

# 2020 LIBQUAL SURVEY REPORT

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## SUMMARY

In March, 2020 the University of Lethbridge Library undertook an online survey to measure patron perceptions of library service quality using the LibQUAL survey instrument. An invitation to complete the survey was sent to all academic staff excluding librarians (n = 613), all graduate students (n = 653), and a random sample of 50% of undergraduate students (n = 3,801). In total, 5,067 individuals received a survey invitation and 544 valid surveys were received and analyzed. Respondents included 406 undergraduate students, 68 graduate students, 68 academic staff, and 2 other staff. Considering only valid surveys, the response rate was 10.7%.

This was the fifth LibQUAL survey of the University Library's patrons, and the first to use the LibQUAL Lite protocol to decrease average completion time. The 27 core questions in section one of the survey assessed patron perceptions in the following three dimensions: Affect of Service, Information Control, and Library as Place. For each question, respondents rated their minimum, desired, and perceived levels of service using a nine-point scale. In section two, an additional eleven questions assessed general satisfaction, information literacy outcomes, and frequency of use of both Library resources and online search engines. Free-text comments and demographic information were also collected.



On average, survey respondents indicated that their perceived level of Library service (i.e., the level they believe the Library currently provides) fell between their minimum service level (i.e., the minimum level they would find acceptable) and their desired service level (i.e., the level they personally want). In relation to 2014 data, patrons' minimum and desired levels of service fell slightly in 2020, and the perceived service level fell very slightly.

Specific to the three dimensions assessed, the Library performed strongest in Affect of Service. Questions categorized under this dimension pertained to library staff members' attitudes, helpfulness, understanding, and dependability. Free-text comments confirmed that patrons were particularly pleased with services provided by library staff. The dimension in which the Library performed most poorly was Information Control. This dimension included questions concerning library collections and access to them. Participant comments generally affirmed the value of library collections and, while some indicated that library resources were sufficient to meet their needs, others found the collections to be inadequate. The dimension Library as Place included questions concerning physical library spaces and the extent to which they were comfortable, inviting, and safe, and facilitate learning, research, and group work. Users' perceptions of services in this area fell in comparison to 2014 survey results.

Responses to survey questions asking respondents to rate their general satisfaction with library services indicated that the Library performed slightly better in 2020 than in 2014. Similarly, questions pertaining to information literacy outcomes found that the Library performed significantly better in 2020. Survey questions were also asked about frequency of use of physical and electronic library resources and online search engines. Perhaps unexpectedly, participants reported using resources on library premises somewhat more often and non-library search engines somewhat less often in 2020 than in 2014.

## BACKGROUND

LibQUAL is a rigorously tested online survey used to understand patron perceptions of library service quality. It was developed in 2000 by the Association of Research Libraries (ARL) and Texas A&M University Libraries and has been used by more than 1,300 libraries in 33 countries. Prior to 2020, the University of Lethbridge Library had run the survey four times—in 2005, 2008, 2011, and 2014.

After serious consideration was given to other survey instruments, the University of Lethbridge Library's Assessment Team recommended that the Library run a fifth iteration of the LibQUAL survey in 2020. It had been several years since patrons' perceptions of library services had been solicited on a broad scale, and much had changed in the Library since 2014. The Library Advisory and Planning Committee approved the recommendation in May 2019.

The LibQUAL survey comprises four parts:

- The first and longest section consists of twenty-seven core questions, including 22 standard questions and five locally chosen questions. The standard questions measure patron perceptions of library service quality in three dimensions: Affect of Service, Information Control, and Library as a Place. For each question, users are asked to rate their minimum expectation, desired level, and perception of service using a nine-point scale for each.
- The second section, comprising 11 questions, pertains to general satisfaction, information literacy outcomes, and frequency of use of the Library and non-library online search engines (e.g., Google).
- The third section allows respondents to expand on their perspectives of library service quality through free-text comments.
- The fourth section collects demographic information from respondents, including age range, broad subject area, full-time/part-time status (if applicable), position, and year of study (in the case of undergraduate students).

Please contact David Scott ([david.scott@uleth.ca](mailto:david.scott@uleth.ca)) if you would like to review a copy of the survey instrument.

The Library opted to run the LibQUAL Lite protocol for the first time in 2020. Developed in 2008, the Lite protocol decreases the average survey completion time by having each respondent answer a subset of the 38 questions included in the first and second sections of the survey. Because response rates had fallen in earlier iterations of the survey, the Assessment Team recommended that the Lite protocol be used in hopes of bolstering the number of responses. For more information on the Lite protocol, see LibQUAL's [protocol comparison table](#).

The survey was sent to all academic staff (excluding librarians; n: 613), all graduate students (n: 653), and a random sample of 50% of undergraduate students (n: 3,801). The proportion of the University's undergraduate student population included in the survey sample was doubled from the 25% sample used in 2014 in an effort to increase the number of completed surveys we would receive. In total, 5,067 people were sent a survey invitation. Prospective participants were offered a chance to win one of ten \$50 University Book Store gift cards as an incentive for completing the survey.

The survey was opened on Monday, March 2, 2020, and the survey invitation emails were sent the following day. Reminder emails were sent on Monday, March 9 and Thursday, March 19. The survey was closed Tuesday, March 24.

While the survey was running, the World Health Organization declared COVID-19 a pandemic, the University moved classes online, and the University Library's physical space was temporarily closed. This may have impacted

the response rate and the responses themselves, though it is important to note that approximately 85% of completed surveys were submitted before the University Library closed on March 17.

