

# UCLA Library – 2003 LibQUAL+ Results Report - 2/5/2004

I. Introduction .....	2
II. Participation Sample Analysis .....	2
III. General Findings	
• UCLA Results .....	2
• UCLA Comments .....	4
• Comparing UCLA Results with Overall ARL Results .....	5
• Comparing UCLA Results with a Peer Group's Results .....	5
IV. Recommendations .....	7
A. Regarding Access to Information .....	7
B. Regarding Personal Control .....	8
Appendices	
1. - Selected UCLA LibQUAL+ Comments .....	9
2. - Proposal for Addressing Not-on-Shelf Items in the Research Library .....	14
3. - Proposed YRL Stacks Survey .....	16
4. - UCLA Participants Data .....	17
5. - Library Use Data .....	18
6. - LibQual+ 2003 – Survey Questionnaire.....	22

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## **I. Introduction**

During April 7-25, 2003, UCLA was among the 308 libraries that participated in the 2003 Association of Research Libraries (ARL) LibQUAL+ Survey. ARL is a not-for-profit membership organization comprising the leading research libraries in North America. Sixty-six libraries that are ARL members participated in the 2003 survey; this subset of participants are those that are closest to UCLA in terms of mission, collections, size, etc.

LibQUAL+ is a survey tool that measures library users' perceptions of service quality and identifies the gap between minimum, desired, and perceived expectations of service. Developed as part of the ARL New Measures Initiative in partnership with Texas A&M University, it provides participants with reliable, tested, and comparable data for internal and external benchmarking.

The survey contains twenty-five questions grouped for analysis into four key dimensions of service: Access to Information (AI) (hours and collection scope), Affect of Service (AS) (customer service), Library as Place (LP) (building amenities), and Personal Control (PC) (ability to find information independently and remotely). Respondents were also invited to add comments to their responses, and we received over 200 open-ended comments.

The 2003 survey included several additional questions dealing with general satisfaction and information literacy outcomes, frequency of library use, and use of search engines such as Google. These questions were not included within the four dimensions mentioned above.

Until this time the UCLA Library had not conducted any campus-wide surveys on the scale of LibQUAL+ to obtain direct user feedback about the quality of its services. Because LibQUAL+ is a well-tested instrument and has a solid grounding in customer-service research methods, it was an appropriate choice to obtain information about how UCLA users perceive Library services.

## **II. Participation Sample Analysis**

Of a possible 40,498 population of UCLA students, faculty, and staff (including library staff), a random sample of 3,957 users was selected. Responses were received from 570, for an overall response rate of 14.4%.

The 523 students and faculty who responded are 1.29% of the total 40,498 population. The 185 faculty who responded are 3.8% of the total faculty population of 4,838; the 171 graduate students who responded are 1.6% of their total population of 10,949; and the 167 undergraduates who responded are 0.7% of their total population of 24,711. Thus, among respondents, there were approximately twice as many faculty as graduate students and more than five times more faculty than undergraduates, which is a rough reversal of their relative proportions in the overall total population. See Appendix 4 for more details.

Due to differing response rates from students, faculty, and staff in the various disciplines, the Health Sciences and Humanities are overrepresented, and the Social Sciences are underrepresented.

## **III. General Findings**

### **A. UCLA Results**

Examination of the results focuses on the gap between the minimum acceptable service expected and the current perception of that service, which is called the adequacy gap. To interpret the results it is important to understand the concept of the service adequacy gap. A positive service adequacy gap means that the perceived level of service is above the minimum level expected. A negative service adequacy gap means that the perceived level of service is below the minimum expected. The greater the negative service adequacy gap, the larger is the discrepancy between the minimum acceptable level and the current perception of the service.

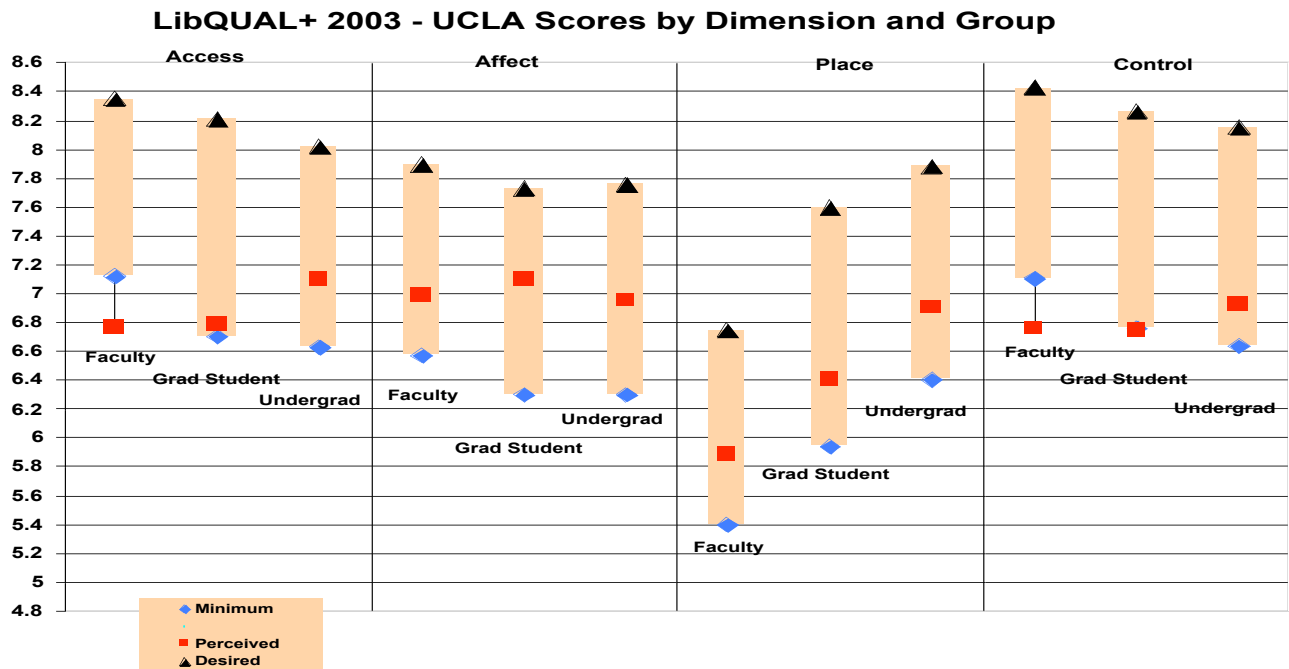
The overall results, which combine the results for all participants (faculty, graduate students, undergraduates, staff, and library staff), show that the adequacy gap is positive by a factor of +0.31, meaning that the perceived service mean was above the minimum expected mean. Breaking down the analysis by dimensions shows a healthy positive adequacy gap for the dimensions of Affect of Service (+0.66) and Library as Place (+0.44), a very small positive gap for the dimension of Access to Information (+0.07), and a small negative gap for the

