UTSC Group Data for 2013
Contents

1. Survey Summary
2. Undergraduate Student User Group Results
3. Faculty User Group Results
4. Undergraduate Comments
## Survey Summaries

### Summary 2013

<table>
<thead>
<tr>
<th></th>
<th>Long Views</th>
<th>Lite Views</th>
<th>All Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Surveys:</td>
<td>261</td>
<td>3087</td>
<td>3348</td>
</tr>
<tr>
<td>View Percentage:</td>
<td>7.796</td>
<td>92.204</td>
<td>100</td>
</tr>
<tr>
<td>Completed Surveys:</td>
<td>88</td>
<td>1674</td>
<td>1762</td>
</tr>
<tr>
<td>Valid Surveys:</td>
<td>82</td>
<td>1548</td>
<td>1630</td>
</tr>
<tr>
<td>Median Survey Time: (min:sec)</td>
<td>10:15</td>
<td>5:14</td>
<td>5:25</td>
</tr>
<tr>
<td>Average Survey Time: (min:sec)</td>
<td>17:21</td>
<td>9:38</td>
<td>10:02</td>
</tr>
</tbody>
</table>

### Valid Surveys by Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Valid</th>
<th>Percentage</th>
<th>2010</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1521</td>
<td>93.31%</td>
<td>216</td>
<td>59.83%</td>
</tr>
<tr>
<td>Graduate</td>
<td>30</td>
<td>1.84%</td>
<td>42</td>
<td>11.63%</td>
</tr>
<tr>
<td>Faculty</td>
<td>72</td>
<td>4.42%</td>
<td>74</td>
<td>20.50%</td>
</tr>
<tr>
<td>Staff</td>
<td>6</td>
<td>0.37%</td>
<td>29</td>
<td>8.03%</td>
</tr>
<tr>
<td>Total</td>
<td>1630</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Core Survey Questions

Affect of Service
[AS-1] Employees who instill confidence in users
[AS-2] Giving users individual attention
[AS-3] Employees who are consistently courteous
[AS-4] Readiness to respond to users’ questions
[AS-5] Employees who have the knowledge to answer user questions
[AS-6] Employees who deal with users in a caring fashion
[AS-7] Employees who understand the needs of their users
[AS-8] Willingness to help users
[AS-9] Dependability in handling users’ service problems

Information Control
[IC-1] Making electronic resources accessible from my home or office
[IC-2] A library Web site enabling me to locate information on my own
[IC-3] The printed library materials I need for my work
[IC-4] The electronic information resources I need
[IC-5] Modern equipment that lets me easily access needed information
[IC-6] Easy-to-use access tools that allow me to find things on my own
[IC-7] Making information easily accessible for independent use
[IC-8] Print and/or electronic journal collections I require for my work

Library as Place
[LP-1] Library space that inspires study and learning
[LP-2] Quiet space for individual activities
[LP-3] A comfortable and inviting location
[LP-4] A getaway for study, learning or research
[LP-5] Community space for group learning and group study
Undergraduate Student Core Questions Summary

N=1,521
Undergraduate
Overall Adequacy Means*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect of Service</td>
<td>6.29</td>
<td>7.50</td>
<td>6.69</td>
<td>0.40</td>
<td>-0.81</td>
<td>1,500</td>
</tr>
<tr>
<td>Information Control</td>
<td>6.30</td>
<td>7.63</td>
<td>6.57</td>
<td>0.27</td>
<td>-1.06</td>
<td>1,514</td>
</tr>
<tr>
<td>Library as Place</td>
<td>6.35</td>
<td>7.86</td>
<td>5.51</td>
<td>-0.84</td>
<td>-2.35</td>
<td>1,519</td>
</tr>
<tr>
<td>Overall</td>
<td>6.31</td>
<td>7.63</td>
<td>6.35</td>
<td>0.04</td>
<td>-1.29</td>
<td>1,521</td>
</tr>
</tbody>
</table>

*Adequacy mean is calculated by subtracting the expected from the perceived service (shown in red on the radar chart). A negative adequacy mean indicates that users’ perceived level of service quality is below their minimum expectations.
Undergraduate Comparison Core Questions

2010

2013
Undergraduate Adequacy Mean Gaps (2010)

- Dependability in handling users’ service problems (-0.01)
- The printed library materials I need for my work (-0.04)
- Modern equipment that lets me easily access needed information (-0.11)
- Library space that inspires study and learning (-0.93)
- Quiet space for individual activities (-1.33)
- A comfortable and inviting location (-0.35)
- A getaway for study, learning, or research (-0.36)
- Community space for group learning and group study (-0.45)
Undergraduate Affect of Service Adequacy Mean Changes (2010/2013)

- Dependability in handling users’ service problems (-0.01/0.37)
- The printed library materials I need for my work (-0.04/0.36)
- Modern equipment that lets me easily access needed information (-0.11/0.19)

* From 2010 to 2013, we moved from a negative adequacy score to a positive adequacy score in the Affect of Service area.
Undergraduate Library as Place Adequacy Mean Changes (2010/2013)

