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Internal Needs Assessments: A Worthwhile Endeavor?

Carolyn Prescott

Oral Roberts University, cprescott@oru.edu

Mary Ann Walker

Oral Roberts University, walkermaw@gmail.com

Daniel D. Isgrigg

Oral Roberts University, disgrigg@oru.edu

Angela Sample

Oral Roberts University, asample@oru.edu

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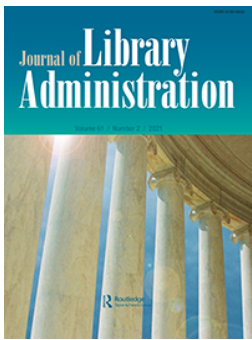


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STRATEGIC PLANNING AND ASSESSMENT



Pamela Louderback, Library Director, Associate Professor/Library Services, Northeastern State University, Broken Arrow, OK, USA

COLUMN EDITOR'S NOTE

Contributions in this column focus on the closely related topics of strategic planning and assessment in all types of libraries. The articles found herein examine all aspects of planning and assessment including (but not limited to) components, methods, approaches, trends, tools and training.

In the column below, the authors discuss a broad-based investigation that was performed at their library, including an internal examination of the library and an external study of library resources, services, and staff. The authors share several rationales for performing an internal needs assessment and examine the Needs Assessment team's process. The authors also describe how they navigated the tensions inherent in an internal assessment, the additional demands of a university mandate, and the COVID-19 pandemic impact. Several intangible gains realized as a result of the assessment process are provided.

Internal Needs Assessments: A Worthwhile Endeavor?

Carolyn Prescott^a, Mary Ann Walker^b, Daniel D. Isgrigg^c, and Angela Sample^d



^aAccess Services Supervisor, Oral Roberts University Library, Tulsa, OK, USA; ^bElectronic Resources Librarian, Oral Roberts University Library, Tulsa, OK, USA; ^cDirector, Holy Spirit Research Center and Archives, Oral Roberts University Library, Tulsa, OK, USA; ^dHead of Access Services, Oral Roberts University Library, Tulsa, OK, USA

ABSTRACT

On May 1, 2020, the Needs Assessment Committee submitted their final report of findings and recommendations to the dean of the Oral Roberts University Library, Dr. Mark Roberts. The report represented the culmination of approximately six months of a broad-based investigation of the Library, including an internal examination of the Library and an external study of Library resources, services, and staff. This Needs Assessment was unique in that a team of Library faculty and staff conducted it. Internal members of an organization rarely perform needs assessments for many reasons, including inherent bias and the potential distrust of those not on the assessment team. Further complicating matters for the Needs Assessment team was the onset of the COVID-19 pandemic and ensuing shutdown of Oral Roberts University's (ORU) physical campus at the end of March 2020 during the period of data collection. Even before the campus shutdown created new challenges, the university administration and board of trustees mandated the significant revision of faculty promotion and appointment due by the end of February 2020. This mandate also posed some difficulties for the Needs Assessment team in managing the assessment workload and stress. This paper discusses some of the rationales for performing an internal Needs Assessment and the Needs Assessment team's process. The authors also describe how they navigated the tensions inherent in an internal assessment, the additional demands of a university mandate,

KEYWORDS

Needs assessment; COVID-19; work satisfaction; work environment; organizational culture

CONTACT Carolyn Prescott  cprescott@oru.edu  Access Services Supervisor, Oral Roberts University Library, 777 South Lewis Avenue, Tulsa, OK 74171, USA.

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and the COVID-19 pandemic impact. Finally, the authors present some of the Needs Assessment team's recommendations that the Library has already implemented and some proposals that have been postponed due to the pandemic's effects.

Introduction

The ORU Library serves the students, faculty, and staff of Oral Roberts University (ORU). Located in Tulsa, Oklahoma, ORU is a small, private not-for-profit, liberal arts, interdenominational Christian institution. Oral Roberts founded ORU in 1963. Currently, full-time enrollment is at approximately 3,600 students. Like many academic libraries, the ORU Library has been confronted with the need to affirm its relevance. On the one hand, academic libraries face the challenges of austere budgets, increased emphasis on technology, rising costs of electronic resources subscriptions, and fewer professional staff than in previous generations. At the same time, online education has increased the high demands of student services. With the emphasis on student retention and student engagement at the forefront of academic administration, the academic library must continue to adapt and change to meet the twenty-first-century student's needs. Likewise, librarians and staff face the challenge of going beyond traditional expectations, viewing their professions in new ways. Following the 50-year tenure of ORU's founding Dean of Learning Resources, Dr. William Jernigan, the new dean, Dr. Mark E. Roberts, recognized the immediate need to address this challenge of maintaining high-quality services with shrinking budgets. With over 50 years under the leadership of the beloved former dean, Dr. William Jernigan, many aspects of the Library's work environment and culture had become stagnant. Work procedures and processes remained somewhat dated, and tensions had arisen with every reduction of staff and redistribution of workload.

Embarking on his tenure as dean in 2017, Roberts quickly began several new projects including creating a new digital institutional repository, offering virtual chat services to patrons, and bringing AVMR technologies to the Library. Roberts also addressed some of the "silo" mentality that emphasized specialization that made sharing public service duties difficult. He instituted a policy of equity of reference work assignments and instruction sessions for all public service librarians. While they welcomed the innovations, the staff also experienced increased anxiety levels as they adjusted to heavier workloads due to the new projects on top of their previous work assignments. For many years, the Library had experienced a growing portfolio of responsibilities as it endured a significant loss in the number of personnel due to downsizing. As tensions grew because of the additional duties, Roberts felt a needs assessment would help determine workload distribution and uncover outdated, redundant, or inefficient work processes. In addition to the organizational conflicts, there was a recognition that reference services were also suffering. For example, the Library offered new chat services through the website, but nearly 30% of the chats were missed. It was clear that a needs assessment was needed to find a way forward.

In October 2019, Roberts asked Dr. Angela Sample, Director of Access Services, to lead a needs assessment process. Serving as committee chair, Sample assembled a Needs Assessment Committee (NAC) to evaluate the services provided by and the needs of the ORU Library, its patrons, and its staff in order to carry out its mission of supporting

the academic needs of the academic pursuits of ORU's community. No needs assessment had been conducted of the library since its formation in 1963.

Roberts assigned the Needs Assessment (NA) with the following goals:

1. Identify and assess library patron services to identify areas of weakness as perceived by students, faculty, and library staff.
2. Identify areas of challenges that make it difficult for the library staff to effectively and efficiently provide service to patrons.

Internal versus external assessments

Internal members rarely conduct needs assessments, and indeed, many experts in this area do not recommend internal investigations of this nature. As these authors note, regardless of the best intentions of internal investigators, bias would likely enter into the process, as

internal staff may be unable to adopt the neutral stance necessary for facilitation. They bring historical baggage with them. In a subtle way, they could exude a slant on issues that may be obvious to participants in group sessions. The validity of results could be affected and called into question. (Altschuld & Kumar, 2010, pp. 58–59)

Understanding these potential issues, Roberts also recognized that budget and time constraints prohibited an external needs assessment. He felt an initial internal assessment would provide valuable insights and data for a future external assessment. Given the problems associated with internal assessments, he recommended inviting an ORU faculty member from a department outside of the library to serve on the NAC. Unfortunately, the NAC was unable to find an available outside faculty member, nor their follow-up solution of bringing in a doctoral student to serve on the committee. The following members served on the NAC: faculty librarians, Angela Sample, Daniel Isgrigg, Mary Ann Walker, and staff member, Carolyn Prescott. A graduate Library student worker, Stephen Ignao, also assisted with technical aspects of posting the surveys.

Methodology

Process

Using several methods and survey instruments, the committee conducted the needs assessment in January–March 2020. After compiling the data and composing their report during April 2020, the committee presented abbreviated and full versions of the report to the Dean on May 1, 2020. The committee created surveys and used the analysis methods suggested in Altschuld's Needs Assessment kit (see References for bibliographic information for all five volumes; Altschuld 2010; Altschuld & Eastmond, 2010; Altschuld & Kumar, 2010; Altschuld & White 2010; Altschuld et al. 2010). This five-book series presents a clear and logical process to conduct needs assessments. Questions included in the surveys, focus groups, and cultural audits were adapted from the range of suggested questions in this book series.