Using a slightly modified version of [a LibQUAL coding framework](#) used at Brown University Library, Rhys Stevens and David Scott coded the 209 free-text comments submitted by survey respondents to facilitate analysis and use in this report.

## DEMOGRAPHICS

In total, 577 completed surveys were received. Of these, 544 are considered valid surveys and are included in the LibQUAL results notebook analysis, which was used for this report. (For an explanation of the distinction between complete and valid surveys, see page 29 of the [LibQUAL Procedures Manual](#).) This figure is slightly higher than the 494 valid surveys received in 2014 but lower than the 591, 599, and 793 surveys received in 2011, 2008, and 2005, respectively. It is important to remember, however, that all previous iterations of the survey followed the standard LibQUAL protocol rather than the LibQUAL Lite protocol.

Consequently, the numbers of responses received for most survey questions is significantly lower than those in previous iterations of the survey. Considering only valid surveys, the response rate was 10.7%. (For comparison, response rates in 2014, 2011, 2008, and 2005 were 16.5%, 19.2%, 20.9%, and 26.5%, respectively.) Given that half of undergraduate students were not included in the sample, valid surveys were received from 6.1% of our total population.

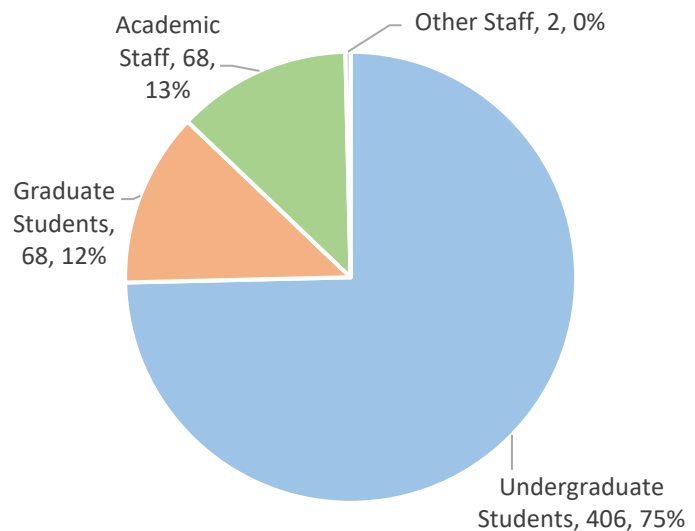
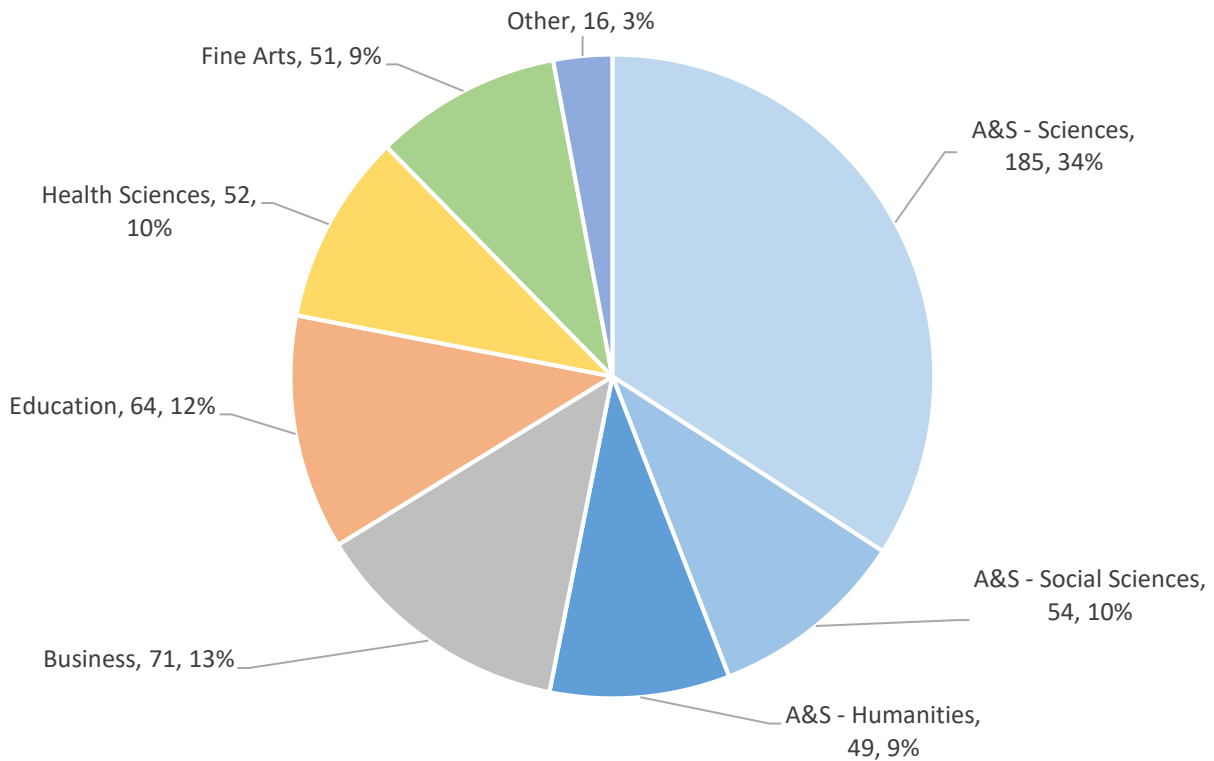


