

LibQUAL 2017 Executive Summary

UAA/APU Consortium Library

Introduction

The UAA/APU Consortium Library has conducted the LibQUAL+ Library Service Quality Survey four times: in the falls of 2008, 2011, 2014, and 2017. The results of each survey were favorable, and each showed an upward trend in user satisfaction. In 2017, satisfaction with library resources dipped slightly, while users' satisfaction with our services and library space continued to rise. The 2017 results are based on 902 completed surveys from both the UAA and APU communities.

LibQUAL+ is a well-known and respected international survey, administered by the Association of Research Libraries (ARL), which allows libraries to “solicit, track, understand and act upon users’ opinions of service quality.” Survey questions solicit feedback across three dimensions:

- Affect of Service
- Information Control
- Library as Place

Each LibQUAL+ survey has been administered electronically over a 13- to 19-day period in November. The 2017 survey was administered electronically over the 17-day period of November 1, 2017 to November 17, 2017. Two separate identical surveys were conducted, one to the UAA community and one to the APU community. The purpose of separate surveys was to be able to analyze the results by institution and make changes based on the individual needs of each community.

In 2017 we implemented the LibQUAL+ Lite survey, in which each respondent answers a subset of the total survey questions. The survey consisted of 22 core questions, 5 local questions (per institution), 3 general satisfaction questions, 5 information literacy outcomes questions, 3 library use questions, 6 demographic questions, and a text box for submitting open comments.

The Results

Upon survey completion, results notebooks were prepared by ARL and returned to the Consortium Library. Two separate Excel files containing the raw comments were also returned at that time. The comments were coded and analyzed by Consortium Library staff. The findings are summarized here in the executive summary. For full details, please refer to the results notebooks and coded comment files, which are available electronically on the Consortium Library website under *About Us* then under *Library Assessment*.

Survey Response Rates and Demographics

The demographic breakdowns included: respondents by user group, population and respondents by user sub-group, population and respondents by standard discipline, and population and respondents by customized discipline. In 2017 we decided not to ask respondents their age or

sex, because we did not make use of the information when we did collect it, and because we received comments in previous surveys that criticized us for asking the questions. For simplicity, what are reported here are return rates by user group for each institution. For full details please refer to the results notebook for each institution.

While the survey response rate at UAA for 2017 was 5%, a significant decrease from previous surveys, the percentage of comments submitted at the end of the survey increased. A total of 45% of respondents submitted at least one comment. This compares with 36% of 2014 respondents submitting at least one comment, 39% of 2011 respondents, and 41% of 2008 respondents.

Similarly, APU response rates decreased in 2017 for a total response rate of 16%, while the percentage of respondents who submitted comments at the end of the survey increased, with 44% of respondents submitting at least one comment. These response rates compare with 31% in 2014, 32% in 2011, and 68% in 2008.

Since this is our fourth implementation of LibQUAL+, survey fatigue has likely become a factor affecting response rates for the surveys. Additionally, both UAA and APU saw a decrease in population between 2014 and 2017, and there were indications at UAA that morale had declined. A best case interpretation is that the decrease in participation is due to users' overall satisfaction with the library and the response from the library Dean and staff following the first three surveys. A number of large and small changes have been made based on survey response, including: opening the library's north entrance, increasing the number of electronic resources (both books and journals), adding additional seating and new types of seating, increasing the number of group and individual study rooms and extending reservation times, increasing the number of electrical plugs in the building, expanding library hours, opening our Late Night Study Facility, creating more of an APU presence in the library, reviewing library policies, and more.

Below is a comparison of user response rates in 2017, 2014, 2011, and 2008.