Data collection

This needs assessment investigated two distinct areas: Library Patron Services and Librarian Work and Efficiency. For data collection, the NAC asked library faculty and

staff to submit a two-part form focused on determining library personnel's duties and workflows. The first survey deployed, Work Duties of Faculty and Staff, was administered to faculty and staff to gather preliminary data on processes, tasks, priorities, and workflow of the various job positions within the library. The survey asked participants to consider problems related to equipment or technology, difficulties in their daily workflow, and potential ways to streamline their work processes. The majority of library personnel completed the two-part work description forms.

Next, the NAC deployed the Library Satisfaction Survey campus-wide to all potential library patrons—current students, university faculty and staff, alumni, and retired faculty. The survey examined the types and frequency of library use and patrons' opinions regarding library services and materials to determine the needs of patrons. The committee wanted to learn patrons' assessment of the type and quality of services and resources they desired, compared to what the library provided, to determine the adequacy of current services and resources. A total of 87 participants submitted the patron survey. See [Appendix C](#) for the data gathered.

In the third stage, the NAC distributed to library faculty a 7-point Likert scale Cultural Audit survey that examined the organizational culture within the library and the university. Optional comment boxes allowed survey participants to provide additional information if desired. Based on the findings, the NAC hosted four separate focus group sessions for all library faculty and staff to delve deeper into their perspectives on the organizational and work environment. Two gender-specific focus groups—one for women and one for men—explored behaviors, experiences, and problems related to gender within the library and the university. The second type of focus group was open to all library faculty and staff who wished to participate. Two all library/staff focus group sessions were offered to provide an opportunity for a greater number of participants to take part in the process. The questions explored positive and negative outcomes from recent initiatives, work challenges, and potential ways to improve patron experiences through materials, technology, and services. A majority of library faculty and staff completed the Cultural Audit survey. Most faculty and staff participated in one or more focus group sessions.

Limitations and strengths

As noted earlier, the primary limitation of this NA was that all members of the NAC were internal members of the organization. Another limitation is the somewhat low response rate (64%) on the Cultural Audit survey by Library faculty and staff. The low response rate on the Patron Satisfaction Survey with 87 responses is another limitation. Unobtrusive observations of library faculty and staff were not possible in this assessment process, which further limited information needed to determine workload distribution, quality of service, or workflow efficiency. Notably, at the beginning of the assessment process, library faculty and staff exhibited and expressed suspicion of assessment rationale and were reluctant to openly disclose details and opinions.

Other constraints impinged upon the time and attention the NAC had to devote to this assessment process. In February, there was a university-wide mandate to redefine faculty appointment and promotion procedures, and all faculty were given only one

month to accomplish this task. One member of the NAC was a principal lead in the university committee and had to devote more time to that undertaking rather than on the needs assessment. Almost immediately following the conclusion of the university-wide project, the COVID-19 outbreak occurred with all its ensuing challenges. Another challenge, and the final limitation to the needs assessment process, was the necessity of conducting most of the focus group sessions using video conferencing, due to the pandemic's distancing requirements.

Strengths include the high rate of responses to the two-part Work Description summary surveys and the final focus group sessions. In the focus group sessions, most participants actively participated with candid and open comments. Although the Patron Satisfaction Survey response rates were limited, several themes appeared in many of the open-ended comment boxes, and answers on many of the Likert scale questions revealed a consensus in responses.

Key participants

The NAC created all assessment instruments. Sample posted the link for the Patron Satisfaction Survey on the library's website and shared the link with ORU's Director of University Relations who invited all university students, faculty, and staff to participate. Sample sent the links and instructions to the Work Duties parts 1 and 2 forms and the Cultural Audit survey to library faculty and staff. Members of the NAC led focus groups. Isgrigg, a male librarian on the NAC, led the male focus group. He also led a focus group session open to all library faculty and staff of which Sample took notes. Prescott led the focus group session for the women, of which she and Sample took notes. Prescott and Walker led the other focus group session, which was open to all, and each took notes. All NAC members analyzed and interpreted the data and contributed to composing the final report.

Informal discussion

Difficulties encountered with each method

As noted earlier, a couple of the study instruments received low response rates. One event that most likely impacted the response rate on the patron survey was the onset of COVID-19. Patrons likely overlooked the initial participation invitation, and the second email invitations were not sent because of campus limitations on mass emailing of non-essential messages during that uncertain time.

The Cultural Audit of Library Faculty and Staff also received a low response rate. The NAC members speculate that two reasons may account for the diminished faculty and staff participation in this segment. First, participation requests went out in February when the faculty were involved with the faculty appointment and promotion revisions at ORU, so they were too busy to respond. However, the NAC believes distrust by library faculty and staff of the NA process and the intentions of the dean and even some NAC members may be a primary reason for the lack of responses. Throughout the assessment process, several library faculty and staff voiced concerns regarding what they felt could be a lack of anonymity of their survey responses. NAC

members were also questioned by several faculty and staff regarding the assessment goals and how the findings might be used. The subsequent focus group sessions did seem to ease this distrust. More faculty and staff participated in the focus groups than in the Cultural Audit and were less guarded in their responses than responses submitted on the Cultural Audit.

The university moved to online only for the remainder of Spring 2020 at the end of March. Only one focus group had occurred in person before the quarantine; the remaining focus group sessions were conducted via Zoom. Early in the process, the NAC had decided that a different pair of committee members would host each of the focus group sessions, with the other one or two NAC members not attending those. The committee thought that faculty and staff would feel freer to discuss matters in a session hosted by someone they trusted. Two sessions were limited by gender, one for male library faculty and staff and one for women. Because the host and only two library faculty and staff attended the male focus group, the group's dynamics may have inhibited discussions somewhat.

The remaining focus groups met virtually. While this made scheduling the meetings easier, the group dynamic was inevitably different in a virtual setting than in person. Virtual meetings also meant adjustments in conversations because non-verbal cues were not quite discernable in synchronous online video sessions. However, the NAC team was pleasantly surprised by the open discussions in the virtual focus groups.

What worked well and pleasant surprises

One surprise from this set of patron surveys, compared to surveys previously administered by the Library, was the wide range of participant groups. Faculty, staff, doctoral, graduate, and undergraduate students were all well represented in the respondents. In previous Library surveys, undergraduates typically formed the majority of the respondents to previous surveys. While still the case, a good number of faculty, graduate, and doctoral students participated in this study. Another surprise was the quantity and quality of patrons' responses to open-ended, optional questions. Patrons provided a great deal of valuable information in these optional comments boxes, which would not have been made available to us through the multiple-choice questions.

In the initial surveys of Library faculty and staff, the NAC sensed distrust from personnel. However, the focus groups garnered valuable input that we would not have had through our other surveys. Our focus group sessions were marked by open and frank conversations. The focus groups appear to have had the result of building trust between Library faculty and staff. Setting ground rules at the onset of each session helped remind participants that the discussion goals were to build understanding and to explore strategies for improving the workplace environment.

What would we do differently

Given all the issues of an internal investigation conducted during a pandemic, the NAC felt the process went well overall. However, we would likely change several items if we were to conduct another assessment. First, we would recommend more time to form a

committee that included members from outside of the Library. External committee members would help offset internal bias and offer objectivity. Limited time was also a difficulty in completing the needs assessment process. Had we more time, we could have focused on one or two specific areas rather than a broad-based evaluation. In another evaluation process, we would not reveal that we were conducting a needs assessment until reaching the point of surveying Library faculty and staff. We were unable to conduct an unobtrusive assessment as recommended as a part of this process because from the beginning, our colleagues knew the needs assessment was underway. Because of this, we initially concealed the identity of some of the members of the NAC. This secrecy lent to some early suspicions of our colleagues about the process and the assessment's ultimate purpose. This distrust seemed to be offset by the focus groups' effect but may have contributed to a lack of openness on the initial faculty and staff surveys.