dimension of Personal Control (-0.03). A closer examination of these dimensions reveals negative gaps for some of the individual questions, especially for access to print and electronic collections (AI-1; -0.17), to the Library Web site (PC-3; -0.30), and to access to electronic resources from off campus (PC-6; -0.40). (Note, AI-1 refers to the Access to Information dimension, question 1; PC-3 to the Personal Control dimension, question 6, etc.). See Appendix 6 for the survey questions.

Analyzing the overall results by main population groups (faculty, graduate students and undergraduates), the gap between minimum expected service and perceived level of service grows larger from undergraduate to graduate to faculty (see Graph A below). This means that the faculty’s perception of quality of library services is lower than that of the graduate students, whose perceptions are lower than those of the undergraduates. Although the overall gaps are still positive for each group, for faculty the positive gap so small as to become almost meaningless. All three populations perceive the access to electronic resources from off campus negatively, with faculty showing the highest level of dissatisfaction. However, both faculty and graduate students show increased concern in the Access to Information and the Personal Control dimensions. The faculty respondents show a much more pronounced negative adequacy gap for most of the questions in these dimensions.

In the Access to Information dimension, faculty show pronounced negative adequacy gaps for access to print and electronic journal collections they require (AI-1; -0.61), access to print materials (AI-3;-0.43), access to electronic information resources (AI-4; -0.44) and timely document delivery and ILL (AI-5; -0.39). In the Personal Control dimension, faculty show negative adequacy gaps for easy-to-use access tools for dis-intermediated work (PC-1; -0.44), quality of the Library’s Web site (PC-3; -0.81), quality of modern equipment (PC-4; -0.13); making information easily accessible for independent use (PC-5; - 0.24) and making electronic resources accessible from home or office (PC-6; -0.51).

**Graph A**



**Results from the “Additional” Questions**

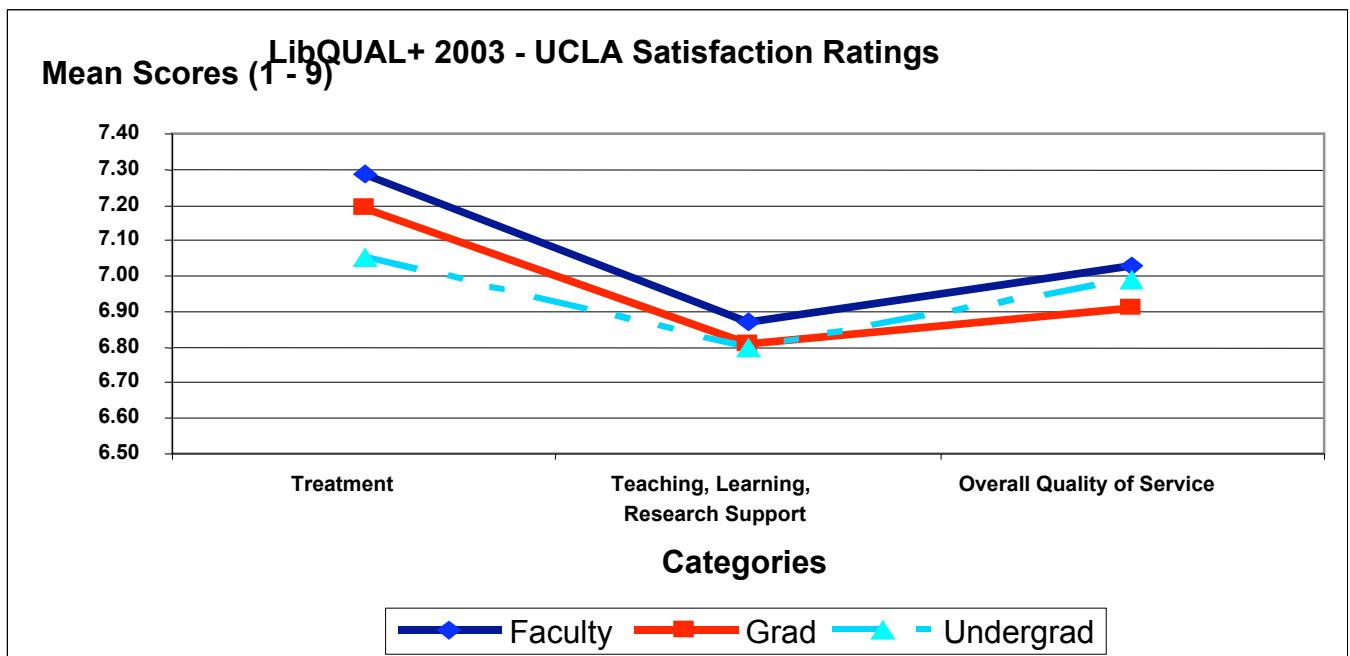
Analyses of the frequency of library use – both on premises and electronically – as well as use of non-library gateways such as Yahoo and Google shows a consistent pattern. Weekly use of library premises is quite high for all three main population groups (over 45%), with graduate students hitting over 50%. UCLA’s use of library premises is above the average for all ARL libraries on this year’s survey for all three groups by about 5%.

