look for a book where it should be, it is missing (and not on a nearby cart or on record as being in transit). How easily do books get lost, and how can this be prevented?	Prompt re-shelving and regular shelf-reading.	Ability to get more technical books in print form.
more books	use of library for seminar	better coordination between WUSTL libraries
i would like special collections to be open on Saturdays, at least until 1. i would also like them to keep slightly longer hours during the week.	access to additional journals	I would prefer Better access when off campus.
Print Collection	More stack space.	



Grad Student Top Priority "Other" comments	Grad Student Second Priority "Other" comments	Grad Student Third Priority "Other" comments
A full and complete inventory and replacement of missing books.	more printers	fast computers for printing
Logging into computers and printing takes way too long.	printing and other digital services/devices	Online resources
Art and Architecture library books are hard to browse since it is electronic open stacks.	Collaborative Space but/Quiet Study Space that are sound proofed. I can hear study groups' loud conversation as I am trying to use the quiet study spaces available.	Better printers, scanners, copiers in the law library, including built-in staplers or accessible heavy duty staplers for student use
Reliable computers.	Computers which can be logged in at any time	Online classes to learn more skills, especially for doctorate students who make interdisciplinary research.
Printing		Printing, scanning and digitizing support
computers in the library/computer lab		wustl email
Printer with higher quality and faster speed		More computer access
		Dual Screen work stations

Library Service Quality Survey Undergraduate Priorities (after Collections)



Undergrad Student Top Priority "Other" comments	Undergrad Student Second Priority "Other" comments	Undergrad Student Third Priority "Other" comments
Access to computers and printing	BETTER COMPUTERS (faster login)	Printing
PRINTING	more cubicle desks	printing and scanning
Wi-Fi	PRINTING	
printer maintenance and speed		
Reliable wireless printing from both the desktops and from personal computers		
More log-on servers		

Appendix 5: Survey Question Set

1. Please rate your overall satisfaction with the Washington University Libraries in general.

1. Very unsatisfied
2. Unsatisfied
3. Neutral
4. Satisfied
5. Very satisfied

2. How often have you used the resources and services of any of the Washington University Libraries during the past year?

	At least once a week	At least once a month	At least once a semester	Never
Physically visited a library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessed library online resources from ON campus (library catalog, databases, library website, email, chat, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessed library online resources from OFF campus (library catalog, databases, library website, email, chat, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used remote library services (interlibrary loan or MOBIUS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessed library online resources from a smartphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you bring your personal laptop or tablet to a library on campus when you come to study?

1. Most of the time
2. Sometimes
3. Rarely
4. Never, but I do own a laptop or tablet
5. Don't own a laptop or tablet

4. For each of the following electronic services that the Library provides, please indicate (1) your degree of satisfaction and (2) its importance to you. (1-5 = low to high)

	Satisfaction [Not Satisfied, Very Satisfied]						Importance [Not Important, Very Important]					
	1	2	3	4	5	Not familiar	1	2	3	4	5	Not familiar
Library catalog (ease of finding books, DVDs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library homepage (other than the library catalog; ease of searching, of finding information, of discovering what is available, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OFF campus access to the Library's online resources (proxy server)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library webpage "Research Guides" (subject-specific research pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. For each of the following services that the Library provides, please indicate (1) your degree of satisfaction and (2) its importance to you. (1-5 = low to high)

	Satisfaction [Not Satisfied, Very Satisfied]						Importance [Not Important, Very Important]					
	1	2	3	4	5	Not familiar	1	2	3	4	5	Not familiar
Interlibrary loan (borrowing/delivery of books and articles from other libraries; MOBIUS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circulation services (finding, borrowing, renewing, shelving, requesting items, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reserve services (finding, borrowing, putting items on reserve, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information services/reference help (phone, email, in person, chat, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject librarian support for your research and teaching (Scholarly communication issues, author support, assistance in discovering resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arc services - located in Olin Library, Level A (getting help with technology, checking out laptops, assistance with the creation and analysis of digital content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geographic information systems (GIS) (support for teaching, research, projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library instruction (classes or tutorials on the use of library resources and services, library tours, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. For each of the following services that the Library provides, please indicate (1) your degree of satisfaction and (2) its importance to you. (1-5 = low to high)

	Satisfaction [Not Satisfied, Very Satisfied]						Importance [Not Important, Very Important]					
	1	2	3	4	5	Not familiar	1	2	3	4	5	Not familiar
Ease of login to computer workstations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of library computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scanning and printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding books, journals and other items on the shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please rate your overall satisfaction with the collections at Washington University Libraries

1. Very unsatisfied
2. Unsatisfied
3. Neutral
4. Satisfied
5. Very satisfied

8. For each of the following collections that the Library provides, please indicate (1) your degree of satisfaction and (2) its importance to you. (1-5 = low to high)

	Satisfaction [Not Satisfied, Very Satisfied]						Importance [Not Important, Very Important]					
	1	2	3	4	5	Not familiar	1	2	3	4	5	Not familiar
Print collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Databases (e.g., Academic Search Premier)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. For each of the following unique collections that the Library provides, please indicate (1) your degree of satisfaction and (2) its importance to you. (1-5 = low to high)

	Satisfaction [Not Satisfied, Very Satisfied]						Importance [Not Important, Very Important]					
	1	2	3	4	5	Not familiar	1	2	3	4	5	Not familiar
Manuscripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rare Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Film & Media Archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modern Graphic History Library												

10. In your field(s) of study, what gaps have you noticed in the Library's collections? What improvements would you suggest?