Recommendations that led to change

The NAC made several recommendations. Because of the pandemic, some recommendations were postponed. However, the Library has already implemented some of the suggested changes. In fact, the pandemic also sped up the implementation of some NA suggestions. For instance, the expansion of Library instruction to be offered online was made necessary by the shutdown of the campus in Spring 2020. Another suggestion already implemented was the creation of a new website. The Library has also moved the self-checkout system to a more prominent location and has implemented a schedule for handling the website chat separately from the reference desk. As scheduling allows, we are also staffing our former reference desk with a student worker who can assist patrons with computer and printer issues. Although not yet in place, the Library is planning to join a 24/7 chat consortium.

Intangible gains

Several intangible gains have been realized as a result of the assessment process. The Library faculty and staff enjoy a new spirit of teamwork and understanding. The evidence of this teamwork is an increased willingness to help coworkers and a greater trust in one another. Although we cannot prove these positive outcomes are because of the assessment process, these changes were evident shortly after the committee's final report was distributed. While many other issues would be discovered through a needs assessment conducted by an external party, the NAC believes the internal assessment was worthwhile. The resulting changes and the newly established rapport among Library faculty and staff make an internal needs assessment well worth the effort and recommend to other libraries.

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Appendix A

Library needs assessment: Work duties I

We are assessing our personnel needs. This form is to gather preliminary data for this needs assessment. Please provide descriptions as full as you can, as the information you provide will help inform decision-making.

Note any information you provide here is anonymous.

[A link to a partial example response was provided]

1. Are you lacking equipment that would help your work be more efficient and easier to accomplish? This could be anything from manuals, software applications, updated computers, etc.
- 2a. Carefully consider your work and the work in your department or area. Apart from any items (equipment or technology) you indicated above, what might help make workflows more efficient? For example, could adding another worker or more to divide the process help? Are there processes or tasks in place that could be eliminated? Sometimes, tasks or procedures are continued because of longstanding practice. This is our opportunity to evaluate our work and look for what can be revised or eliminated. Enter comments here or upload a document in the next space provided.
- 2b. For Question 2a above, upload your description of processes and tasks that can be streamlined if not provided above.
3. What part(s) of your job do you most enjoy? What part(s) do you enjoy the least?
4. What is the task you are responsible for that you feel is your #1 priority?
5. What duties do you have that no one else does?
6. What tasks/duties do you do with others (e.g., ILL, instruction)? Who else does these with you?
7. Do you see areas or services that would be good for our library/patrons but are not getting done for whatever reason. Please describe and note the reason you think these are not being done (lack of staff/workers, lack of equipment/technology, etc.)?
8. What things do you do or see done that you feel are inefficient or not a good use of time? What would you suggest to improve them?
9. What jobs do [library staff members] and/or someone else do that you rely on them to do?
10. Which of our practices/tasks are “precious” (meaning if we stopped doing them the library would no longer be able to fulfill our mission)?

Appendix B

Library needs assessment: Work duties II

We are assessing our personnel needs. This form is to gather preliminary data for this needs assessment. Please provide descriptions as full as you can, as the information you provide will help inform decision-making.

[A link to a partial example response was provided]

Enter your name and title(s)

Upload a description of the work you do below. You can start with the documentation or work summary you have provided previously to Dr. Roberts. Please complete the attached template for each of the tasks you do by noting your responses to these additional items to your description of your work:

1. Your name and job title.
2. Attach any documentation on processes or procedures of tasks you do or attach a page with the file path location on the S Drive. If a document does not exist, create one if applicable. For example, you can describe steps you take in preparing for instruction. Answering reference questions is one task that is not as amenable to description.
3. Provide an estimate of the time you spend daily, weekly, monthly, or annually as appropriate on each task.
4. Rate each task you do. Is this something a student worker can do? A staff member? A faculty librarian?
5. For the tasks you currently do that you have rated at student worker(s) or staff member(s) level, make sure the following is clear: level of personnel, specific task(s),
6. Estimate the number of hours weekly the student worker(s) or staff member(s) would need to complete the task.
 - If you have noted student worker(s) as the level of personnel, note whether this is a task they can do while manning the patron service desk

Appendix C

Patron satisfaction survey responses

[1. Consent to participate]

2. What is your age?

Response	# of Submissions	% of Overall Submissions	Response	# of Submissions	% of Overall Submissions
18–29	51	58.62%	60–69	10	11.49%
30–39	8	9.20%	70+	2	2.30%
40–49	10	11.49%	I prefer not to answer	1	1.15%
50–59	5	5.75%	Total	87	100.00%

3. What is your class standing?

Response	# of Submissions	% of Overall submissions	Response	# of Submissions	% of Overall Submissions
Freshman	14	16.09%	Graduate	12	13.79%
Sophomore	5	5.75%	Postgraduate/Doctoral	8	9.20%
Junior	14	16.09%	None of the above	16	18.39%
Senior	18	20.69%	Total	87	100.00%

If you answered none of the above to your class standing, which of the following describes your affiliation with ORU?

Response	# of Submissions	% of Overall submissions	Response	# of Submissions	% of Overall submissions
Faculty	9	60.00%	Other	1	6.67%
Staff	4	26.67%	Total	15	100.00%
Alumni	1	6.67%			

Total responses: 15

4. What is your major? (If faculty, select the area in which you teach the majority of classes. If alumni, please select the major of your earned ORU degree)

Response	# of Submissions	% of Overall Submissions
Communication and media	5	6.25%
Theater/Dance/Visual Arts	3	3.75%
Nursing	5	6.25%
English and Modern Languages	4	5.00%
History/Humanities/Government	2	2.50%
Music	1	1.25%
Business	16	20.00%
Education	10	12.50%
Behavioral Science	6	7.50%
Biology and Chemistry	6	7.50%
Engineering/Computer Science/Physics/Math	3	3.75%
Other	19	23.75%
Total	80	100.00%

Total responses: 80

5. On average, how often do you visit the library?

Response	# of Submissions	% of Overall submissions	Response	# of submissions	% of Overall submissions
Daily	17	19.54%	Less than once a month	14	16.09%
Weekly	39	44.83%	Never	6	6.90%
Monthly	11	12.64%	Total	87	100.00%

6. How do you typically find out about library services? (Check all that apply.)

Response	# of Submissions	% of Overall submissions	Response	# of Submissions	% of Overall submissions
Library website	60	68.97%	Library Staff	43	49.43%
Social media (Facebook, Twitter)	2	2.30%	Don't know/ not applicable	6	6.90%
Signs or flyers in the Library	26	29.89%			
Word of mouth	36	41.38%	Total	87	100.00%

7. When you do most often use the library's website (<https://oru.libguides.com/library>)? (select as many as apply)

Response	# of Submissions	% of Overall Submissions
To use Library databases	72	82.76%
To use the Library's catalog	34	39.08%
To see when the Library is open	26	29.89%
To reserve a group study room	24	27.59%
To renew books	19	21.84%
To request an item through ILL (Interlibrary Loan)	16	18.39%
To use a research guide (LibGuides)	34	39.08%
To find contact information for a person or department	5	5.75%
To chat, email, or text a librarian	9	10.34%
To request an instruction session for my class	4	4.60%
I don't use the Library's website	8	9.20%
Other	2	2.30%
Total	87	100.00%

8. How would you rate each of the following library services?

	Excellent	Good	FAIR	Poor	Don't know/ not applicable
Customer service	47	27	4	0	9
Collection (books, DVDs, music, journals, newspapers, etc.)	22	32	10	2	21
Programs (LIBBs, workshops, etc.)	25	19	13	4	26
ILL (interlibrary loan)	23	12	4	1	47
Fines	12	10	8	3	54
Checkout periods	24	26	12	0	25
Policies on food and drink	15	28	15	11	18
Computers and printers	20	29	16	1	21
Internet access	43	25	7	1	11
Facilities	40	26	9	2	10
Hours of operation	36	28	9	3	11

Total responses: 87.