Access to resources through the Library's Web page is about the same for weekly use across the main population groups; however, there is a substantial discrepancy in the daily use of the Web gateway among undergraduates (5.99%), graduate students (35.6%), and faculty (48.11%). The score for undergraduates is also lower than the ARL scores for the same question. These results indicate a need to for further research into the low use by undergraduates.

Daily use of Yahoo and Google is high for all three populations; 70% of all UCLA respondents use one of these search engines, with the figure reaching 75% for graduate students. UCLA respondents' use of non-Library gateways was higher than the other ARL libraries. This shows both the increased utility of these retrieval engines as well as the need to make the Library's web gateway more useful to core constituencies. While there are many reasons that commercial gateways may be consulted we must be concerned about students who use them as their primary means of accessing information for academic purposes. The Library's Information Literacy Initiative is one way that we are addressing this issue.

Responses to the three satisfaction questions, which asked about satisfaction with treatment, satisfaction with support for learning, research, and/or teaching needs, and satisfaction with overall quality of service on a scale from 1 to 9, were mainly positive, as illustrated on the Graph B. UCLA scores are slightly lower than the mean for other ARL libraries.

**Graph B**



**B. UCLA Comments**

Examining the free-text comments from participants adds a level of personal detail to the survey responses.

More than two hundred respondents provided open-ended comments. These touched on a wide variety of issues including collections, facilities, circulation services, staff, ORION2, CDL/Melvyl, and others. See Appendix 1 for selected comments.

Closer examinations of the comments shows that faculty, especially in the Sciences, desire and expect access to all full-text online journal articles published in their fields of research. Faculty also frequently mentioned the need for a more transparent interlibrary loan system, especially for better alert or status update messages. Many faculty and graduate students complained that the current California Digital Library (CDL) environment is

hard to navigate. Many also voiced concerns about the quality of physical space in the libraries, especially for a more welcoming and esthetic space, more light, more and better study and group study spaces, and better multimedia facilities

### **C. Comparing UCLA Results With Overall ARL Results**

In a general comparison of results across all ARL respondents, when examining the gap between mean scores for perceived and minimum expectations, UCLA scores 0.19% below the overall ARL average. In the dimensions of Access to Information, Library as Space, and Personal Control, the UCLA scores are below the ARL average. The most negative gaps in comparison to ARL respondents relate to timely document delivery/interlibrary loans (AI-5), the needs for group learning spaces (LP-4), the quality of UCLA Library's Web gateway (PC-3), and off-campus access to electronic resources (PC-6). In the dimension of Affect of Service, which focuses on personal aspects of service quality, although UCLA scored above the ARL average, the difference was very small.

Although most UCLA undergraduates' perceptions were above their minimum expectations, on many questions undergraduates scored below the average for ARL libraries, and overall UCLA find itself below the ARL adequacy mean score (-0.15%) for this group. Areas of highest gaps between UCLA undergraduates' and ARL undergraduates' concerns are with regard to group learning space (-0.74) and access to electronic services from off-campus (-0.49).

Comparison of graduate student results is positive on the dimensions of Affect of Service and Access to Information but negative on the Library as Space dimension (especially with regard to group study spaces [-0.58]) and with regard to the Library's Web site (-0.46) which is part of the Personal Control dimension.

The Faculty responses show the most significant negative gaps, which are across the board. The largest gaps are regarding timely ILL/DocumentDelivery (-0.60), readiness to respond to user's questions (-0.38), group study space (-0.75), and the Web site (-0.72).

### **Comparing UCLA Results With a Peer Group's Results**

UCLA results were also examined in comparison to a subset of participating ARL libraries consisting of the libraries of Columbia University, Ohio State University, University of Arizona, University of Minnesota, University of Texas, and the University of Washington. These ARL libraries were considered most comparable to UCLA in terms of collections, budgets, size, and other factors. A weighted means analysis was used, which is relatively more accurate because it takes into account the number of respondents to each question. The weighted mean is computed by multiplying the mean value with the number of respondents for each library, adding up the results for the whole peer group, and subdividing this value by the total number of respondents. UCLA results were compared to the peer group as a whole and to each of the libraries individually.