- UAA Response rates and demographics

UAA 2017

Respondents by user group

Undergraduate	384
Graduate	52
Faculty	187
Library Staff	20
Staff	89
Total	732

5% response rate in 2017
370 respondents submitted comments

UAA 2014

Respondents by user group

Undergraduate	1,475
Graduate	233
Faculty	152
Library Staff	15
Staff	94
Total	1,969

10% response rate in 2014
775 respondents submitted comments

UAA 2011

Respondents by user group

Undergraduate	2,372
Graduate	377
Faculty	284
Library Staff	29
Staff	195
Total	3,257

15% response rate in 2011

1280 respondents submitted comments

UAA 2008

Respondents by user group

Undergraduate	1,388
Graduate	267
Faculty	233
Library Staff	33
Staff	157
Total	2,078

10% response rate in 2008

876 respondents submitted comments

- APU Response rates and demographics

APU 2017

Respondents by user group

Undergraduate	43
Graduate	15
Faculty	19
Staff	6
Total	83

16% response rate in 2017

40 respondents submitted comments

APU 2014

Respondents by user group

Undergraduate	75
Graduate	45
Faculty	26
Staff	24
Total	170

28% response rate in 2014

58 respondents submitted comments

APU 2011

Respondents by user group

Undergraduate	131
Graduate	65
Faculty	32
Library Staff	1
Staff	14
Total	243

22% response rate in 2011

86 respondents submitted comments

APU 2008

Respondents by user group

Undergraduate	100
Graduate	29
Faculty	27
Library Staff	1
Staff	14
Total	171

31% response rate in 2008

123 respondents submitted comments

Library Use Summary

Respondents were asked about their library use habits, including: how often they use the library, how often they access the library website and how often they visit other non-library gateways such as Google, Yahoo, etc.

UAA respondents reported using the library building more often than they did in previous surveys, with 47% visiting the library in person daily or weekly, compared to 45% in 2014, 46% in 2011, and 42% in 2008. Monthly and quarterly visits decreased slightly to 44%, compared to 51% in 2014, 46% in 2011, and 51% in 2008. Respondents who never visited the library building rose slightly, to 7%. Use of our library website remains consistent, with 50% of respondents using the library website daily or weekly. They also reported an increased use of the library website to access library resources as well as an increased use of other non-library gateways.

- UAA 2017 – Library Use

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	111 15.59%	230 32.30%	171 24.02%	146 20.51%	54 7.58%	712 100.00%
How often do you access library resources through a library Web page?	102 14.33%	259 36.38%	182 25.56%	105 14.75%	64 8.99%	712 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	501 70.37%	123 17.28%	53 7.44%	13 1.83%	22 3.09%	712 100.00%

APU respondents also reported an increase in use of the physical premises. They reported a slight decrease in daily use, from 2% in 2014 to 1% in 2017, and increases in weekly, monthly, and quarterly use of the building. In 2017, weekly visits to the library were reported by 26% of respondents, up from 17% in 2014, 25% in 2011, and 29% in 2008. There was also a decrease in the number of respondents who say they never visit the library to 9%, down from 13% in 2014. We know that parking and transportation issues between the two campuses pose some challenges for APU users, so the ability of APU users to park for free in the library lot may be partially responsible for this uptick in use of the physical premises. Daily, weekly, and quarterly use of the library website declined slightly, while monthly use increased. APU users also reported an increase in the use of other non-library gateways.

- APU 2017 – Library Use

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	1 1.20%	22 26.51%	25 30.12%	27 32.53%	8 9.64%	83 100.00%
How often do you access library resources through a library Web page?	16 19.28%	35 42.17%	12 14.46%	14 16.87%	6 7.23%	83 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	58 69.88%	16 19.28%	5 6.02%	0 0 %	4 4.82%	83 100.00%

The Library that you use most often

For the first time in 2017, we asked UAA respondents to select the library that they use most often. The survey has always been distributed to UAA's extended campuses, but this was the first time we asked users to select their home library. Most respondents selected the UAA/APU Consortium Library, but over 12% selected an extended campus library. This question also prompted some users to mention the branch library by name in comments, which were always positive and which have been shared with the extended campus librarians.

The library that you use most often:	Respondents n	Respondents %
Anchorage - UAA/APU Consortium Library	622	87.48
Homer - Kachemak Bay Campus Library	2	0.28
Kenai - Kenai River Campus Library	15	2.11
Kodiak - Carolyn Floyd Library	25	3.52
Palmer - Alvin S. Okeson Library (Mat-Su College)	31	4.36
Valdez - Valdez Consortium Library	3	0.42
Other	13	1.83
Total:	711	100.00

Core Questions

The 22 core questions covered three distinct dimensions: affect of service (library services), information control (access to materials), and library as place. Patrons were asked to rate core statements by indicating the minimum level of service they find acceptable, the desired level of service they would like to receive, and the perceived level of service they feel the library currently provides. The service expectation ratings are based on a 9-point Likert scale with 1 being low and 9 being high.