• Library space that inspires study and learning (-0.93/-1.02)
• Quiet space for individual activities (-1.33/-1.19)
• A comfortable and inviting location (-0.35/-0.33)
• A getaway for study, learning, or research (-0.36/-0.32)
• Community space for group learning and group study (-0.45/-0.28)
Undergraduate Local Questions Adequacy Mean Gaps

- Contribution to the intellectual atmosphere of the campus (-0.03)
- Providing help when and where I need it (-0.14)
Undergraduate Comparison 2013

UTSC

CARL
Undergraduate Comparison

UTSC 2010

UTSC 2013

CARL 2013
Faculty Core Questions Summary

n=72
Faculty

Overall Adequacy Means

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect of Service</td>
<td>6.77</td>
<td>8.17</td>
<td>7.65</td>
<td>0.88</td>
<td>-0.52</td>
<td>71</td>
</tr>
<tr>
<td>Information Control</td>
<td>7.22</td>
<td>8.47</td>
<td>7.44</td>
<td>0.23</td>
<td>-1.03</td>
<td>72</td>
</tr>
<tr>
<td>Library as Place</td>
<td>6.03</td>
<td>7.44</td>
<td>6.23</td>
<td>0.20</td>
<td>-1.21</td>
<td>66</td>
</tr>
<tr>
<td>Overall</td>
<td>6.79</td>
<td>8.11</td>
<td>7.28</td>
<td>0.50</td>
<td>-0.83</td>
<td>72</td>
</tr>
</tbody>
</table>

In 2010, Information Control (-0.09) and Library as Place (-0.11) had negative scores. We have also improved the 2010 Affect of Service (0.67) score.
Faculty
Core Questions Comparison

UTSC

CARL

n=72

n=4,042
Faculty
Core Questions Comparison

UTSC

UTM

n=72

n=30
Faculty Core Questions Comparison

UTSC

n=72

St George

n=172
Faculty Core Questions Comparison

2010

2013

n=74

n=72
Faculty Adequacy Mean Gaps (2010)

• Making electronic resources accessible from my home or office (-0.26)
• A library Web site enabling me to locate information on my own (-0.25)
• The printed materials I need for my work (-0.32)
• Easy-to-use access tools that allow me to find things on my own (-0.07)
• Print and/or electronic journal collections I require for my work (-0.42)
Faculty
Adequacy Mean Gaps 2010 Cont’d

- Library space that inspires study and learning (-0.88)
- Quiet space for individual activities (-0.31)
- A getaway for study, learning, or research (-0.18)
Faculty Information Control Adequacy Mean Changes (2010/2013)

- Making electronic resources accessible from my home or office (-0.26/0.31)
- A library Web site enabling me to locate information on my own (-0.25/-0.24)
- The printed materials I need for my work (-0.32/0.52)
- Easy-to-access tools that allow me to find things on my own (-0.07/-0.03)
- Print and/or electronic journal collections I require for my work (-0.42/0.46)
Faculty
Library as Place Adequacy Mean Changes (2010/2013)

• Library space that inspires study and learning (-0.88/-0.25)
• Quiet space for individual activities (-0.31/-0.30)
• A getaway for study, learning, or research (-0.18/0.48)
• NEW: A comfortable and inviting location (0.17/-0.12)
• Ability to navigate library Web pages easily (-0.21)
## Faculty

### Local Questions Comparison

#### UTSC

<table>
<thead>
<tr>
<th>Question Text</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to navigate library Web pages easily</td>
<td>7.25</td>
<td>8.65</td>
<td>7.04</td>
<td>-0.21</td>
<td>-1.61</td>
<td>71</td>
</tr>
<tr>
<td>Contribution to the intellectual atmosphere of the campus</td>
<td>6.89</td>
<td>8.21</td>
<td>7.16</td>
<td>0.27</td>
<td>-1.05</td>
<td>63</td>
</tr>
<tr>
<td>Library orientations / instruction sessions</td>
<td>5.89</td>
<td>7.06</td>
<td>7.23</td>
<td>1.34</td>
<td>0.17</td>
<td>47</td>
</tr>
<tr>
<td>Making me aware of library resources and services</td>
<td>6.13</td>
<td>7.49</td>
<td>7.20</td>
<td>1.07</td>
<td>-0.30</td>
<td>71</td>
</tr>
<tr>
<td>Providing help when and where I need it</td>
<td>6.72</td>
<td>8.10</td>
<td>7.36</td>
<td>0.64</td>
<td>-0.74</td>
<td>69</td>
</tr>
</tbody>
</table>