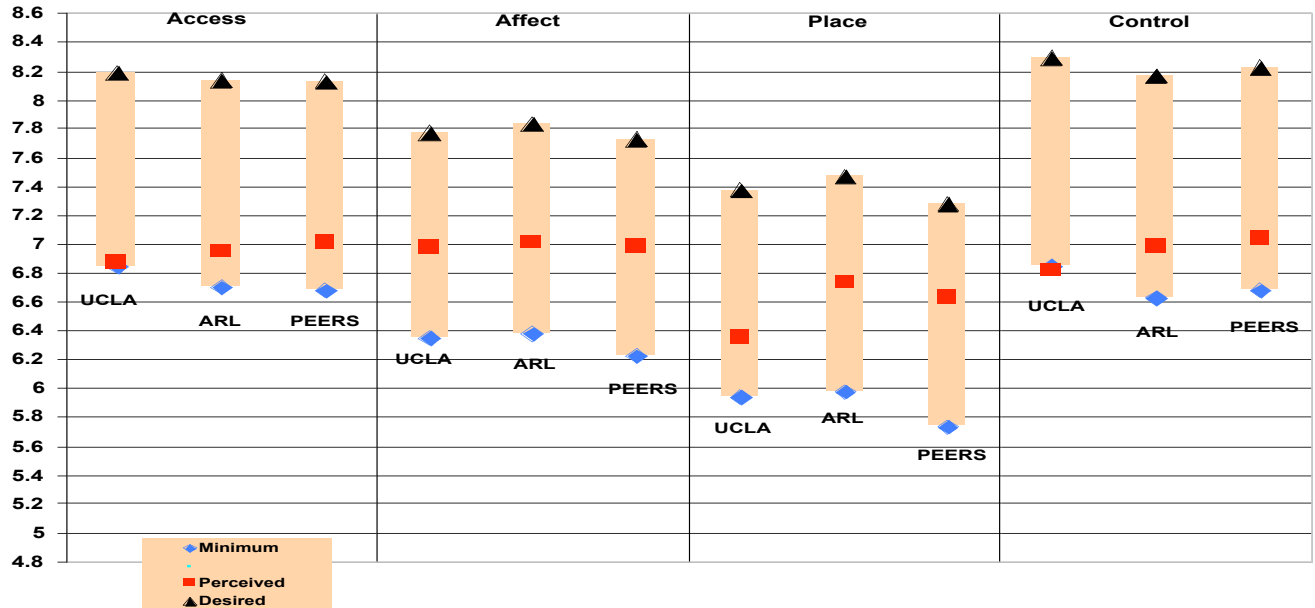
The overall comparison shows that in all dimensions, UCLA has a negative gap. Compared to each library individually, UCLA's scores are also below those of the peer institutions. See Graph C.

Although the undergraduate responses for Affect of Service are positive, UCLA compares negatively on two questions on this dimension: attention to individual users (AS-5; -0.21) and employees who deal with users in a caring fashion (AS-8; -0.38). For undergraduates, the other three dimensions are negative for UCLA, with the highest negative gap for group study space (LP-4; -0.79) and access to electronic resources from off-campus (PC-6; -0.63).

Graduate student comparisons show that UCLA's results are relatively positive for the Affect of Service dimension but negative for the other three dimensions, although to a lesser degree than for undergraduates and much more positive than for faculty.

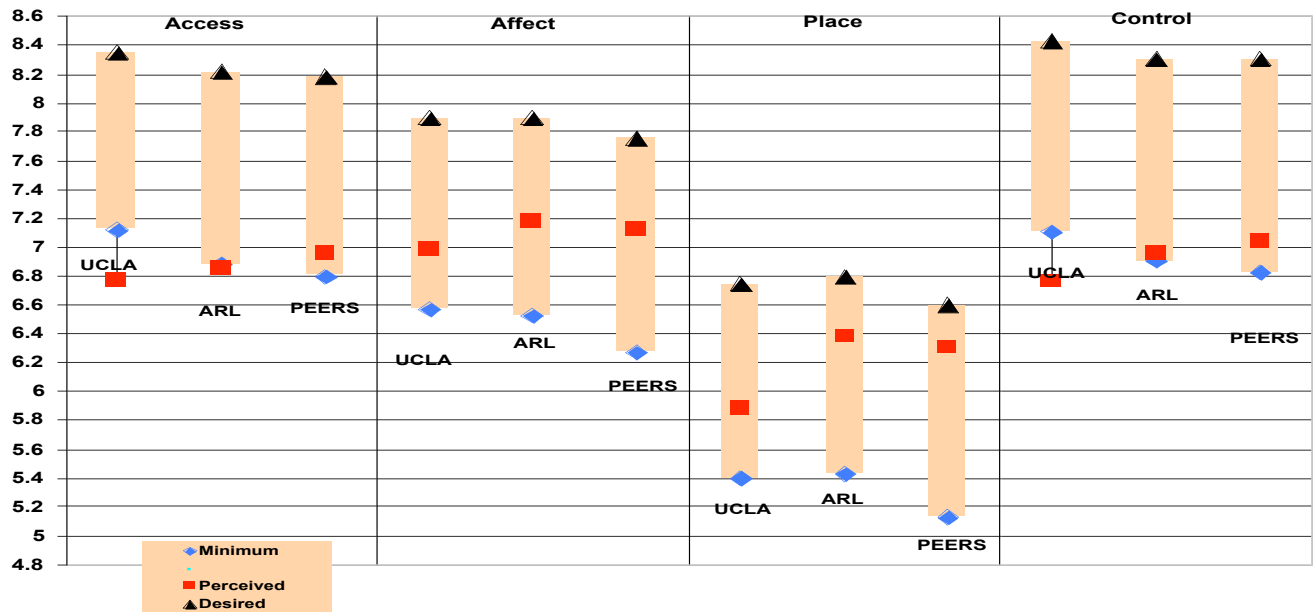
UCLA faculty perceptions were more negative across all four dimensions than those of faculty at the peer institutions examined. The gaps are quite large and pronounced. See Graph D.

**LibQUAL+ 2003 - UCLA-ARL-Peers Overall Adequacy Gaps Scores by Dimension and Group**



**Graph D**

**LibQUAL+ 2003 - UCLA-ARL-Peers Faculty Adequacy Gaps Scores by Dimension and Group**



## **IV. Recommendations**

Although the results indicate a number of areas for improvement, two areas of major concern should be addressed immediately.

Graduate students and faculty indicated substantial dissatisfaction concerning Access to Information and Personal Control. On those two dimensions their perceived level of service is below their minimally desired level of service.

Reliable access, especially to electronic journal collections and other electronic resources, is of significant concern, as are finding print resources in the libraries' stacks and the efficiency of the current document delivery system. Faculty results especially indicated problems with finding materials independently and remotely, the quality of Library's Web site, and using library resources from home or office.

### **A. Regarding Access to Information**

#### **1. Journal Collections**

The development of research collections in an era of budget constraints and continued inflationary increases for materials demands multiple strategies. These include coordinated serials cancellations and shared print collections with other UC campuses of titles available in electronic format. The goal is to reduce duplication of materials while maintaining access and availability. Library staff members will continue to consult closely with faculty on these collection management issues and to work collaboratively with other UC libraries to develop shared collections.