Understanding Results for Core Questions

From the ratings provided by the respondents, gaps are calculated to assess how well the institution meets the expectations of its users. A **service adequacy gap** is found by subtracting the minimum from the perceived level of service. An adequacy gap near zero or negative implies a need for improvement in that service area. A **service superiority gap** is found by subtracting the desired from the perceived level of service. A superiority gap near zero or positive implies that the library is exceeding expectations for that service area.

Areas of Superiority

UAA and APU have again fared well. There were more core questions ranked as superior in 2017 than in any previous survey year, while there were also increased areas of inadequacy. The tables below show the areas that library users rated as superior and/or inadequate for the core questions by institution and user group. Individual scores can be found in the results notebooks.

These tables only indicate whether a user group rated the service as superior or inadequate. The shaded lines highlight the questions that were rated as superior more than once. One area has been ranked superior in all four surveys: Community space for group learning and group study.

- UAA and APU – Core Questions Areas of Superiority 2017, 2014, 2011, and 2008

2017

ID	Statement	User Group
AS1	Employees who instill confidence in users	UAA Faculty, APU Faculty & Undergraduate Students
AS2	Giving users individual attention	UAA Faculty, Staff, Graduate Students, & Undergraduate Students, APU Faculty
AS3	Employees who are consistently courteous	UAA Faculty, APU Faculty, Staff, & Undergraduate Students
AS4	Readiness to respond to users' questions	UAA Faculty & Grad Students
AS5	Employees who have the knowledge to answer user questions	UAA Undergraduate Students
AS6	Employees who deal with users in a a caring fashion	UAA Faculty
AS7	Employees who understand the needs of their users	UAA Faculty & Grad Students
AS8	Willingness to help users	UAA Faculty
AS9	Dependability in handling users' service problems	APU Undergraduate Students
IC3	The printed library materials I need for my work	UAA Undergraduate Students, APU Staff
IC5	Modern equipment that lets me easily access needed information	UAA Staff & Graduate Students
IC8	Print and/or electronic journal collections I require for my work	APU Undergraduate Students
LP1	Library space that inspires study and learning	UAA & APU Faculty
LP2	Quiet space for individual activities	UAA & APU Faculty
LP3	A comfortable and inviting location	UAA Faculty & Staff, APU Faculty & Staff, Library Staff
LP4	A getaway for study, learning, or research	APU Faculty
LP5	Community space for group learning and group study	UAA Faculty & Graduate Students, APU Faculty & Undergraduate Students, Library Staff

2014

ID	Statement	User Group
AS2	Giving users individual attention	APU Faculty
AS4	Readiness to respond to users' questions	APU Faculty
AS9	Dependability in handling users- service problems	APU Faculty
LP2	Quiet space for individual activities	APU Faculty
LP3	A comfortable and inviting location	UAA Faculty
LP4	A getaway for study, learning, or research	APU Faculty
LP5	Community space for group learning and group study	APU Faculty

2011

ID	Statement	User Group
LP1	Library space that inspires study and learning	APU Faculty
LP4	A getaway for study, learning, or research	APU Faculty
LP5	Community space for group learning and group study	UAA Faculty

2008

ID	Statement	User Group
AS6	Employees who deal with users in a caring fashion	APU Faculty
LP1	Library space that inspires study and learning	APU Faculty
LP2	Quiet space for individual activities	APU Faculty, APU Staff
LP3	A comfortable and inviting location	APU Graduate Students
LP5	Community space for group learning and group study	APU Staff, Library Staff

There are more areas of superiority in the 2017 survey results than in previous years. For the first time, three areas in the LibQUAL dimension 'information control' were named superior, and all nine areas of 'affect of service' have been found to be superior by one or more user groups. It is clear that we are meeting the resource needs of undergraduate students, but we still struggle to meet the needs of faculty and graduate students. Our users love our building, and we are hopeful that upgrades to the heating system will improve temperatures and airflow in the building.