11. The Washington University Libraries will continue to purchase materials (print, online, digital, etc.) to support your work, but we would like to know what *other* services, facilities or resources might be useful to you. Please rank your 3 highest priorities for the Libraries, other than collections.

Top Priority: (choose from drop-down menu)

1. Library catalog
2. Assistance/instruction in using library resources
3. Library website
4. Support for digitizing
5. Support for course sites and web sites
6. Support for online publications and repositories
7. Support for textual analysis and encoding
8. Support for research data (database development, data management, analysis, visualization, and archiving solutions)
9. Support for Interlibrary Loan and/or Document Delivery
10. Support of environment for mobile device use (e.g. power outlets, wireless access)
11. Physical comfort (e.g. climate control, furniture, lighting)
12. Quiet study space
13. Collaborative space
14. Other

Second Priority: (choose from dropdown)

Same choices as above, but in random order

Third Priority: (choose from dropdown)

Same choices as above, but in random order

12. Which library do you use most often? Select only one.

1. Olin
2. Art & Architecture
3. Business
4. Chemistry
5. Earth & Planetary Sciences
6. East Asian
7. Law
8. Medicine
9. Music

10. Physics
11. Social Work
12. Special Collections and Archives
13. West Campus
14. Primarily, I use online resources

Note: When participants choose a library in question 12, they are directed to Question 13, which asks them to rate the overall satisfaction with their most used library, and Question 14, which asks about customer service in their most used library:

13. Please rate your overall satisfaction with the Olin Library (or other library).

1. Very unsatisfied
2. Unsatisfied
3. Neutral
4. Satisfied
5. Very satisfied

14. For each of the following Olin Library (or other library) services, please indicate (1) your degree of satisfaction, and (2) its importance to you. (1-5 = low to high)

	Satisfaction [Not Satisfied, Very Satisfied]						Importance [Not Important, Very Important]					
	1	2	3	4	5	Not familiar	1	2	3	4	5	Not familiar
Competency/knowledge of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courtesy of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Which other libraries do you use on a regular basis? Select all that apply.

1. Olin
2. Art & Architecture
3. Business
4. Chemistry
5. Earth & Planetary Sciences
6. East Asian
7. Law
8. Medicine
9. Music
10. Physics
11. Social Work
12. I don't use any other libraries on a regular basis

16. Would you like to comment on a specific library? (Comment on all that apply.)

1. Olin
2. Art & Architecture
3. Business
4. Chemistry
5. Earth & Planetary Sciences
6. East Asian
7. Law
8. Medicine
9. Music
10. Physics
11. Social Work

Comments/Suggestions:

17. What services could be provided that would better meet your needs?

18. Anything else?

19. Age

1. Under 22
2. 23-30
3. 31-45
4. 46-65
5. Over 65

20. Gender

1. Female
2. Male
3. Other

21. School

1. Arts & Sciences
2. George Warren Brown School of Social Work
3. School of Engineering and Applied Science
4. Sam Fox School of Design and Visual Arts
5. School of Law
6. School of Medicine
7. Olin Business School
8. University College
9. Other

Please select your department/program/major.

1. African and African-American Studies
2. Anthropology
3. American Culture Studies
4. Archaeology
5. Art History
6. Asian and Near Eastern Languages and Literature
7. Biology
8. Chemistry
9. Children's Studies
10. Classics
11. Comparative Literature
12. Earth and Planetary Sciences
13. East Asian Studies
14. Economics
15. Education
16. English
17. European Studies
18. Environmental Studies
19. Film and Media Studies
20. Germanic Languages and Literatures
21. History
22. International and Area Studies
23. Japanese Language and Literature
24. Jewish, Islamic, and Near Eastern Languages and Cultures
25. Korean Studies
26. Latin American Studies
27. Legal Studies

28. Linguistics
29. Mathematics
30. Music
31. Performing Arts
32. Philosophy
33. Philosophy-Neuroscience-Psychology
34. Physics
35. Political Science
36. Psychology
37. Public Health
38. Religious Studies
39. Romance Languages and Literatures
40. South Asian Languages and Cultures
41. Urban Studies
42. Women, Gender, and Sexuality Studies
43. Other

22. Are you a/an...?

1. Undergraduate student
2. Graduate student
3. Faculty member
4. Staff member
5. Library staff member
6. Other

Please select from the following.

1. Masters
2. Doctoral
3. Non-degree or undecided
4. Other

Please select from the following.

1. Adjunct Faculty
2. Assistant Professor
3. Associate Professor
4. Lecturer
5. Professor
6. Other

Please select from the following.

1. Research Staff
2. Post doc
3. Other

23. Would you be willing to participate in small group sessions exploring similar questions in more depth?

1. Yes, I would be willing to help the Library by participating in small group discussions to be held at a future date.
2. No, I am not interested in participating.

24. Please fill in the information below. Note: if you provide this information, your responses to this survey will no longer be anonymous, but they will remain confidential.

Email Address

25. If you want to enter the drawing for a free i-Pad mini, please fill out the information below.

First Name

Last Name

Email Address