#### **2. Unavailability of Print Materials**

Users may be unable to find items for a variety of reasons, so efforts to address this problem require several different approaches:

- Correctly shelved items: a high percentage of items (about 50% in YRL) users can't find are shelved properly, are checked out, or the library doesn't own. More publicity is needed to help educate users about how to find materials in the Stacks
- Mis-shelved items: increase shelf reading to correct mis-shelving proactively
- Newly cataloged items: add notes in public catalog to track item from receipt to the shelf
- Unreturned items: initiate a more aggressive process of fine and replacement bill issuance and enforcement
- Missing items: perform an inventory of the collection and updating of records; increase security

See Appendix 2 for a detailed proposal to address this issue at the Charles E. Young Research Library.

#### **3. Electronic Resources**

This can be addressed by reviewing collections policies, priorities, and processes as well as by intensifying collaboration with CDL on collections as well as on digital depositories. Revamping the Web environment as well as giving high priority to implementing a database-driven Web site that is customer-centric are also critical steps. See also section on Personal Control below.

#### **4. Processing of Document Delivery and Interlibrary Loan Requests**

UCLA ILL units recently participated in an ARL study to assess interlibrary loan/document delivery services. The average turnaround time at UCLA for non-returnables (articles) is five days (ARL average is 6.23 days); the average for returnables (books) is ten days (ARL average is 9.29 days). Fill rate for borrowed items is 94% (ARL average is 86%). UCLA turnaround time averages are better or comparable to other ARL institutions. Perceptions of the timeliness of this service contradict the ARL assessment scores. Implementation of consortial borrowing software in October 2003 should reduce processing time and also allow users to track the status of their ILL requests, which will address a need expressed in the for improved and clearer ILL status communications. Additional follow-up is needed to more precisely identify areas of dissatisfaction with this service.

## **B. Personal Control**

The responses from faculty and graduate students reveal a general need to improve tools and services as well as to better manage expectations, including better communication and instruction. Some specific initiatives, some of which are already underway, will address perceived Personal Control inadequacies.

1. Make the UCLA Library Web more intuitive and usable

The Library Web site issues have been communicated to the Web Redesign Team, and remedies will be developed as part of the redesign process that is currently in progress.

2. Develop more usable online bibliographic or reference aids for remote users
3. Make users aware of online tools and provide instruction in their use
4. Provide assistance in solving connectivity problems for remote users

## Appendix 1: Selected UCLA LibQUAL+ Comments

1. Access to Information
2. Affect of Service
3. Library as Place
4. Personal Control
5. Satisfied with Current State

### 1. Access to Information

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Undergraduate - Humanities - Young Research Library (YRL) - 31-45 - Female

The library should work harder to ensure that holdings are where they should be on the shelves. Many times Orion will indicate a selection is available but it is nowhere to be found.

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Undergraduate - Social Sciences / Psychology - Young Research Library (YRL) - 23-30 - Female

My most imp prob is being unable to find books in their locations. I take my time and find the book "not checked" and run to the library, and then spend how many minutes searching for it, however there is no trace! I do not like this.

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Faculty - Social Sciences / Psychology - Young Research Library (YRL) - 31-45 Female

The biggest problem is the fact that books are missing from the shelves. Please limit checkouts in both duration and amount (the current limit of 200 is absurd; it should be reduced to 30-50). Even we faculty shouldn't get books for more than a couple of months. Also, journals should not be able to be checked out, period. UCLA has the only research library I've ever seen that allows periodical checkout.

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Graduate - Humanities - Young Research Library (YRL) - 23-30 - Female

More often than not, books that are supposed to be on the shelf are unlocatable. It is maddening to me that there have to be signs saying "If your book is not on the shelf, try the carts, try here, try there...", etc...at a school of UCLA's caliber, books should be where they are supposed to be! Graduate students, particularly, do not have time to go on wild goose chases for their books, which I find myself doing more often than not.

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Faculty – Humanities - Young Research Library (YRL) - 31-45 - Female

My biggest complaint about the UCLA library, and it is a significant complaint, is that books just are not on the shelf when the Orion system says that they should be. Fully half of my trips to the YRL are unsuccessful, and this despite the results that Orion gives to me.

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Faculty – Humanities - Arts - 31-45 - Male

While I use the Arts Library often, I also use YRL, and the marks I gave are for both. The reason that the UCLA library gets such low marks from me is the amount of materials I look for that come up missing.

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Faculty - Health Sciences - Biomedical - 46-65 - Male

I find that in most services the library is good, but with respect to interlibrary loans sometimes I get them and sometimes I do not. It would be helpful if I could be notified if the ILL had been unsuccessful.

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Faculty - Education - Young Research Library (YRL) - 23-30 - Female

UCLA's library never has any of the journals or books that I need. They are either missing or cut out. I end up going to other University's library and using their resources. It is a disgrace and it is impossible to get any research done if I depended on the library.

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Graduate – Humanities - Music - 31-45 - Male

Seemingly almost every quarter I get a notice that I have not returned a book and will be fined. Invariably, I then go and find that book back on the library's shelves where it belongs. This has happened to me at least four times, so it's not a fluke. It is emblematic of the problems facing UCLA's library system. Too many books are sent to SRLF.

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Graduate - Engineering / Computer Science SEL/Engineering&Math Sci - 18-22 - Male

The book recall process should be more strictly enforced since people still don't return the book even after it's been recalled.

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Graduate - Education - Young Research Library (YRL) - 31-45 - Female

A common complaint is that books are never on the shelves and journals are really hard to track down in print. We need to be able to find and track materials more easily!!!!