Areas of Inadequacy

As illustrated in the tables below, the number of questions that were rated as inadequate has increased in 2017. While a number of areas were rated as superior by some groups and inferior by others -- primarily in regard to library services -- much of the dissatisfaction expressed is with access to resources, which we expected to see because of the budget reductions of the past three years. Again, the shaded lines highlight the questions that were rated as inadequate in more than

one survey. Unlike the areas of superiority that focus on the modern and updated facility, the areas of inadequacy show the library's struggle to provide the resources that each user group requires for their study, teaching and research needs.

- UAA and APU – Core Questions Areas of Inadequacy 2017, 2014, 2011, and 2008

2017

ID	Statement	User Group
AS1	Employees who instill confidence in users	[APU Staff]
AS3	Employees who are consistently courteous	[UAA Staff]
AS4	Readiness to respond to users' questions	Library Staff, [APU Staff]
AS5	Employees who have the knowledge to answer user questions	APU Faculty & Staff, [APU Graduate Students]
AS7	Employees who understand the needs of their users	[APU Staff]
AS8	Willingness to help users	APU Undergraduate Students
AS9	Dependability in handling users' service problems	APU Faculty & Graduate Students, [UAA Graduate Students]
IC1	Making electronic resources accessible from my home or office	UAA Faculty, APU Staff & Graduate Students, [UAA Staff, APU Undergraduate Students]
IC2	A library website enabling me to locate information on my own	UAA Faculty, [APU Faculty & Staff], Library Staff
IC3	The printed library materials I need for my work	Library Staff
IC4	The electronic information resources I need	UAA Faculty, APU Staff, [APU Faculty & Graduate Students]
IC5	Modern equipment that lets me easily access needed information	APU Graduate Students
IC6	Easy-to-use access tools that allow me to find things on my own	APU Faculty, Staff, Graduate Students, & Undergraduate Students, UAA Graduate Students, [UAA Faculty]
IC7	Making information accessible for independent use	[APU Staff]
IC8	Print and/or electronic journal collections I require for my work	UAA Faculty & Graduate Students, [APU Faculty]
LP2	Quiet space for individual activities	[UAA Staff]
LP5	Community space for group learning and group study	APU Faculty

*The scores in brackets were rated one or two tenths of a point above zero but for our purposes of analysis and improvement they are included with scores at or below zero.

2014

ID	Statement	User Group
IC2	A library website enabling me to locate information on my own	[*APU Staff]
IC6	Easy-to-use access tools that allow me to find things on my own	APU Staff
IC8	Print and/or electronic journal collections I require for my work	[*UAA Faculty, APU Graduate Students], APU Staff
LP5	Community space for group learning and group study	APU Staff

*The scores in brackets were rated one or two tenths of a point above zero but for our purposes of analysis and improvement they are included with scores at or below zero.

2011

ID	Statement	User Group
IC1	Making electronic resources accessible from my home or office	APU Faculty, APU Staff
IC2	A library website enabling me to locate information on my own	[*UAA Faculty and Staff], APU Staff
IC8	Print and/or electronic journal collections I require for my work	UAA Faculty, [*UAA Grad Students], APU Faculty

*The scores in brackets were rated one or two tenths of a point above zero but for our purposes of analysis and improvement they are included with scores at or below zero.

2008

ID	Statement	User Group
AS3	Employees who are consistently courteous	Library Staff
IC2	A library website enabling me to locate information on my own	APU Graduate Students
IC3	Printed material I need for my work	APU Faculty
IC4	Electronic information resources I need	APU Graduate Students
IC7	Making information accessible for independent use	APU Faculty
IC8	Print and/or electronic journal collections I require for my work	APU Graduate Students, APU Faculty, UAA Graduate Students, UAA Faculty

While undergraduates rate the library's resources as adequate, faculty, staff and researchers rate the resources at or below their expectations. The library Dean believes this is one of the greatest challenges the library has to overcome and has increased the library's collection development budget when possible to work towards improved satisfaction, and improved scores.

To improve the user experience, the library began offering a document delivery service in 2009 to deliver materials electronically that the library owned in print. In 2011 the library purchased and implemented a ‘discovery system’ that allows users to search across most library resources from one simple search box. The library website has been updated and sections have been reorganized to improve the user experience. The library will continue to implement new services and new search technologies as they become available in hopes of simplifying and improving the overall user experience.