9. Overall, how would you rate the Library?

Response	# of Submissions	% of Overall submissions	Response	# of Submissions	% of Overall submissions
Excellent	35	40.23%	Don't know/not applicable	3	3.45%
Good	42	48.28%			
Fair	7	8.05%	Total	87	100.00%

10. Please enter any comments regarding your responses to the questions above here.

I used the ORU library more (online and in person) when I helped someone with graduate research through another institution of higher learning. I have rented movies years back but haven't lately. I think back then movies had a two-day loan period.

Amazing team of librarians who are always ready to be helpful. To them, I say thank you. However, I think that the library needs some updates to catch up with other universities across the country. Food and drink needs to be allowed in the library for students who are studying because, unfortunately, they would have to walk quite a bit to find food on campus. Students in college should be trusted as responsible enough to take care of these materials. Furthermore, it may be helpful to provide laptops and tablets for students to use, so that they can be more mobile while they utilize the library's resources.

There are some things at the library that need improvement and thus, I believe its important that they be improved in order to have a better library to be in.

I think the library needs to be updated, but I know it will be soon.

Longer library hours

Have not used the library as a staff person. I am also an alumna; but have never used the library as an alumna either.

I feel that the library is always a great place for me to be able to go and get work done or simply study. I feel 11:30 is a pretty fair time to close. I have not had a chance to really explore the collection of books in the library and see how diverse they are; however, from what I can see at a glance, the collection seems quite satisfactory. I especially enjoy this because I tend to prefer hard copies over digital books.

I hope the library can provide special training for international students according to their needs. As a doctoral student, I don't understand why we can't have food in our study rooms, since we have to stay there for a whole day. It's too cold or hot to eat outside.

While I am an online faculty member, and don't use the library myself, I refer my online students to it, and have heard nothing but good things about the staff expertise and available resources.

ILL request could be made without a separate form. link from catalog or article entry

I would like to be able to eat in the library. I think (and hope I'm not wrong) that we are more than capable of keeping the library clean. Internet is kind of slow. It could be better. Computers are fine. I just find printing to be very confusing and tedious to use at times. I would like it to be made user friendly.

LIBB!'s are a waste of time.

The lighting/heat is what mostly keeps me from coming to the library

It would be helpful to have the library open longer hours.

Difficult to sue for distance Learns

(continued)

I am a distance student, so please take that into account that I do not visit the library unless I am in Tulsa for a mod. I am consistently using the online library and reaching out to library staff.

I ticked good for the overall library rating because I get very frustrated when an article or book is not available for research, especially eBooks because I only attended modules and I am now out of the country in dissertation phase. The Children's Library hours are less than the rest of the library, understandably, however, it is typically closed on Friday's as well, which leaves its open hours Monday-Thursday and I often need books from there.

Great customer service!

- In collections, some of the books are old/ outdated can't really use them as a source at times, there should be more DVD'S for students to enjoy, newspapers should be able to be taken out of the library. -Programs LIBBIS are fun -The printers take a while

Very nice, would be nice if there were more cozy seating areas

I am an online student so some things don't pertain to me. However, I have had a good experience with the Library and the staff.

I used to work there and I know how hard the librarians work. They do an excellent job.

I know we are getting a new library, and I hope it has more current materials for faculty. I also hope the library staff will educate us on what they have available and how to better access materials.

it would be nice if the library was open earlier on Saturdays and later on Sundays.

More PRIVATE study rooms with APPLE computers

I am an online student. I use the resources on d2l and instruction videos. I have been to the library twice when I was in Tulsa five years ago. It was massive and always helpful staff.

The only "complaint" that I really have is that I wish there was a way to reserve a room to study alone. I don't want to lie to be able to get a room alone. Maybe putting a time restriction on it (1 hour) if it is just one person, but something to allow more options if a person wants a room to study in alone.

I think it would be helpful if the library was open longer at night.

11. Rate the importance to you of each of the following library services.

	Very important	Important	Somewhat important	Not important	Don't know/ not applicable
Borrowing items	32	28	10	9	8
Receiving research help from librarians	51	19	8	6	3
Web based catalog search tools	56	21	5	2	3
Access to databases for journal articles	69	13	0	2	3
Off campus access to Library resources	59	14	6	1	7
Reference materials	51	23	7	1	5
Access to academic, scholarly journals in print	33	20	19	8	7
Research guides	35	28	11	4	9
Library instruction labs and other workshops	23	22	21	11	10
Use of group study rooms	32	22	11	6	16
Augmented and virtual reality technology	12	12	22	22	19
Access to computers	42	14	7	11	13
Ability to print and make copies	52	15	5	6	9
Ability to print wirelessly (Wepa printer)	37	16	12	8	14
Wifi (Internet access)	75	4	0	1	7
Interlibrary Loan	28	20	7	5	27
Print magazines and newspapers for leisure reading	12	11	20	26	18
Help using computers, printers, etc.	26	30	11	8	12

Total responses: 87

12. Overall, how important is the Library to you?

Response	# of Submissions	% of Overall submissions	Response	# of Submissions	% of Overall submissions
Very important	51	58.62%	Not important	1	1.15%
Important	24	27.59%	Don't not/ not applicable	1	1.15%
Somewhat important	10	11.49%	Total	87	100.00%

13. Please enter any comments regarding your responses to the questions above here.

I don't use the library that much now; but, if I needed it, I'd surely want to have access to it. I know that for me, it's quite far away from me, so I have to make an effort to go. But, other good and interesting things are there, too, to make the trip fun (like, snacks and drinks nearby).

ORU is composed of many nontraditional students who need more assistance as they pursue their education. It would be worthwhile to invest in providing training in use of certain technology to those students if they are interested. Some of these are not the most important to me because I can ask for help from my professors and other classmates.

The library is not important to me personally as a staff member; but it is very important for students/faculty.

I don't know if the service of writing center is included as library service. I wish to have doctoral writing level service.

Again, I am an online faculty member, and the library staff and resources are extremely valuable to my students. They do an excellent job!

With modern technology, print resources are not really necessary anymore.

At the doctoral level, the library is essential.

One stop shop for resources, books and journals

Although I don't visit the Library often. It is very important to me when I need to research something for a class.

I love the ORU library

The library is a necessary resource.

Most Students don't know how to use print things and there should be a video that shows how to do it.

14. When I need research help, I prefer to contact a librarian (select all that apply)

Response	# of Submissions	% of Overall submissions	Response	# of Submissions	% of Overall submissions
By phone	18	20.69%	Through text messaging	10	11.49%
In person at the One-Stop Library Services Desk	47	54.02%	I do not need to contact a librarian.	15	17.24%
Through email	35	40.23%	Other	3	3.45%
Through online chat	23	26.44%	Total	87	100.00%
By making an appointment	13	14.94%			

15. What do you value most about the library?

I don't know. I would have to say its presence.

The rooms for group studying and research.

The references tools and resources for research. Also, the amazing librarians that compose the team.

The reference materials that are available in the reference section.

The service to patrons.

The ability to have isolated areas to study without being disturbed.

The library database.

The help from librarians, the books, and the databases.

Books being on reserve has helped me with the cost of my education, and the selection in the library overall has been of great benefit for every paper I have written in my Ministry & Leadership Major.

The library provides access to trusted information that the librarians help the students find.

The online resources and the librarians' availability to help with research

Being able to study there

I value the hours and operation, the knowledge of the librarians, the study rooms, and the online databases.