## 2. Affect of Service

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Faculty - Humanities - Young Research Library (YRL) - 46-65 - Female

My only real complaint about the YRL is that occasionally when I have been working early in the morning, the student workers who are reshelving books have been noisy, used profanity, and thrown books-- a situation I encountered on a regular basis several years back. It was disruptive and disturbing to scholars trying to work; and a terrible reflection of UCLA on visiting scholars. Perhaps the situation has been remedied by now. But I do wish you would monitor it.

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Faculty - Humanities - Young Research Library (YRL) - 31-45 - Male

Have had good librarians for training (in Orion etc), but difficulty with librarians in YRL special collections. Clark special collections people are amazing.

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Undergraduate - Science / Math - Young Research Library (YRL) - 18-22 - Male

I returned my books and soon received a letter stating that the books have not been returned. I don't understand why I didn't receive some sort of receipt after I returned the books. The Librarian just grab the books and told me could leave already. A month later I was sent a bill for hundreds of dollars. I have nothing to help me resolve this problem but my word. Please change policy in order to provide better service.

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Faculty - Social Sciences / Psychology - Young Research Library (YRL) - 31-45 - Female

We also need to have reference librarians who can help find some obscure sources from time to time.... ILL is actually pretty good, but it would help if the reference librarians were more patient with some of my RAs, who are there to help me.

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Graduate - Social Sciences / Psychology - Young Research Library (YRL) - 23-30 - Female

Overall, the staff at EAsian and YRL are good, but I had one girl be very curt to me at the counter a couple of weeks ago when I went to pick up a book I had recalled. I think I interrupted her sending an email, and she seemed upset that I was asking her for help. But, that is only one instance, and 99% of my experiences with the staff have been fine. A couple of your check out counter people, have been exceptionally nice, patient, and helpful. The ones at the other desks (info), Gov't section downstairs, and in references vary. I was an undergrad here, too, so I have used the library since 1994 and overall, I am satisfied, but there is room for improvement. EAsian librarian is always helpful.

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Faculty - Humanities - Arts - 31-45 - Male

People are perfectly nice in the library. Oftentimes, however, they are not horribly helpful.

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Undergraduate - Engineering / Computer Science - SEL/Engineering&Math Sci - 18-22 - Male

In the SEL library, I find it highly unnecessary and annoying that the employees rapidly turn on and off the lights when there are 5 or 10 minutes remaining until closing time. Also, when they are putting away chairs before they leave, they are very loud because they drag the chairs rather than lift them up. The SEL open hours are convenient and helpful in my academic.

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## 3. Library as Place

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Graduate - Humanities - Young Research Library (YRL) - 23-30 - Female

The library is not aesthetically attractive at all, and there's nowhere comfortable and private to study for long periods of time. I tend to get my books (when I can find them) and get out.

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Faculty - Humanities - Arts - 31-45 - Male

UCLA has the worst maintained equipment I've ever seen. The copy stand in the Arts Library was reported broken three months ago; it still has not been fixed. This is not only an impediment to my own teaching, it is also an impediment to my students' work.

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Graduate - Humanities - Music - 31-45 - Male

I also am dismayed by the lack of space in the music library, for both doing research and for books. And, as it is, much of the space is used by undergraduates from other schools to catch up on personal e-mail or to sleep between classes. In short, I have found the music library to be just barely acceptable for my uses. Most other musicology graduate students share my feelings of disappointment with our library.

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Graduate - Social Sciences / Psychology - Young Research Library (YRL) - 23-30 - Female

The hours in between quarters are so inconvenient for graduate students. I wish the hours could be maintained during the

breaks, but I understand why that is not possible due to staff/budgets. The computers seem a bit slow at YRL, too, and printing could be made more convenient (recharging the card with money). Grad students in Political Science like to use the business school library and law library (if the law library lets us in that is) because those spaces feel brighter, more comfortable, and make it easy to plug in a laptop. I don't know anyone who likes to study in YRL. Some undergrads talk, listen to loud walkmans, etc., too in YRL. Once in a while, the lines are quite long for check out.

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Graduate - Other - Young Research Library (YRL) - 23-30 - Female

Despite my devotion to and love for libraries, using YRL makes me want to get in and out as quickly as possible because the physical plant is so uncomfortable.

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Faculty - Humanities - Young Research Library (YRL) - 46-65 - Male

We need to find the funds to refurbish YRL and make it into something like the splendid Powell Library.

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Faculty - Social Sciences / Psychology - Young Research Library (YRL) - 31-45 - Male

There is a SHOCKING (though perhaps unavoidable) lack of quiet, comfortable and relatively uncrowded reading rooms and similar spaces for study--the biggest difference that professors with experience at private universities often notice.

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Graduate - Social Sciences / Psychology - Young Research Library (YRL) - 31-45 - Male

I appreciate being able to participate in this survey, but I'd like to list some ideas I have that would make YRL better for me and maybe for others. Some of these ideas probably aren't new, and probably would require more money than you have to spend, but I'd just like to voice my opinion.

1. An environment with more natural light and beauty. YRL is dark and frankly grim inside.
2. Better computer options. It's really a drag that you have to check out a laptop or go to Powell if you want to save things to disk. For example, I just discovered that YRL has Early English Books Online. It's a great resource for a project I'm working on, but I can't just use one of the PCs on the first floor to download the PDFs, because those machines don't let you save to floppy or Zip.
3. Cheaper printing in the microform room. If you don't have a grant, 27 cents per page is VERY costly. If you're trying to recoup the cost of the equipment, isn't there another way?
4. This is related to point one, but the furniture in YRL is out of date and needs to be replaced. The chairs are uncomfortable and there are many desks on the second to fifth floors that are downright nasty. I've been in much smaller liberal arts colleges that have much nicer facilities (and probably smaller library budgets.)
5. I consistently find books that are written in. It's endless. I don't know if this says more about UCLA students than measures the library could take to stop the problem, but has anyone given any thought to this? Who wants to look at someone else's (usually meaningless) notes.
6. I want to express my appreciation to the cleaning staff that clean the bathrooms. The YRL bathrooms are so much cleaner than those in Powell, it's astounding. This is probably due to differences in behavior between graduates/faculty and undergraduates.