Figure 1 - Survey Respondents by Position

The 544 respondents included 406 undergraduate students, 68 graduate students, 68 academic staff, and 2 other staff (see Figure 1). The response rate was consistent across broad position categories: 10.6%, 10.4%, and 11.1% for undergraduate students, graduate students, and academic staff, respectively. (Because only half of undergraduate students were included in the sample, though they make up 75% of respondents, they are underrepresented relative to the survey population, of which they make up 86%.) Among undergraduate students, 91 were in their first year of studies, 69 in second, 95 in third, 89 in fourth, and 60 in fifth and above. Two



**Figure 2 - Survey Respondents by Disciplinary Area**

identified as non-degree. The graduate student respondents included 51 at the master’s level and 17 at the doctoral level. Academic staff comprised 51 professors, 12 instructors, and 5 sessional lecturers.

See Figure 2 for a breakdown of respondents by broad disciplinary area. As might be expected, patrons from the Faculty of Arts and Science comprised the majority of respondents. Relative to the survey population, the Dhillon School of Business was most underrepresented (4.2%), and the Faculty of Education was most overrepresented (10.0%). (Recall that the University-wide average was 6.1%.)

Slightly more than half of respondents (54%) were between the ages of 18 and 22. Participants aged 23-30, 31-45, 46-65, and over 65 comprised approximately 22%, 12%, 10%, and 2% of respondents, respectively. One respondent was under the age of 18.

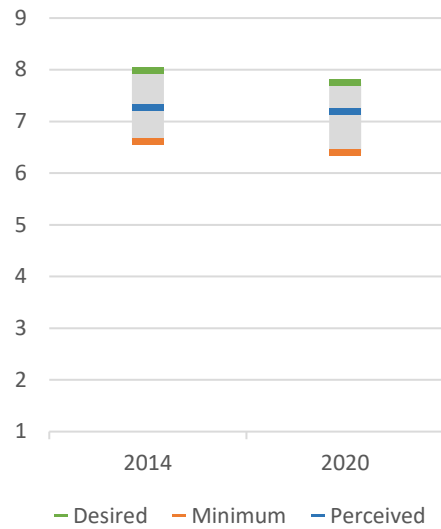
A small minority of participants (4%) indicated that they use distance services, either at the University’s Calgary campus or elsewhere.

Among student respondents, approximately 5% identified as being part-time.

## RESULTS

The results of the survey are reported below and arranged thematically. Quantitative data from the first two sections of the survey are presented alongside qualitative data from the comments to provide a more complete understanding of patron perceptions of library services.

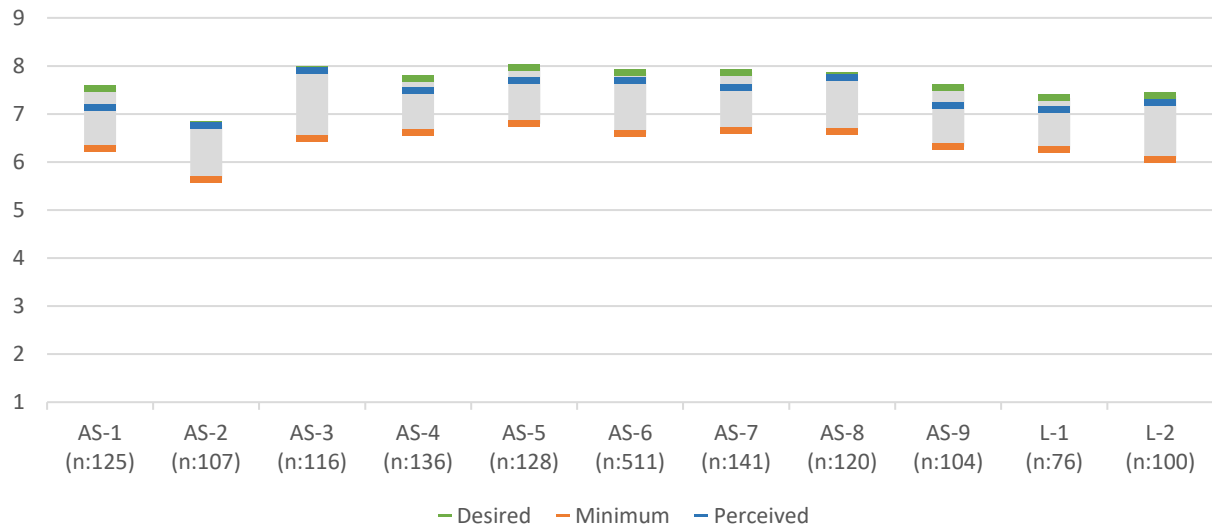
On average, respondents indicated that their perceived level of service (i.e., the level of service that they believe the Library currently provides) fell between their minimum service level (i.e., the minimum level of service that they would find acceptable) and their desired service level (i.e., the level of service that they personally want). See Figure 3 for these figures averaged across the 22 core survey questions. In relation to 2014 data, patrons' minimum and desired levels of service have fallen slightly (decreases of 0.23 and 0.24, respectively), and the perceived service level has fallen very slightly (a decrease of 0.08). All are measured on a nine-point scale.