(continued)

The ability to study in peace and quiet in a variety of spaces.
 Help and resources
 As a doctoral student, the library is the most value place for me.
 A quiet place to work
 Online journal access
 Access and help from the library staff for online students.
 The quiet environment and ability to print.
 The resources and group study rooms
 Access to all kinds of academic materials for research
 If they know how to help me
 getting resources I need when I need them and help in getting them.
 The help the librarians provide for my graduate students.
 Variety of reasources
 The vast amount of information available to utilize.
 Printing and online access to resources and journals
 It is consistently open and the 5th-floor quiet area
 People
 Ebooks
 I would have said the databases, but I'm telling you, the librarians are top notch and the most skilled research people I have ever met.
 Journal article availability online
 The Children's Library has many books that I am able to use in the classroom in my practicums. Another valuable thing about the library is the database.
 Great service, especially when I need help-I need it now and there is always someone to help.
 It is nice to me that the study rooms for group study and they even have a whiteboard in each room and we can borrow the markers and duster at the front desk of the library. I often come to the library to do my project research and Homeworks in the study room with my friends when tests are coming up. I appreciated the service of the library rooms and they are clean and neat all the time.
 The peace and quiet
 -The number of resources we have and just the space is comfortable for long nights of study. -The character/ authenticity of the library is nice, mostly the vintage feel to it makes it great it feels as if I'm in the time from when it just started. It bei
 The variety of options, the cozy areas, the help from librarians, and the lion on the fourth floor
 Research assistance
 Computers, Databases, Wifi, Printing, Study Rooms,
 Access to a variety of material. helpfulness of staff, very efficient computers
 Finding the information I need for a class and wonderful aid from the Librarians. I like it when they are knowledgable. That helps me out and it enriches the experience.
 Group study rooms
 The environment and quality of service
 The assistance of the librarians.
 Quiet spaces to study, many various resources to find and utilize and research from.
 The ability to check out textbooks for school and the hours of the library is open.
 Online databases and research guides
 The quiet space and access to tables
 selection of research materials
 It is a nice place, separated from the rest of the school where I can study well.
 The study rooms
 the quiet space to work and the resources in the Reference section
 Access to published journals
 The ability to study somewhere quietly.
 Study space that is comfortable with current technology.
 Help with research
 Solitude
 Libibrarians
 The databases and study rooms. I also appreciate the items available to use in the study rooms
 accessibility
 The internet and a quiet place to study (Most of the time)
 I like having a quiet place to be able to study in.
 The research tools and study environment
 The easy access to find any books
 Timeliness

16. How could the library or its services be improved, if at all?

The library would GREATLY improve by not allowing for loud talking in the library and in the research area. That is one thing that I could not stand! A library should be QUIET. I hate loud talking in the library. Another thing is (and I'm not sure if this has improved since I was a student, but) that the library should get more current resources. I wouldn't necessarily get rid of all of the old books, etc., but it needs more recent physical sources. More communication about the availability of books that will help in different majors. For example, Computer Science, letting students know that they can find books that go beyond their classes.

Previously discussed.

I cannot think of anything at the moment.

Maybe more technology advanced areas of the room where you can relax and study and not super formal with chairs and tables everywhere.

I would say that the furniture in the library could be improved specifically the cloth couches and chairs.

A lot of students utilize laptops, but the amount of outlets for chargers is underwhelming in certain areas.

The LIBBI courses should be required for online students.

The library serves us extremely well but I've heard students say that the computers are slow.

New printers and a few more computers

Though I am sure there are improvements that could be made, I can not think of anything off the top of my head.

Good with me

I am an international doctoral student and had never studied in the States before. I have some problems such as computer skills or writing format which are not issues for the young students.

More taxidermy Zebras

Much larger online journal access, perhaps through OU or OSU.

I've heard nothing but good feedback from my students

The ability to check out theological reference books

Online catalog feels old, clunky, and not terribly user-friendly

Expand the librarians' knowledge about business source, and guides

increased access to databases and services

I always love expanding database offerings!

I don't know

Organizing the reference section in a way that makes sense. It seems like books that should be put together are not.

It seems like everything is scattered in different places.

Increase the length of time you can borrow resources from the library.

better lighting, cooler, and more study rooms for group study

More hours

Easier to access for distance learns and after hours chat librarian to help

The interlibrary loan time on books is ridiculous, which is not ORU's fault. I tried to borrow a book, and it had to be mailed to me, used, and mailed back to the other library in 25 days, which is not feasible to do really good research. I ended up purchasing the book myself.

Get access to more journal articles and ebooks

Extended database. Although it already has a wide range, many titles shown are not actually available without paying.

It would be nice if the library could put computers on the 5th floor.

it's perfect

More journals

Have another quieter computer lab with less traffic going by. All computers updated. A student accessed elevator (yes, I am lazy). Please don't keep it so hot in the summer, studies prove that cooler environments are better for studying in.

staying abreast of cutting edge library resources as far as possible

There were times for a class I had a hard time finding materials on the subject I was working on. Some material that was available wasn't for an online student. That needs to improve for the online students.

Nicer and newer things

None.

I was satisfied with all of the services I used, I do not know how they could be improved.

I have no complaints except maybe to lengthen the time you can check out books that must remain in the library.

Open later

Making sure that quiet areas stay quiet.

Help us know what you have; sometimes I feel I do not know all that the library offers or feel that I know the librarians.

If you could get some workers in the area where the computers are, that would be much more helpful

More study rooms and more whiteboards

The times that the library is open could be longer on the weekends.

Access to more peer reviewed journals

Being able to check out books outside the library.

(continued)

By having more materials to check out that are applicable to classes. I would also be great to have bike desks and treadmill desks like OU Tulsa's library. Great way to stay focused and active while studying.
 More comfortable environment; more private reading or study space; easier materials search engine on the website.
 More private study room with Apple computers
 Even though I have watched the videos three or more times, using the database search for research is confusing.
 The Quiet Study Area could be improved by reminding/removing those who do not follow the silent rules. I use this area of the library almost daily and often people are being loud and it can be frustrating when no one will tell them to quiet down or make them move to another area.
 There could be dry erase boards in all study rooms
 Having a designate area to study alone in a room. so that if one needed to have a conversation or a conference call they could without disturbing those around them.
 the lighting?
 I wish library has option for me to work throughout the night. No safe place to do that on campus.

17. What services would you like that the library does not currently offer?

I don't know. I don't use it enough to say. I would guess more electronic access so that people not physically on campus or not able to get to the library can get what they need; but. again, I don't know what's already offered to say.
 N/A
 Laptops for loan, free limited printing, food in library
 The ability to check out more commentaries from the library and take home for personal reading.
 None at the moment
 It would be very helpful to have a storage space for books that students have checked out. I only suggest this based on my experience. Most of the work that I do is in the library, and it's inconvenient to bring my books back and forth since I often check out dozens of books at a time to help with research papers.
 Free interlibrary loan for everyone
 Drinks
 There is not a service that I utilize that the library does not currently offer.
 I can not think anything, though I am sure there are things the library should consider.
 I really need doctoral level writing service.
 Ability to partner w/ OU or OSU for online journal access.
 Possibly a video tutorial that would be available to online students about how they can best make use of all the library resources and contact staff.
 Better seating. Updated books
 not sure
 I can't think of any at this time.
 I don't know
 Don't know.
 Eating food inside because we are adults and should be able to do that.
 not sure
 Longer hours
 Chat librarians
 I cannot think of any at this time.
 Not applicable
 It would be nice if we can have science tutoring, but I am not sure if we already had one.
 An area for food
 -Free printing, having a higher cost for colored copies but not black and white. One of my friend's from another school says they have 500 free copies they can print every semester.
 Vending Machine for drinks,
 Maybe some free classes on a variety of software - Microsoft office suites - photoshop, web design, word, excel, publisher, some of the Google software, any other relevant software by discipline - CAD/CAM, Art software, graphic design, useful for lifelong learning. Classes can be run by students, faculty, staff or alumni. These can also be placed on Vimeo or on an internal channel.
 I can't think of anything.
 None.
 I cannot think of any new service that would be beneficial that isn't already offered.
 I cannot think of any.
 Free printing.
 check-in books at the children's library
 ldk
 More flexible, comfortable seating arrangements in study rooms
 NA

(continued)

Being able to check out books outside the library.
 More technology and quiet spaces to work in.
 Research seminars for faculty/graduate students (like advanced LIBBIs).
 Not really services...but access to more reference and other books
 24-hour option

18. What contribution does the ORU Library make in the following areas?

	Major contribution	Average contribution	Fair contribution	Minor contribution	No contribution	Don't know/not applicable
Finding relevant information for your research	58	18	6	2	0	3
Overall academic success	45	21	11	3	2	5
Keeping current in your field	33	24	8	9	4	9
Curriculum and teaching objectives	21	33	10	7	2	14
Spiritual growth or development	14	29	13	14	5	12
Decision to attend or work for ORU	15	9	5	13	34	11