#### 4. Personal Control

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Faculty - Social Sciences / Psychology - Young Research Library (YRL) - 23-30 - Female

Hard to connect outside of the uni network (when working at home).

A few journals missing electronically (e.g., American Economic Review).

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Faculty - Other - Young Research Library (YRL) - 46-65 - Male

I appreciate the effort to assess user perceptions. A key element for me is that when I WANT assistance, it is not always readily available--nor is it clear how to access it.

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Graduate – Humanities - Young Research Library (YRL) - 31-45 - Female

I'm one of those people who wants to find everything on my own (asocial I guess). I want EVERYTHING the library has, including really old stuff, to be locatable via the online catalog so I don't spend a lot of time tracking down what is there (I do 17c European history so I need lots of obscure old stuff). Thanks.

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Graduate - Engineering / Computer Science - SEL/Physics - 23-30 - Male

online journal access off campus through BOL's proxy server almost never works for some journals

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Faculty - Science / Math – Biomedical - 46-65 - Male

Could make web information clearer for accessing material

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Faculty - Science / Math - SEL/Engineering&Math Sci - 31-45 - Male

Services vary quite a bit from facility to facility. Most of my frustrations come from dealing with Orion, even with the latest implementation, it seems to often miss references that I know are there, and is difficult to use.

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Undergraduate - Performing & Fine Arts – Arts - 18-22 - Female

I don't like the fact that you can not look up resources in separate libraries through separate searches. You have to look up everything that all the libraries have and then sort them out, which is kind of a waste of time for some people. Both options should be available.

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Faculty - Health Sciences - Biomedical - 46-65 - Male

Potential to be great library. Need to be more user friendly with easier access from outside facilities. Perhaps email of tips regarding computer use of library or updates would be helpful.

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Faculty - Health Sciences - Biomedical - 46-65 - Female

Overall, I use the library primarily from my office with the computer. I would like to be able to print out more full text articles rather than abstracts. The orion database postponement has been a disappointment. It would be nice to receive a regular e-article mess from the Biomed library on recent acquisitions, etc.

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Faculty - Health Sciences - Biomedical - 46-65 - Female

The Web based tools available for searching journals, books, etc are very cumbersome. A subscription is needed for Medline, that should be accessible from home, or any location that the faculty member needs access from.

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Faculty - Health Sciences - Biomedical - Over 65 - Male

Not always satisfied with UC E-link performance in obtaining research information.

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Faculty - Health Sciences - Biomedical - 46-65 - Male

Should have electronic access to all generally used medical and scientific journals. This is currently NOT the case.

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Faculty - Health Sciences - Biomedical - 46-65 - Male

financial constraints have reduced the availability of many print journals. time has become harder to find so use of my computer from home has increased. Ability to access many resources from home is lessened. I somehow can not get the proxy server to work as well from home as I can from my office.

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Faculty - Humanities - SEL/Physics - 46-65 - Male

ease of web access to search bibliograhly [thus the most complete search sources possible] then ease of ordering from library and inter-library loan. this is the future of library research for me.

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Faculty - Humanities - College (Powell) - 46-65 - Female

I'm frustrated because I cannot reach many on-line services through AOL

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## 5. Satisfied with Current State

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Graduate - Humanities Young Research Library (YRL) - 31-45 - Female

The research librarians, circulation desk staff, ILL staff, Grad. Reserve and microfilm library staff have all been consistently helpful and courteous.

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Undergraduate - Communications / Journalism – Arts - 18-22 - Male  
The services seem to be fine. I don't really have any complaints or suggestions.

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Undergraduate - Performing & Fine Arts – Arts - 23 - 30 Male  
I personally think the system is great. Keep up the good work!

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Faculty - Health Sciences – Biomedical - 31-45 - Female  
The reference librarians are fantastic.

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Faculty - Science / Math – Biomedical - Over 65 - Male  
Perfection in library operations is an unattainable goal, from my perspective, thus my many 7 and 8 ratings. I think that campus libraries overall do a magnificent job under difficult budgetary and facility circumstances.

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Graduate - Engineering / Computer Science - SEL/Engineering&Math Sci - 23-30 - Male  
All of the librarians that I have spoken to in person have been extremely helpful and courteous, as well as knowledgeable about how to access the info I need.

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Undergraduate - Social Sciences / Psychology - Young Research Library (YRL) - 18-22 - Male  
In general, I tend to use YRL frequently as that is where I do all my research for my classes, in particular, for my history courses (I usually have a 15 p paper to write each quarter). I find the staff extremely helpful and courteous, and I most always find my research material at Young Research Library. I find the library hours flexible and convenient. More importantly, I find YRL to be a welcoming academic tool for research, scholarship, and study.

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Faculty – Humanities - Young Research Library (YRL) - 46-65 - Male  
I am quite happy with the YRL services. The people there are quite nice and helpful. I am grateful to them all.

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## **Appendix 2 - Proposal for Addressing Not-on-Shelf Items in the Research Library**

Library items are not available for a variety of reasons, but the majority fall into four categories: the item has not been acquired, the item is circulating, the library has made a mistake (e.g., misshelving), or the user has made a mistake (e.g., misreading a call number, circulation status, or location). Last year the Research Library received 4,098 search requests for items that users could not find on the shelf. Staff account for almost 50% of the items on the first search (either in the correct shelf location, checked-out, etc.). The percentage of found items increased to 70% after additional searches over a four-week time span and to 80% after three months.