Local Questions

Each institution was given the opportunity to choose five additional local questions from a list of pre-established questions, or we could supply our own. With feedback and assistance from the library’s Distance Library Services Assessment Team, who are analyzing the library’s provision of services to eLearning students, the Consortium Library selected the following questions.

Answers followed the format:

“When it comes to [local question] my minimum service level is ... ; my desired service level is ... ; and my perceived service level is ...”

Local Question Text	APU gap score	UAA gap score
Access to library materials using mobile devices	-1.44	--
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	0.20	0.42
Online tutorials and other learning tools that help me use library resources and services independently	--	--
Providing easy access to library electronic resources from off-campus locations	--	--
Support from library staff when working away from the library	0.36	0.05

Both UAA and APU selected the same local questions in 2017. The questions were chosen to build on the work of the library’s Distance Library Services Assessment Team. Overall, UAA and APU results were similar. APU users found one area -- “Access to library materials using mobile devices” -- to be inadequate, while UAA did not find any of these areas to be inadequate. Both UAA and APU users found two areas to be superior: “Getting help from a librarian conveniently and in ways other than face-to-face,” and “Support from library staff when working away from the library.” The only numbers in the chart above indicate areas found to be superior or inadequate. Full scores can be found in the results notebooks.

General Satisfaction Questions

The three general satisfaction questions all received relatively high scores. The scores are again based on a Likert scale of 1-9. UAA and APU users rated their satisfaction with the library and

its services slightly higher in 2017 than in 2014. Satisfaction scores for all four LibQUAL+ surveys have been similar.

Satisfaction Question	APU Mean Score	UAA Mean Score
In general, I am satisfied with the way I am treated at the library.	8.14 (SD 1.27)	7.93 (SD 1.47)
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.43 (SD 1.74)	7.56 (SD 1.59)
How would you rate the overall quality of the service provided by the library?	7.67 (SD 1.49)	7.70 (SD 1.39)

Information Literacy Questions

The five information literacy questions received slightly higher scores in 2017, a trend that has been consistent through all four LibQUAL+ surveys. Every three years, we receive higher scores than on the previous survey.

Information Literacy Outcomes Questions	APU Mean Score	UAA Mean Score
The library helps me stay abreast of developments in my field(s) of interest.	6.95 (SD 1.76)	6.44 (SD 1.99)
The library aids my advancement in my academic discipline or work.	7.55 (SD 1.63)	7.34 (SD 1.64)
The library enables me to be more efficient in my academic pursuits or work.	7.57 (SD 1.69)	7.54 (SD 1.60)
The library helps me distinguish between trustworthy and untrustworthy information.	7.44 (SD 1.73)	6.97 (SD 1.81)
The library provides me with the information skills I need in my work or study.	7.53 (SD 1.18)	7.35 (SD 1.56)

Comments

A text box was provided at the end of the survey to solicit comments from survey respondents. 689 comments were left by a total of 410 survey participants. What follows is an analysis and summary of the comment data. The full comments are available on the library’s assessment website.

In order to provide a framework for using the comments, a coding system was devised in 2008 that matched comments to the three survey dimensions (affect of service, information control, library as place). Each dimension was further subdivided in order to facilitate the analysis and use of survey comments. In addition, each comment was rated as positive, negative, or as a suggestion. Library staff further refined this coding system in 2011 to include other relevant subdivisions and codes that would help track comments regarding positive and negative staff behavior. The codes – which were also used in 2017 and 2014 – are shown in the table below.

Coding and Categories Used for LibQual Comment Analysis					
Service	Resources	Facilities	Other	Rating	Staff
S1 Circulation	C1 Book collections	P1 General atmosphere (general comments)	O1 General	N Negative	B1 Positive staff behavior
S2 ILL	C2 Journal collections and databases	P2 Parking	O2 Other	P Positive	B2 Negative staff behavior
S3 Library hours	C3 Other Collections	P3 Safety/Security	O3 Survey - comments about the survey	O Neutral	
S4 Policies	C4 General comments about the collection	P4 Noise levels			
S5 Reference services	C5 Access to physical collections	P5 Study space			
S6 Classroom teaching	C6 Access to online collections	P6 Wayfinding – layout and signage			
S7 Online catalog		P7 Temperature levels			
S8 Computer equipment		P8 Other place/env related			
S9 Non-computer equipment					
S10 Other teaching tools (audio tour, tutorials, Libguides,..)					
S11 Website					
S12 Group study rooms and graduate carrels					

S13 Other service					
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Comments were coded and sorted, and the top categories were identified for each institution.