Total responses: 87

19. Please enter any comments regarding your responses to the question above here.

The first answer was related to when I used the library for help with graduate work, as mentioned earlier.
 I have no knowledge of books that will help me in my field. The value of the library in terms of volumes available and depth for research is not known to most students.
 The library is excellent for research for graduate theology papers
 The library helps me to stay focused and I need that sometimes.
 Moving the library to a different building would make it much less accessible to students, so please consider keeping it in its current location.
 Online students appreciate the library staff and resources.
 Over the years I've been at ORU, the library has really progressed in its offerings and services. I'm proud of the library staff for their excellent effort and service.
 The only reason why it would make me want to attend or work for ORU is because I have found a lot of good information about theological things that I think are very valuable to know about. I just personally enjoy learning more about God's Word, and there is so much information here that I can learn from.
 I mostly use non-ORU databases for my research which is why I say only a fair contribution
 They really model servant leadership.
 I do all of my research through the databases because my professors require it.
 Maybe regular orientations of all the library has to offer – would be helpful to raise the awareness of services available
 I have enjoyed the Library when I have used it. However, I don't use it unless I need it for a class.
 I think there could be more current in-print books. Many are outdated.
 Perhaps one day I will be ORU's archivist

20. How does the library benefit you or the ORU community?

I think it offers sources that are unique to the Christian experience. That's very special.
 It not only provides useful resources it also provides places to create, build, and maintain meaningful relationships.
 The library provides a major collection of books and online databases. The services provided to assist patrons are comprehensive and performed with a service attitude.
 It's an area to get serious and be motivated to study when other areas of campus can be distracting.
 I can do research papers (an important component of my major) without having to depend of off-campus resources.
 It helps make us a first-class university.
 By allowing me to study
 The library benefits my educational growth, knowledge of career, and research resources substantially.
 The library not only offers a place to study or complete homework, it is a place for people to learn, improve and collaborate, among other things,
 Helps my students
 As a doctoral student, I interact with library staff a lot. Their professional skills and the willingness to serve mean a lot for me.

(continued)

Providing a quiet and convenient place to read, work, or pray
 The library environment is one that helps me focus on my school work without distractions.
 It provides a safe and calm place to study.
 supplies resources for research, job performance, study, etc.
 The research support the library provides makes my life so much easier! :)
 Overall, it is extremely helpful with research. I have learned a lot and can now teach others about biblical things.
 Very good access to online materials and databases that are otherwise extremely expensive for an individual to access.
 it provides a place to meet up for group projects and study. The LIBBI for my research class in my major was useful, the COMP ones were not.
 Great resource tools
 The resources are great, and the library staff is literally the best.
 I am in dissertation phase and the library is greatest school resource available to me off campus
 It provides me with a wide range of research and materials.
 Encourages the student body to engage in reading
 It allows a space where I can focus on studying and also find resources I can use for my papers.
 Availability of resources
 Good place, Availability of reading material - leisure or professional .
 It benefits me in that it helps me get the information I need for a class that I might not have access to otherwise.
 I can't imagine a University without an outstanding library of which ORU has.
 The library connects the student body with intellectual and spirit growing resources to learn and discuss together.
 It allows a place to study for me that's silent and peaceful along with the ability to check out textbooks I need for class.
 It provides a reliable place for focus.
 It is the only quiet place on campus to study other than one's own personal dorm room. But even in the dorms, it gets loud and is hard to do school work.
 It helps me to find a quiet study area. I am able to work on group projects in the study rooms. I am able to access the computers when needed.
 LIMITLESS BENEFITS. There is not time for me to even BEGIN to list them all.
 The library is central to ORU for having a vast supply of spirit-filled texts, and knowledgeable librarians who are more helpful that can be imagined.

21. How do you rate the library's student workers?

	Strongly disagree	Disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Agree	Strongly Agree	Don't know/ not applicable
Student workers provide quick service.	4	2	1	2	7	28	26	17
Student workers are approachable.	5	0	1	3	9	23	31	15
Student workers are friendly and helpful.	5	0	1	4	5	25	33	14
Student workers help me find what I am looking for.	4	1	1	6	7	19	27	22
Student workers are professional.	4	1	2	4	11	23	27	15
Student workers communicate well.	5	0	1	4	8	24	28	17
Student workers are able to solve printing/copying/scanning issues.	5	2	0	4	8	15	20	33
Student workers are available when I need them.	6	0	0	6	6	26	23	20
Student workers are able to give directions.	4	0	1	4	4	27	24	23

Total responses: 87

22. Please enter any comments regarding your responses to the question above here.

I don't remember any contact with student workers, except for when I checked out materials. They seemed to have been very mannerable.

The student workers are important in the overall function and efficiency of the library

The student workers here are so adept at knowing everything necessary you will need to be successful while in the library and I really appreciate that!

It would be better to have at least one student worker close to the students and printers in the computer area. I really don't depend on student workers for what I need.

Some workers truly care and are very helpful, polite, and intelligent. Unfortunately, some are the opposite. That generally comes when you pay minimum wage

never talked to a student worker

The only interaction I have had with student workers is when I asked questions, such as hours of operation and where to find a building or person.

Student workers do their best and their jobs and if they don't have the answer then they will find someone else to help.

None

Never had interactions with them.

The students workers are a very good customer service focused addition to the library. They are also learning new things about the library each day so they perform very well from that perspective.

I am an online student. I don't interact with student workers.

Sometimes they seem disengaged or less concerned about helping.

This is hard because some student workers are stellar, but most do not speak to the me, do not make eye contact, or recognize that they need to smile or communicate when checking out materials.

They are very slow with checking out keys to the Biblical studies group room and the grad student rooms.

I'm not sure if the librarian I recently contacted was a student worker. If she was, she was the best help I ever had. they are awesome!

23. How do you rate ORU librarians?

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Agree	Strongly agree	Don't know/ not applicable
ORU librarians are helpful and friendly.	6	0	1	4	20	48	8
ORU librarians are available to help me with my research.	7	1	4	3	19	44	9
ORU librarians are professional.	6	1	1	1	24	46	8
ORU librarians communicate well.	6	2	1	2	20	48	8
ORU librarians provide quick service.	6	1	2	6	18	44	10
ORU librarians are available when I need them.	7	1	2	4	22	42	9
ORU librarians are able to solve printing/scanning/copying issues.	5	2	2	5	16	25	32
ORU librarians are able to find information to my research.	6	1	2	1	15	45	17

Total responses: 87

24. Please enter any comments regarding your responses to the question above here.

Excellent team

I love the librarians here! They are really out here to make sure you're helped and taken care of. These answers are based on my online students' experiences.

Great work!

always been fairly helpful to me.

I am shocked sometimes at how quickly the librarians answer my questions, particularly on the weekends!

I have never had any issues with any library worker being unprofessional with me at anytime. Even though I live off campus, I've attended ORU for previous degrees and I attend modular sessions, and at no time do I remember having any difficulty with library workers.

The librarians have always been very nice and helpful.

LOVE our librarians!

One tends to ask the student workers about printing issues.

Overall, the Librarians have been a blessing to me. There were a few times when they weren't available when I needed them. I work during the day, so I have a hard time connecting with them as an online student.

The librarians are outstanding at ORU.

I've never conversed with a librarian.

Again, this is hard because some are stellar and others are not.

BEST Librarians EVER!

They are so kind and helpful!

25. Please rate the following:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Don't know/ not applicable
The self-checkout machine is easy to use.	18	10	4	6	0	0	1	48
The process of renewing my items is straightforward.	20	18	6	4	4	1	2	32
The printers/copiers/scanners are easy to use.	21	17	10	6	4	4	1	24
I can find a book easily on the shelf.	24	21	10	5	5	4	2	16

Total responses: 87

26. Please enter any comments regarding your responses to the question above here.

The books seem outdated.

In the reference section not all books are easy to find. Unless I'm using the code to find them, but as a whole it is set up in a very confusing manner.

I don't usually use these things. I only use the library to study!