In order to gather data to quantify the perceived problem that items are not available, library staff will conduct a survey during winter quarter 2004. This will help quantify how often users are unable to find items and why and will suggest solutions involving workflows, signage, and patron education. See Appendix 3 for the survey.

The following areas also contribute to the items-not-on-shelf problem; changes in workflow and procedures should solve or ease them.

### **Cataloging records loading before item is available**

Cataloging records for new items load before the item is physically on the shelf in the stacks. If the item is sent to the bindery or there is a backlog in marking, the delay before the item is on the shelf is increased. Cataloging staff can take steps to better synchronize the arrival of the book on the shelf with the loading of the bibliographic record into the catalog by adding student staff to expedite marking of items and by adding notes to the record to indicate where an item is between cataloging and the shelf.

### **Conversion of card catalog to online records**

Retrospective conversion of the card catalog was completed in the early 1980s, but it was done without verifying that each item existed. Anecdotal evidence suggests that a high percentage of unbarcoded items are not on the shelf, which means they have not circulated in more than 25 years and may not have been available for some time, perhaps since before the conversion. Data from search requests and the survey should confirm the number of items that fall into this category.

### **Barcoding the collection**

A portion of the stacks collection remains unbarcoded. As part of the migration of data from the current catalog system to the new system in the coming months, staff will have the opportunity to produce smart barcodes for unbarcoded items. This will allow an accurate inventory to be created and missing items replaced or records deleted from the catalog to more accurately reflect current holdings.

### **Shelf reading**

Overcrowded stack conditions, continuous selection of items for the SRLF, and ongoing shifting projects all compete for staff resources assigned to shelf reading of the collection. Additional resources will be devoted to shelf reading this year and statistics recorded on mis-shelved items in order to quantify the level of the mis-shelving problem.

### **Increase inspections of lockers and faculty carrels**

The frequency of inspections of lockers and faculty carrels to remove uncharged items will be increased to gather data and assess how many uncharged items are being removed. This will provide better senses of how often missing items are in these locations and how frequently these inspections should occur.

### **Pursue unpaid bills for unreturned items more aggressively**

This past year holds were placed on the campus records of students who have bills for unreturned library items. That approach proved very successful in getting many items returned or payment for lost materials. Currently, there is more than \$1 million owed Library-wide on unreturned materials. Negotiations are underway with a campus collection agency to refer all unpaid bills for all other users; more billed items will probably be returned once a collection process is initiated.

### **Change policies on number of lost books for faculty and increase number of overdue notices**

Users are blocked from circulation privileges when a lost-book threshold is reached. Faculty members are given a ten-item threshold; the threshold for all other users is one. Lowering the threshold for faculty to one (currently more than one thousand faculty have between one and nine lost items) will draw attention to this problem. Changing the cycle of overdue notices by adding another overdue notice may also address some of the problems with unreturned books.

### **Tighten security**

Entrance-station students have been retrained to be more assertive in searching for uncharged materials when the alarm goes off. Reading is not allowed so they will be more responsive to individuals entering and exiting the building. CSOs will be asked to provide more patrols of the stacks to enhance the security presence.

### Appendix 3 – Proposed Research Library Stacks Survey

1. Did the user find everything s/he was looking for?

Yes

*If yes, go to question 2 and finish.*

No

*If no, complete the rest of the survey. Indicate number of items that fall into each category.*

2. What type of library card does the user have?

UC Faculty  UC Graduate Student  UC Undergraduate Student  UC Staff

Extension Student  External User  no library card

**Loan Desk Attendant:**

3. ITEM STATUS	ACTION TAKEN
<input type="checkbox"/> Checked out	<input type="checkbox"/> Recall placed
<input type="checkbox"/> Not checked out	<input type="checkbox"/> Search placed
<input type="checkbox"/> Billed for replacement	<input type="checkbox"/> Referred to ILL
<input type="checkbox"/> Missing	
<input type="checkbox"/> Oversize book	<input type="checkbox"/> Referred to oversize shelves
<input type="checkbox"/> Located in another UCLA library or unit (e.g. Reserves, College)	<input type="checkbox"/> Referred to other campus library or unit
<input type="checkbox"/> Not on ORION2 (do not own)	<input type="checkbox"/> no further action
<input type="checkbox"/> Analytic (status "checked out" on series title record)	
<input type="checkbox"/> In process for SR	<input type="checkbox"/> SR in process requested
<input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Other (explain) _____
_____	_____
_____	_____

## Appendix 4 – Data on UCLA Participants

UCLA LibQUAL+ - 2003 Survey Participants							
User Subgroup	Population N	%	Respondents n	%	%N-%n	% Represented	
Undergraduates	24,711	61.0%	167	31.9%	29.1%	0.7%	
Graduates	10,949	27.0%	171	32.7%	-5.7%	1.6%	
Faculty	4,838	11.9%	185	35.4%	-23.4%	3.8%	
<b>Total*</b>	<b>40,498</b>		<b>523</b>			<b>1.29%</b>	
Staff			31	5.4%	-5.4%	#DIV/0![what?]	
Library Staff			16	2.8%	-2.8%	#DIV/0![what?]	
<b>Total*</b>	<b>40,498</b>		<b>570</b>			<b>1.41%</b>	
<b>Random Sample</b>	<b>3,957</b>		<b>570</b>			<b>14.40%</b>	
<b>ARL</b>	<b>1,232,293</b>		<b>23,420</b>			<b>1.90%</b>	

UCLA faculty is overrepresented in the sample in comparison to their proportion of the overall UCLA population.

\* Totals include students and staff only.

Looking at respondents by discipline:

Health Sciences and Humanities are proportionally overrepresented and Social Sciences are underrepresented.

(%N-%n) = the percentage of respondents in each population category in relation to their total population. Example: the undergraduate respondents are 31.7% underrepresented in this sample from their actual percentage of the population.