**Figure 3 – Respondents' Mean Minimum, Desired, and Perceived Service Level (Average of 22 Core Questions)**

### AFFECT OF SERVICE

Questions categorized under the dimension 'Affect of Service' pertain to library staff members' attitudes, helpfulness, understanding, and dependability. Nine standard questions and two local questions are grouped under this category. See Figure 4 for respondents' average minimum, desired, and perceived service levels for each of these questions. Note that the numbers of responses to questions are indicated next to the axis labels. The questions are listed below the graph.



**Figure 4 – Respondents' Mean Minimum, Desired, and Perceived Service Level (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 others  
 AS-9: Dependability in handling users' service problems  
 L-1: Quality of library instruction in face-to-face and online classes  
 L-2: Teaching me how to access, evaluate, and use information

Of the three dimensions (Affect of Service, Information Control, and Library as Place), the Library performed strongest in Affect of Service. Respondents consistently indicated that their perceived service level was significantly closer to their desired service level than their minimum service level in response to questions in this category. Of these 11 questions, those where the perceived service level most closely approached the desired service level (0.03 below) were AS-2 (giving users individual attention) and AS-3 (employees who are consistently courteous). The question where we see the largest gap between perceived service level and desired service level (0.41 below) was AS-1 (employees who instill confidence in users). Notably, patrons' perceived service level averaged across the nine core questions under Affect of Service is 0.18 higher than the equivalent figure from the 2014 survey (7.52 and 7.34, respectively). According to survey data, users' perceptions of library services in this area have risen in recent years.

Respondents' comments confirm that they are particularly pleased with services received from library staff. One faculty member noted, "every single librarian and staff member I have ever met or invited to my class has been knowledgeable, professional, and caring." Another echoed, "the Library staff are, without exception, very helpful, competent, and friendly." A third wrote, "the willingness of library staff to help is always really appreciated." A graduate student similarly indicated that "library staff have always been exceptional in their willingness to help and support student learning." "The staff is extremely knowledgeable and has helped me on more than one occasion," a first-year undergraduate student reported. A second undergraduate student noted that "the library staff are amazing, helpful and invested in ULeTh student success." Another found that the willingness of library staff to assist in resolving issues mitigates frustration with problematic library resources and technology:

I literally spend 10+ hours a day 5 days a week in this library and I find the staff to be extremely helpful and accommodating. They honestly make up for the majority of the problems with finding resources or with the technology in the library, because they are always willing to figure out the problem and solve it.

While some participants report worse experiences with library staff (e.g., receiving wrong directions, a delayed email reply), most comments pertaining to staff were positive, and some very strongly so.

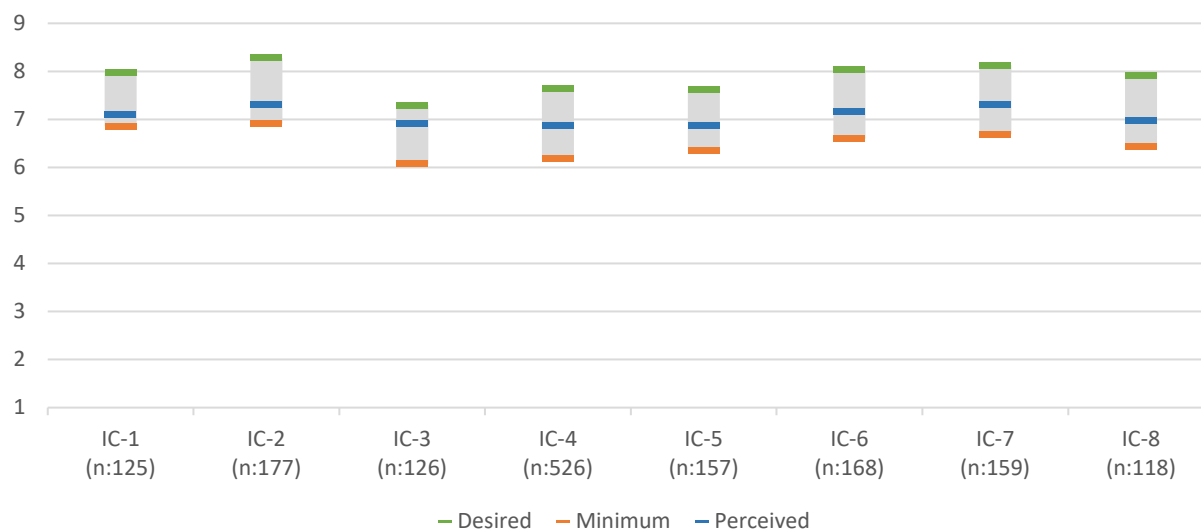
The Curriculum Laboratory and its staff were specifically identified and lauded by several survey respondents.

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## INFORMATION CONTROL

The dimension 'Information Control' includes questions concerning library collections and access to them. Eight standard questions are grouped under this category. See Figure 5 for respondents' average minimum, desired, and perceived service levels for each of these questions. As above, the numbers of responses to questions are indicated next to the axis labels, and the questions are listed below the graph.

Comparing survey respondents' service expectations to their perceptions of the current levels of service, of the three dimensions, the Library performed most poorly in Information Control. Respondents generally indicated that their perceived service level was closer to their minimum service level than their desired service level in response to questions in this category. Of these eight questions, the question where the perceived service level most closely approached the desired service level (0.39 below) was IC-3 (the printed library materials I need for my work). The question where we see the largest gap between perceived service level and desired service level (0.98 below) was IC-2 (a library web site enabling me to located information on my own). This is the largest gap among all 27 questions included in this section of the survey. Patrons' perceived service level averaged across the eight core questions under Information Control is 0.18 lower than the equivalent figure from the 2014 survey (7.01 and 7.19, respectively). According to survey data, users' perceptions of library services in this area have fallen in recent years.