I have had issues in the lab tech lab printing, but I don't remember in the library.

The printers are easy to use, however, I have no idea how to work the copier or the scanner - so I don't.

Don't use printers/scanners often, but they were easy to use when needed. It seems there could be an additional resource to know where the book shelves are located. maybe overhead signage or a summary location

I am an online student so the above statements I can't answer.

I wish it was easier to log on to the computers and all of them could print

27. Overall, how satisfied are you with the ORU Library?

	Very satisfied	Satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Dissatisfied	Strongly dissatisfied	Don't know/ not applicable
Library buildings and facilities	29	25	8	5	6	4	1	9
Overall satisfaction	34	34	7	4	2	3	0	3
Library services	38	31	8	2	2	1	0	5
Library collection	30	27	13	4	3	1	2	7
Library personnel	50	22	6	1	1	0	0	7

Total responses: 87

28. Please enter any comments regarding your responses to the question above here.

You do get your exercise using the ORU library, that's for sure. It can be cumbersome at times (if one has a lot of stuff to carry while not being able to use the elevators). Like I said, it's far away from me (not in a central location to ALL of ORU).

Would like to see more communication attracting students to the library for research with posters indicating where to find books, and what research, in broad and sometimes specific ways, the books found in a particular shelf can help you with. Like the Holy Spirit room.

I think there are certain aspects of the library that could be improved concerning the facilities. Mainly I think the furniture is dated and rundown as well as the bathrooms.

The lighting, heating/cooling system, and air circulation need improvement, and there is water leakage on the 5th floor. It would be great if the library had filtered water as is available elsewhere on campus.

Again, answers are based on the positive experiences from online students who use the library resources.

the building is old and sound travels throughout

Better and more comfortable chairs would be nice.

Very satisfied with faculty. Student workers are often apathetic but what do you expect when you pay minimum wage to kids trying to work through college.

I am so pleased I posted about how pleased I am with the ORU librarians on social media.

Really enjoy using and visiting the library. Any improvements would always be welcome, Really like the library Library personnel is very nice. Sometimes they are hard to get in contact with. Their service is impeccable.

Facilities– it is pretty outdated and "yellow" which can put a damper on your mood if you are there for hours. I wish the lighting was more upbeat.

The Librarians are the best. Pay them more.

29. Use this space to provide any other information you would like to share with the library.

Perhaps food and drink should not be disallowed (like hot chocolate, coffee, etc.) in the library so people can be warm, cozy, and quiet while studying: maybe not necessarily "say" it's allowed, but not put up signs not allowing it (if you know what I mean). That would be nice.

The library staff are very nice to our students. However, I need more professional help as an international doctoral student.

The only thing I would like to change is the noise level in the computer area. I wish it would be a bit quieter.

the collection is not updated

I pray the librarians know they are appreciated!!!

Nice place:)

In the future will online students have access to all parts of the Library website 24 hours. That would be helpful.

The lighting in the library is very dingy and makes me tired. There are not great study areas.

Appendix D

Cultural Audit
 ORU Library Cultural Audit
 Prepared by the Needs Assessment Committee
 January 2020

A cultural audit is designed to uncover and document the “important facets of the organization culture” (Altschuld and Eastmond, 41). It assesses the current situation from the perception of the members of the organization and provides feedback to the organization concerning the needs of the members of the organization.

The following ethnographic questions are intended to provide feedback concerning the culture of the organization as part of the overall needs assessment. Answers to this survey will be in a Likert scale 1–5 (1 being lowest – 5 being highest). There are 35 questions and each has a corresponding comment box.

Your answers to this survey will be kept confidential. In this survey, no identifying information is requested nor recorded. Note that only the members of the Needs Assessment Committee have access to the responses to this survey. The Needs Assessment Committee will be writing a summarized report based on all responses. Please answer as fully and openly as possible.

This survey is lengthy and may take a substantial amount of time. We suggest you download the questions and answer offline, then come back and copy and paste your responses.

*Note: In this survey, “staff” refers generally to all faculty and staff members in the Library. Senior leadership refers to the Dean and directors who serve as senior staff.

Source

Altschuld, J. W., Kumar, D. D., Eastmond, J. N., White, J. L., Stevahn, L., & King, J. A. (2010). *Needs assessment: Phase I Getting Started, Vol 2*. Thousand Oaks, CA: SAGE Publications.

How aware are the Library faculty and staff and Library senior administration of each other's duties and responsibilities?

- | | |
|--|--|
| <input type="checkbox"/> Significantly unaware | <input type="checkbox"/> Somewhat aware |
| <input type="checkbox"/> Unaware | <input type="checkbox"/> Aware |
| <input type="checkbox"/> Somewhat unaware | <input type="checkbox"/> Significantly Aware |
| <input type="checkbox"/> Neither unaware nor aware | |

Add comments regarding your response above.

How open are the Library faculty and staff as a whole to the assessment process?

- | | |
|--|---|
| <input type="checkbox"/> Significantly closed | <input type="checkbox"/> Somewhat open |
| <input type="checkbox"/> Closed | <input type="checkbox"/> Open |
| <input type="checkbox"/> Somewhat closed | <input type="checkbox"/> Significantly open |
| <input type="checkbox"/> Neither closed nor open | |

Add comments regarding your response above.

How defined are the expectations for the various roles among the Library?

- | | |
|--|---|
| <input type="checkbox"/> Strongly defined | <input type="checkbox"/> Somewhat undefined |
| <input type="checkbox"/> Defined | <input type="checkbox"/> Undefined |
| <input type="checkbox"/> Somewhat defined | <input type="checkbox"/> Strongly undefined |
| <input type="checkbox"/> Neither undefined nor defined | |

Add comments regarding your response above.

What level of respect exists between all Library faculty and staff and Library senior administration?

- | | |
|---|---|
| <input type="checkbox"/> Highly respectful | <input type="checkbox"/> Somewhat disrespectful |
| <input type="checkbox"/> Respectful | <input type="checkbox"/> Disrespectful |
| <input type="checkbox"/> Somewhat respectful | <input type="checkbox"/> Highly disrespectful |
| <input type="checkbox"/> Neither respectful nor disrespectful | |

Add comments regarding your response above.

To what degree do the Library faculty and staff exhibit teamwork and cooperation?

- | | |
|--|---|
| <input type="checkbox"/> Highly uncooperative | <input type="checkbox"/> Somewhat cooperative |
| <input type="checkbox"/> Uncooperative | <input type="checkbox"/> Cooperative |
| <input type="checkbox"/> Somewhat uncooperative | <input type="checkbox"/> Highly cooperative |
| <input type="checkbox"/> Neither uncooperative nor cooperative | |

Add comments regarding your response above.

To what degree are expectations of performance understood among the Library faculty and staff and Library senior administration?

- | | |
|---|---|
| <input type="checkbox"/> Significantly misunderstood | <input type="checkbox"/> Somewhat understood |
| <input type="checkbox"/> Misunderstood | <input type="checkbox"/> Understood |
| <input type="checkbox"/> Somewhat misunderstood | <input type="checkbox"/> Significantly understood |
| <input type="checkbox"/> Neither misunderstood nor understood | |

Add comments regarding your response above.

How fairly distributed are the workloads among Library faculty and staff?

- | | |
|--|---|
| <input type="checkbox"/> Significantly unfairly | <input type="checkbox"/> Somewhat fairly |
| <input type="checkbox"/> Unfairly | <input type="checkbox"/> Fairly |
| <input type="checkbox"/> Somewhat unfairly | <input type="checkbox"/> Significantly fairly |
| <input type="checkbox"/> Neither fairly nor unfairly | |

Add comments regarding your response above.

How open are the Library faculty and staff to new ideas, organizational changes, and/or improvements?

- | | |
|--|---|
| <input type="checkbox"/> Significantly closed | <input type="checkbox"/> Somewhat open |
| <input type="checkbox"/> Closed | <input type="checkbox"/> Open |
| <input type="checkbox"/> Somewhat closed | <input type="checkbox"/> Significantly open |
| <input type="checkbox"/> Neither closed nor open | |

Add comments regarding your response above.