#### St George

<table>
<thead>
<tr>
<th>Question Text</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to navigate library Web pages easily</td>
<td>7.42</td>
<td>8.55</td>
<td>7.09</td>
<td>-0.33</td>
<td>-1.46</td>
<td>171</td>
</tr>
<tr>
<td>Contribution to the intellectual atmosphere of the campus</td>
<td>6.79</td>
<td>7.80</td>
<td>7.27</td>
<td>0.48</td>
<td>-0.52</td>
<td>143</td>
</tr>
<tr>
<td>Library orientations / instruction sessions</td>
<td>5.40</td>
<td>6.53</td>
<td>6.72</td>
<td>1.32</td>
<td>0.19</td>
<td>107</td>
</tr>
<tr>
<td>Making me aware of library resources and services</td>
<td>6.26</td>
<td>7.47</td>
<td>6.67</td>
<td>0.41</td>
<td>-0.80</td>
<td>161</td>
</tr>
<tr>
<td>Providing help when and where I need it</td>
<td>6.66</td>
<td>7.93</td>
<td>7.05</td>
<td>0.40</td>
<td>-0.87</td>
<td>166</td>
</tr>
</tbody>
</table>
### Faculty Local Questions Comparison

#### UTSC

<table>
<thead>
<tr>
<th>Question Text</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to navigate library Web pages easily</td>
<td>7.25</td>
<td>8.65</td>
<td>7.04</td>
<td>-0.21</td>
<td>-1.61</td>
<td>71</td>
</tr>
<tr>
<td>Contribution to the intellectual atmosphere of the campus</td>
<td>6.89</td>
<td>8.21</td>
<td>7.16</td>
<td>0.27</td>
<td>-1.05</td>
<td>63</td>
</tr>
<tr>
<td>Library orientations / instruction sessions</td>
<td>5.89</td>
<td>7.06</td>
<td>7.23</td>
<td>1.34</td>
<td>0.17</td>
<td>47</td>
</tr>
<tr>
<td>Making me aware of library resources and services</td>
<td>6.13</td>
<td>7.49</td>
<td>7.20</td>
<td>1.07</td>
<td>-0.30</td>
<td>71</td>
</tr>
<tr>
<td>Providing help when and where I need it</td>
<td>6.72</td>
<td>8.10</td>
<td>7.36</td>
<td>0.64</td>
<td>-0.74</td>
<td>69</td>
</tr>
</tbody>
</table>

#### UTM

<table>
<thead>
<tr>
<th>Question Text</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>A secure and safe place</td>
<td>9.00</td>
<td>9.00</td>
<td>5.00</td>
<td>-4.00</td>
<td>-4.00</td>
<td>1</td>
</tr>
<tr>
<td>Ability to navigate library Web pages easily</td>
<td>8.00</td>
<td>9.00</td>
<td>7.00</td>
<td>-1.00</td>
<td>-2.00</td>
<td>1</td>
</tr>
<tr>
<td>Making me aware of library resources and services</td>
<td>5.00</td>
<td>7.50</td>
<td>7.00</td>
<td>2.00</td>
<td>-0.50</td>
<td>2</td>
</tr>
<tr>
<td>Providing help when and where I need it</td>
<td>5.75</td>
<td>7.00</td>
<td>7.25</td>
<td>1.50</td>
<td>0.25</td>
<td>4</td>
</tr>
<tr>
<td>Teaching me how to access, evaluate, and use information</td>
<td>6.00</td>
<td>8.00</td>
<td>5.00</td>
<td>-1.00</td>
<td>-3.00</td>
<td>1</td>
</tr>
</tbody>
</table>
Undergraduate Comments

• 706 of the 1,548 undergraduate student respondents included text in the survey’s comment box, of which 657 were meaningful.

• The majority of the comments focused on noise levels, and lack of study space and computers.
Undergraduate Comments (N=657)

G1 General positive comment (110)
Q1 Quiet(er) now (118)
Q2 Still too noisy (184)
AS1 Positive service comment (96)
LP1 More study space (187)
LP2 More computers (66)
Noise

• “Very noisy. Difficult to find quiet study space.”
• “The library monitors have done a wonderful job at keeping the noise level at a minimum. However, I find it hard to even find a place to study in the library, which results in me looking for another space around campus that's not as convenient.
• “Not enough study space at the UTSC library. It is also very loud compared to other libraries, although the introduction of the quiet library monitors has already helped tremendously.”
• “The library at UTSC is still not quiet enough. Once monitors walk away, people start talking again. When they come around, they go silent.”
Study Space

• “I would really appreciate if there was more study space for groups... somehow. The library is better now compared to before. Thanks.”

• “More quiet study rooms would be greatly appreciated!!”

• “WE NEED MORE STUDY SPACE. There are many free tables without chairs, so please buy more chairs, and possibly more tables or something, but there is NOT ENOUGH study space, especially during midterms, it's very difficult to get work done. Not just in the library, but the H-wing, the S-wing, the humanities building, etc. they're all packed, it would be great to have more space.”
Computers

• “Computers are always busy and if I just need to print something, it is likely that all computers are occupied. Maybe a space for just printing purposes could help? A "print-n-go" type of deal.”

• “We need more computers in the library....always have to look around and wait few minutes to use a computer....sometimes have to print something urgent but get late because of finding computers...”

• “Great computers and strong internet connection.”