**Figure 5 – Respondents’ Mean Minimum, Desired, and Perceived Service Level (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

Perceptions of service in this area were particularly low among faculty and graduate students. On average, graduate students indicated that their perceived service level fell below their minimum service level for IC-1 and IC-5. Faculty indicated that their perceived service level fell below their minimum service level for IC-1, IC-2, IC-4, and IC-8. The perceived service level for IC-8 fell well below (1.33) the minimum service level among faculty. Perceptions concerning the Library’s collections appear to have worsened considerably among graduate students and faculty since 2014. It should be stressed, however, that this conclusion is based on limited data, particularly in the 2020 survey. Approximately one in ten faculty and graduate students completed the survey (138 combined), and most questions are only posed to a fraction of respondents in the LibQUAL Lite protocol.

Participants’ comments provide a more thorough understanding of patrons’ perceptions concerning library resources and access to them. While many respondents affirmed the value of library collections and some indicated that library resources are sufficient to meet their needs, others have found the collections to be lacking. As one doctoral student noted, “the thing that has always discouraged me from using the Library, especially the online version to find academic papers is the university not having access to many of the papers I need that are critical to my research.” Another doctoral student stated, “I would like immediate access to more journals (without inter-library loans because instead I will use sci-hub).” An undergraduate student observed that “the online journal access is not good and is the biggest problem.” Survey participants also specifically expressed concern about a shift away from acquiring print materials, the loss of the University Archivist position, and recent cuts to the acquisitions budget. A third-year undergraduate student wrote, “I am really disappointed to the cuts that have been happening at the library. I think being able to access a wide breadth of sources is vital for learning and obtaining the highest form of education.” A second-year undergraduate student voiced similar concerns:

I understand that budgets have been cut, but it is becoming harder for literature studies to access strong scholarly sources. The people who work at the library are very supportive in this issue, but the level of quality in our scholarly source subscriptions it is becoming unacceptable.

Access to electronic resources via the library website was also identified as a source of frustration by survey participants. Though some indicated that they like the website, respondents more often raised issues they had encountered with it. An undergraduate student wrote that the Library's website "is very slow, and has trouble finding relevant resources.... In strong language, I have sworn more often using the library resource search engine than is appropriate to say." A faculty member described the website as "absolutely unacceptable in 2020." In reference to Summon, the Library's discovery layer, an undergraduate student reported that "it can be slow and annoying." Another student commented, "the library's web platform and search should be better. It can be very difficult to use and the filters don't work the way they should." A third observed, "I have found the 'Summon' service to be slow and not very reliable. I prefer to use the 'library catalogue' tool instead." Such experiences are not universal, however; as one undergraduate student reported, "I ... find the U of L Library web page to be very good."

Interlibrary loan was generally regarded as an excellent service by respondents. One graduate student noted, "I very much appreciate being able to request articles not in U of L collections and that they are delivered so quickly." Another reflected, "I need to submit a loan for about 1/10 of the things I access from the library for my research, and pretty much every time it has arrived very quickly- thank you for that!" A third graduate student similarly commented, "I am impressed by the libraries ability to order books that we do not have in our collection efficiently and quickly. That is the service I use the most." "Interlibrary loans are terrific," concluded a faculty member. While a few respondents noted that immediate access is superior to interlibrary loan, and one sessional instructor raised concerns about losing access to services such as interlibrary loans during terms when they were not teaching, most participants who spoke to the service in their comments very much appreciated it.

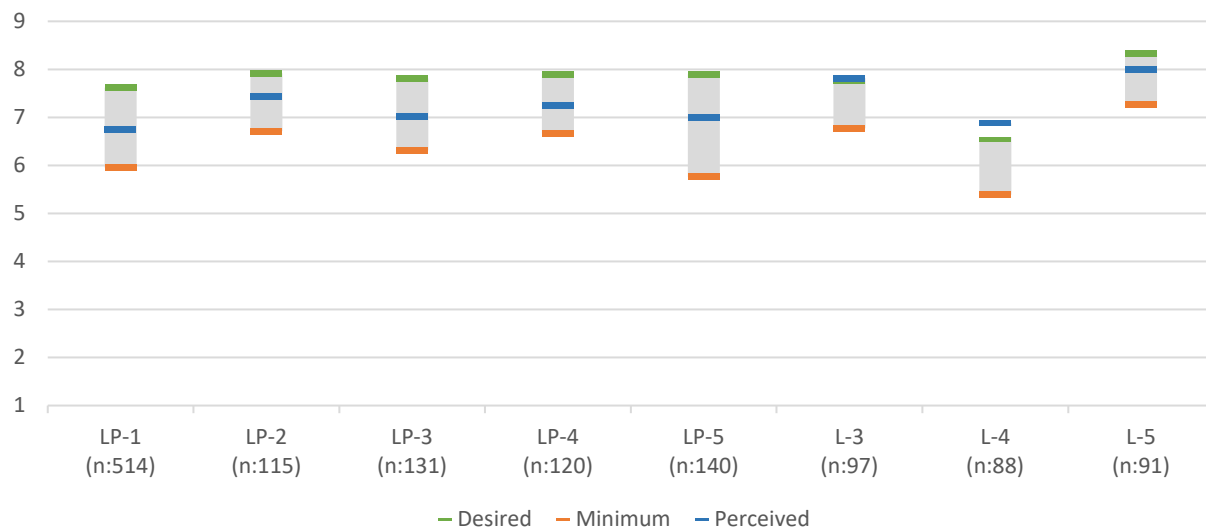
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## LIBRARY AS PLACE

The dimension 'Library as Place' includes questions concerning physical library spaces and the extent to which they are comfortable, inviting, safe, and facilitate learning, research, and group work. Five standard questions and three local questions are grouped under this category. See Figure 6 for respondents' average minimum, desired, and perceived service levels for each of these questions. As above, the numbers of responses to questions are indicated next to the axis labels, and the questions are listed below the graph.