What follows is an analysis and summary of the comment data. The full comments are available on the library’s assessment website. Unlike in previous surveys, the lists of positive and negative comments were different for UAA and APU this year.

UAA Positive Comments	UAA Negative Comments
<ul style="list-style-type: none"> ● Reference services (comments about staff & faculty) 	<ul style="list-style-type: none"> ● Journal Collections & Databases (cuts have been noticed)
<ul style="list-style-type: none"> ● Circulation (comments about staff) 	<ul style="list-style-type: none"> ● Library Hours
<ul style="list-style-type: none"> ● Study Space 	<ul style="list-style-type: none"> ● Group Study Rooms (number of rooms, noise, policies)

APU Positive Comments	APU Negative Comments
<ul style="list-style-type: none"> ● General Atmosphere of the Library 	<ul style="list-style-type: none"> ● Computer equipment (slow Wifi)
<ul style="list-style-type: none"> ● Other Collections (ARLIS) 	<ul style="list-style-type: none"> ● Access to Online Collections

Positive staff behavior was at the top of UAA’s list of comments. The library is certainly meeting user expectations when it comes to providing a positive atmosphere and high quality service. Examples of comments from this category are: “Wonderful and professional staff,” “I have always received great service from the workers in the library!” and “I simply couldn’t do my job without the library and the librarians, nor could my students. I appreciate you guys every day!”

The category General Atmosphere of the Library got high marks from APU users, while the category Study Space got high marks from UAA users. Some typical comments from these categories are: “I love how inviting, clean, and comfortable the library is,” “The light and plants improve the experience at the library. These things make long study days bearable,” and “The library is the only place I can force myself to actually study.”

The two campuses identified different areas in which the library most needs to improve. UAA users would like to see improved journal and database collections, longer library hours, and more group study rooms. Some representative comments about the collections are: “It’s unfortunate that many journals are no longer available because of budget cuts,” “Wish we had more access to journals and documents online,” and “OED should be reinstated.” APU users expressed frustration with the public wireless internet access. A representative comment is: “Please give APU students access to better wifi. It is our library just as much as UAA students yet we are using the general wifi which it usually very poor. This problems makes it so I can’t go to the library if my HW requires internet. PLEASE FIX.”

We have learned from these comments that our users are aware of resources we have had to cut and that their technological expectations are shifting, and that the need for group study space on campus continues to grow. While students overwhelmingly like the group study rooms at the library and feel that they are necessary, they are not happy about the limited number of rooms or the policies that govern the management of the rooms. While more group study rooms have been added, reservation periods have been extended, and a self-booking system has been implemented, study room use continues to be a big issue for the library to tackle in order to provide equitable service to all patrons. With the amount of group work that is assigned to students, this is an issue that may need to be addressed campus-wide.

Conclusion

The UAA/APU Consortium Library administered the LibQUAL+ Library Service Quality Survey in the fall of 2008, the fall of 2011, the fall of 2014, and again in the fall of 2017. The results of all four LibQUAL+ surveys were favorable. Based on the 902 surveys completed in 2017 by the UAA and APU communities, overall the library is meeting at least the minimum expectations, and with some groups, exceeding expectations in terms of quality library facility and services.

The library got high marks for providing quality service and a pleasant academic environment for study and learning. Not surprisingly, one area of concern defined by both the UAA and APU faculty and by the UAA graduate students is the availability of adequate library resources to support their research and studies. Survey scores in this area increased from the 2008 to 2014 surveys, then they dipped again in 2017, reflecting cuts to the library budget in the past three years. Many users expressed that they miss having access to specific resources.

More than 410 patrons added comments to their survey results, which netted some very specific suggestions. Patrons would like the library to provide more space for individual and group study, increase its electronic journal and database collections, and improve wireless internet access.

Thank you all for participating in the survey. Your input will assist us in making improvements to the facility, collections and services that will help us better meet the needs of our library patrons.