Of these eight questions, the question where the perceived service level most closely approached the desired service level (0.05 above) was L-3 (a climate that encourages diversity and inclusion). Significantly, the perceived service level for L-4 (a place to try innovative learning and teaching technologies (e.g., multimedia stations, Project Sandbox)) exceeded the desired service level by 0.33. It should also be noted, however, that the desired service level for L-4 was the lowest among all 27 questions included in this section of the survey. The question where we see the largest gap between perceived service level and desired service level (0.88 below) was LP-1 (library space that inspires study and learning). Patrons' perceived service level averaged across the five core questions under





**Figure 6 – Respondents’ Mean Minimum, Desired, and Perceived Service Level (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  
 L-3: A climate that encourages diversity and inclusion  
 L-4: A place to try innovative learning and teaching technologies (e.g., multimedia stations, Project Sandbox)  
 L-5: A secure and safe place

Library as Place is 0.26 lower than the equivalent figure from the 2014 survey (6.95 and 7.21, respectively). According to survey data, users’ perceptions of library services in this area have fallen in recent years.

Undergraduate students in particular value the physical library as a place to study and do group work. One third-year student wrote, “I absolutely love going to the library to do my school work and I love how it offers a place where students can work together as well as quiet areas to study alone. I enjoy working in the rooms available for booking.” Another third-year student agreed: “the study rooms and study spaces are quite nice, I appreciate the quiet zone on the ninth floor.” “The library is my favorite place in the whole university, that where the magic happens, in a short time I get a lot of work done in the library unlike studying in my place,” explained a second-year student. Another commented, “the atmosphere created and space provided is vital to the large amount of coursework I have.”

While students generally affirmed the value of the space, many raised concerns and offered suggestions for improvement. Multiple respondents bemoaned overcrowding in the Library at peak times. A first-year student observed that “during exams the library tends to be very crowded which makes it hard to study and all the rooms are already booked.” A fourth-year student wrote, “it would be more beneficial to have more study spaces. If you show up at the library after working all day to study and it’s 5pm, good luck finding any open cubbies.” Another undergraduate student reflected on the availability of quiet study space:

It seems as though over the last few years things have felt more cramped for space.... I would like to be able to go down to the 9th floor to study, but often there is no room. I think there needs to be more quiet space reserved at all times in the library to mitigate this problem.

One undergraduate student noted that study space near windows can be difficult to find:

I prefer to sit somewhere in the vicinity of a window so I don't feel like I am studying in a coffin in the hills. However, there is often no study space by windows available and you are forced to sit at a desk by yourself on the bottom or top floor of the library.

Other students voiced concerns about noise. “This year the main floor of the library was extremely loud and I could not get my work done,” one student wrote. Another commented, “I understand the loud section is for talking which is fine but when people are yelling, screaming, playing games, etc. I think they should be talked to for the sake of other students.” Enforcement of noise level in designated quiet areas was also raised as an issue: “quiet study areas are often overcrowded and full of people eating chips or having loud, whispered conversations.” “Better enforcement for the quiet level 9 would be nice,” echoed another student. In addition to other students, respondents pointed to staff and technology workshops as sources of unwanted noise in the Library.

Students also raised library hours as an issue. While a few indicated that the hours of operation are sufficient, most who commented on hours suggested that they be extended. “The hours are limiting my study experience,” a fourth-year student concluded. A third-year student likewise noted, “I wish the hours of operation were longer.” While it is not always clear which library services students would want during extended hours, in most instances, it seems that their primary concern is access to study space. One first-year student proposed a 24-hour study space:

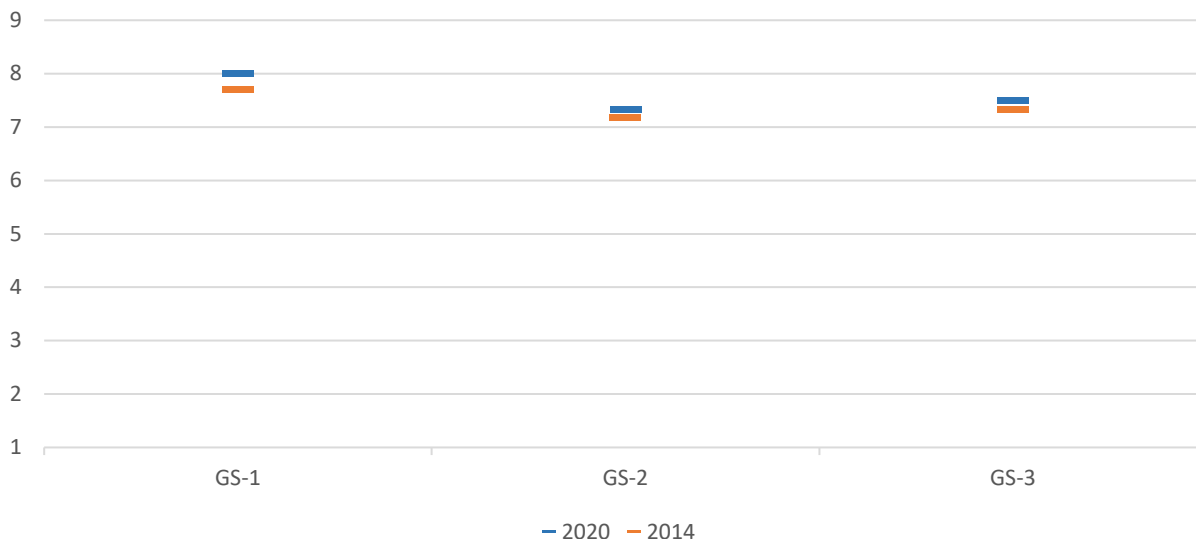
The library hours suck, they should be 24 hours during school year.... Even if there are no services available then maybe we could swipe our Student ID's for access in and out. I just want to study after I get back from work at 10pm.

Similarly, a fourth-year student asserted, “the library hours need to be 6-11 everyday maybe except sundays which could be 10-10 as it would provide more hours to study.” Other survey respondents specifically requested longer hours during reading week, midterm season, weekday mornings, Friday evenings, and Sundays.

Other concerns students noted regarding library space included the cleanliness and maintenance of furniture and computers, behaviour of community users, access to electrical outlets, access to the former exit doors, temperature, lighting, and décor.

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## GENERAL SATISFACTION



**Figure 7 – Respondents’ Mean Satisfaction (General Satisfaction)**

GS-1: In general, I am satisfied with the way in which I am treated at the Library.

GS-2: In general, I am satisfied with library support for my learning, research, and/or teaching needs.

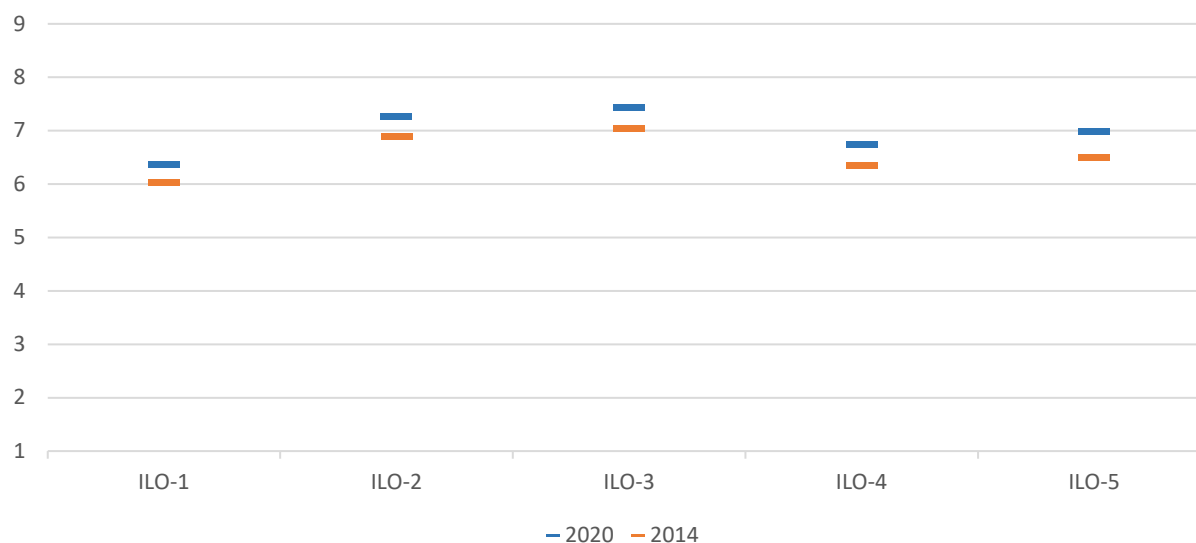
GS-3: How would you rate the overall quality of the service provided by the Library?

The LibQUAL survey includes three questions asking respondents to rate their general satisfaction with library services on a nine-point scale. In all three questions, the Library performed slightly better in 2020 than in 2014 (see Figure 7).

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## INFORMATION LITERACY OUTCOMES

The LibQUAL survey includes five questions pertaining to information literacy outcomes. Participants are asked to rate their satisfaction in response to each question on a nine-point scale. In all five questions, the Library performed significantly better in 2020 than in 2014 (see Figure 8). That said, as all of these averages fell below 7.5, there is room for further improvement.



**Figure 8 – Respondents’ Mean Satisfaction (Information Literacy Outcomes)**

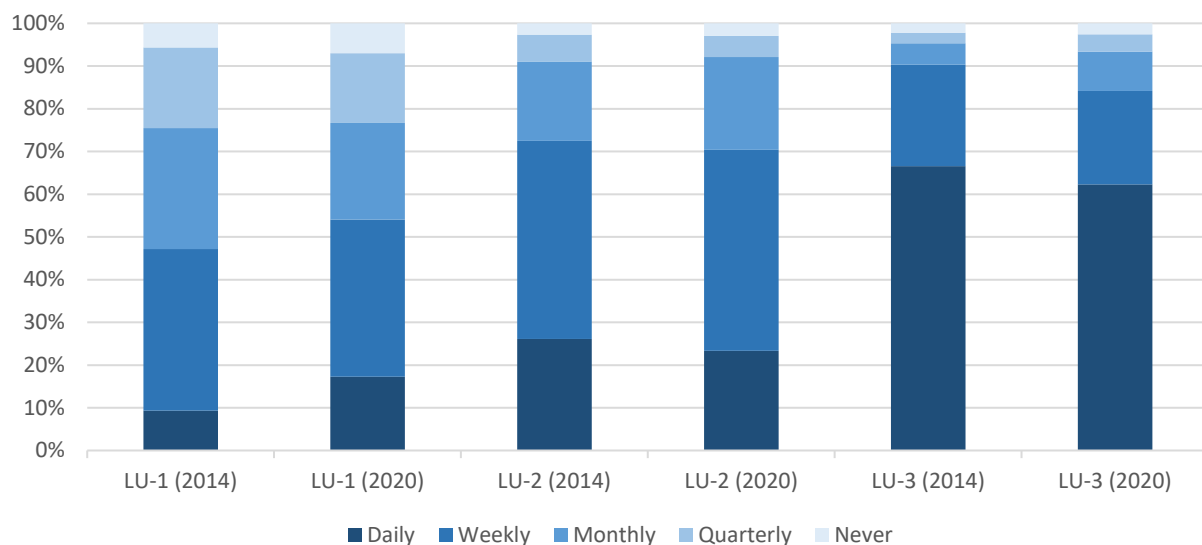
- ILO-1: The library helps me stay abreast of developments in my field(s) of interest.
- ILO-2: The library aids my advancement in my academic discipline or work.
- ILO-3: The library enables me to be more efficient in my academic pursuits or work.
- ILO-4: The library helps me distinguish between trustworthy and untrustworthy information.
- ILO-5: The library provides me with the information skills I need in my work or study.

Those respondents who commented specifically on the Library’s information literacy instruction efforts were appreciative. A second-year student, for example, wrote, “I learned how to search for info through the online library course. I loved it. very useful.” “I have had several classes that have brought in library services which I found useful,” a graduate student reflected. A second-year undergraduate student commented, “I took writing 1000 and a librarian came in to teach us how to use the resources our library has physically as well as online and I'm thankful for that!” Another undergraduate student agreed, “I really enjoy the talks for information and research gathering that the staff come to classrooms to show, they are always a good reminder and helpful for projects that require them.” Teaching assistants and faculty also provided feedback on in-class information literacy instruction. A graduate student affirmed, “I TA'd and we had [name of librarian] come in and it was informative even for me! The EndNote seminar I took CHANGED MY LIFE.” An instructor noted, “staff have been great in leading library info sessions for my classes! Everyone that works there is amazing.” Participants also pointed to assistance they’d received at the Research Help Desk and in individual meetings with librarians as having been helpful.

One respondent, however, indicated that the information literacy instruction they received came too late in their program. Others seem to have received little instruction from the Library. “I would like supports to help use database more effectively,” a first-year student wrote. A second-year student commented, “I also find it a little difficult to navigate the library website but that may be because no one has shown me how.” Multiple participants suggested having more instructional resources available on the Library’s homepage. Clearly, more can be done in this area.

## LIBRARY USE

The LibQUAL survey asks participants to indicate how often they use physical and electronic library resources and online search engines. See Figure 9 for participants’ responses in the 2020 and 2014 surveys. Perhaps unexpectedly, participants reported using resources on library premises somewhat more often and non-library search engines somewhat less often in 2020 than in 2014. Use of electronic library resources remained roughly the same.



**Figure 8 – Respondents’ Use of Library Resources and Online Search Engines**

LU-1: How often do you use resources on library premises?

LU-2: How often do you access library resources through a library Web page?

LU-3: How often do you use Yahoo™, Google™, or non-library gateways for information?

## NEXT STEPS

The survey results indicate that the Information Control area is perceived least favourably by respondents. Qualitative criticisms of academic resource availability highlight the importance of protecting the Acquisitions budget to the greatest possible extent while continuing to promote Open Access. The Collections Work Team has invested significant time and effort in optimizing the available budget, and that work will continue to be critical in the absence of new funding.

The Library’s web presence was also identified in the survey as an opportunity for improvement. Since the Library utilizes many websites, services, and platforms, we recommend that the Library Information Systems group conducts focus group research to identify which of these are problematic for patrons and how they can be improved.

A considerable number of comments expressed a desire for the Library's study space to be made available longer hours, with many suggesting 24 hour access. Our recommendation is that the Library's Public Services Group investigates the feasibility of making a portion of the Library's study space available for perpetual access to patrons.

Finally, the Library Assessment Team recommends that the LibQUAL survey be conducted again in 2023 using the Lite protocol. Due to declining response rates in the undergraduate population, we suggest that all of the students in that population be surveyed at that time.

This report, along with the full text of all qualitative comments, will be circulated to all Library staff and groups for review.

## ACKNOWLEDGEMENTS

We thank members of the University of Lethbridge Library's Assessment Team and Advisory and Planning Committee for their questions and feedback during the planning process. Thanks also to Rob Horlacher for designing the promotional materials and to Jesse Malinsky for disseminating them. Institutional Analysis very helpfully created the email lists used to send survey invitations and reminders to prospective participants. Funds for survey registration and incentive prizes were provided by Library Administration. Finally, thank you to those who took the time to participate in the survey.