How conducive are the organizational structures for attaining Library goals?

- | | |
|--|--|
| <input type="checkbox"/> Significantly inconducive | <input type="checkbox"/> Somewhat conducive |
| <input type="checkbox"/> Inconducive | <input type="checkbox"/> Conducive |
| <input type="checkbox"/> Somewhat inconducive | <input type="checkbox"/> Significantly conducive |
| <input type="checkbox"/> Neither inconducive nor conducive | |

Add comments regarding your response above.

To what degree are the values of the field of Library Science shared by the Library faculty, staff, and senior administration?

- | | |
|--|---|
| <input type="checkbox"/> Significantly unshared | <input type="checkbox"/> Somewhat shared |
| <input type="checkbox"/> Unshared | <input type="checkbox"/> Shared |
| <input type="checkbox"/> Somewhat unshared | <input type="checkbox"/> Significantly shared |
| <input type="checkbox"/> Neither shared nor unshared | |

Add comments regarding your response above.

To what degree is there an environment of fairness and equity in matters of gender, age, or cultural background?

- | | |
|--|---|
| <input type="checkbox"/> Significantly unfair and inequitable | <input type="checkbox"/> Somewhat fair and equitable |
| <input type="checkbox"/> Unfair and inequitable | <input type="checkbox"/> Fair and equitable |
| <input type="checkbox"/> Somewhat unfair and inequitable | <input type="checkbox"/> Significantly fair and equitable |
| <input type="checkbox"/> Neither unfair and inequitable nor fair and equitable | |

Add comments regarding your response above.

How efficient is the overall organizational structure of the Library?

- | | |
|--|--|
| <input type="checkbox"/> Significantly inefficient | <input type="checkbox"/> Somewhat efficient |
| <input type="checkbox"/> Inefficient | <input type="checkbox"/> Efficient |
| <input type="checkbox"/> Somewhat inefficient | <input type="checkbox"/> Significantly efficient |
| <input type="checkbox"/> Neither inefficient nor efficient | |

Add comments regarding your response above.

How difficult is it to perform your own duties within the overall operational structure of the Library?

- | | |
|---|---|
| <input type="checkbox"/> Significantly difficult | <input type="checkbox"/> Somewhat easy |
| <input type="checkbox"/> Difficult | <input type="checkbox"/> Easy |
| <input type="checkbox"/> Somewhat difficult | <input type="checkbox"/> Significantly easy |
| <input type="checkbox"/> Neither difficult nor easy | |

Add comments regarding your response above.

What percentage of your duties align with your StrengthFinders results introduced to the University Faculty?

- | | |
|---------------------------------|---|
| <input type="checkbox"/> 0–20% | <input type="checkbox"/> 60–80% |
| <input type="checkbox"/> 20–40% | <input type="checkbox"/> 80–100% |
| <input type="checkbox"/> 40–60% | <input type="checkbox"/> Not applicable |

Add comments regarding your response above.

How adequate are the resources provided to the Library to perform its essential tasks?

- | | |
|--|---|
| <input type="checkbox"/> Significantly inadequate | <input type="checkbox"/> Somewhat adequate |
| <input type="checkbox"/> Inadequate | <input type="checkbox"/> Adequate |
| <input type="checkbox"/> Somewhat inadequate | <input type="checkbox"/> Significantly adequate |
| <input type="checkbox"/> Neither inadequate nor adequate | |

Add comments regarding your response above.

How difficult is it to institute new ideas, policies, and programs within the Library?

- | | |
|---|---|
| <input type="checkbox"/> Significantly difficult | <input type="checkbox"/> Somewhat easy |
| <input type="checkbox"/> Difficult | <input type="checkbox"/> Easy |
| <input type="checkbox"/> Somewhat difficult | <input type="checkbox"/> Significantly easy |
| <input type="checkbox"/> Neither difficult nor easy | |

Add comments regarding your response above.

How supported do you feel by Library administration in the performance of your duties?

- | | |
|--|--|
| <input type="checkbox"/> Significantly unsupported | <input type="checkbox"/> Somewhat supported |
| <input type="checkbox"/> Unsupported | <input type="checkbox"/> Supported |
| <input type="checkbox"/> Somewhat unsupported | <input type="checkbox"/> Significantly supported |
| <input type="checkbox"/> Neither unsupported nor supported | |

Add comments regarding your response above.

How important is it for Library faculty to have opportunities to teach classes within other University departments?

- | | |
|--|---|
| <input type="checkbox"/> Very unimportant | <input type="checkbox"/> Somewhat important |
| <input type="checkbox"/> Unimportant | <input type="checkbox"/> Important |
| <input type="checkbox"/> Somewhat unimportant | <input type="checkbox"/> Very important |
| <input type="checkbox"/> Neither unimportant nor important | |

Add comments regarding your response above.

How open is the communication environment between the Library faculty and staff and Library senior administration?

- | | |
|--|---|
| <input type="checkbox"/> Significantly closed | <input type="checkbox"/> Somewhat open |
| <input type="checkbox"/> Closed | <input type="checkbox"/> Open |
| <input type="checkbox"/> Somewhat closed | <input type="checkbox"/> Significantly open |
| <input type="checkbox"/> Neither closed nor open | |

Add comments regarding your response above.

How open is the communication environment within the Library faculty and staff?

- | | |
|--|---|
| <input type="checkbox"/> Significantly closed | <input type="checkbox"/> Somewhat open |
| <input type="checkbox"/> Closed | <input type="checkbox"/> Open |
| <input type="checkbox"/> Somewhat closed | <input type="checkbox"/> Significantly open |
| <input type="checkbox"/> Neither closed nor open | |

Add comments regarding your response above.

How healthy is the communication between Library faculty and staff and Library senior administration concerning challenges and problems?

- | | |
|--|--|
| <input type="checkbox"/> Significantly unhealthy | <input type="checkbox"/> Somewhat healthy |
| <input type="checkbox"/> Unhealthy | <input type="checkbox"/> Healthy |
| <input type="checkbox"/> Somewhat unhealthy | <input type="checkbox"/> Significantly healthy |
| <input type="checkbox"/> Neither unhealthy nor healthy | |

Add comments regarding your response above.

How open are the staff to the direction and leadership of the senior leadership?

- | | |
|--|---|
| <input type="checkbox"/> Significantly closed | <input type="checkbox"/> Somewhat open |
| <input type="checkbox"/> Closed | <input type="checkbox"/> Open |
| <input type="checkbox"/> Somewhat closed | <input type="checkbox"/> Significantly open |
| <input type="checkbox"/> Neither closed nor open | |

Add comments regarding your response above.

How open is the Library administration to ideas, change, and improvement?

- | | |
|--|---|
| <input type="checkbox"/> Significantly closed | <input type="checkbox"/> Somewhat open |
| <input type="checkbox"/> Closed | <input type="checkbox"/> Open |
| <input type="checkbox"/> Somewhat closed | <input type="checkbox"/> Significantly open |
| <input type="checkbox"/> Neither closed nor open | |

Add comments regarding your response above.

To what degree are rationales for changes to the organization clearly communicated?

- | | |
|--|---|
| <input type="checkbox"/> Never or rarely communicated clearly | <input type="checkbox"/> Sometimes communicated clearly |
| <input type="checkbox"/> Not communicated clearly | <input type="checkbox"/> Communicated clearly |
| <input type="checkbox"/> Sometimes not communicated clearly | <input type="checkbox"/> Always or typically communicated clearly |
| <input type="checkbox"/> Neither not communicated clearly nor communicated clearly | |

Add comments regarding your response above.

To what degree do your fellow Library faculty and staff express satisfaction with their jobs overall? In other words, fellow Library faculty and staff mostly express they feel _____ with their jobs overall.

- | | |
|---|--|
| <input type="checkbox"/> Significantly dissatisfied | <input type="checkbox"/> Somewhat satisfied |
| <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Satisfied |
| <input type="checkbox"/> Somewhat dissatisfied | <input type="checkbox"/> Significantly satisfied |
| <input type="checkbox"/> Neither dissatisfied nor satisfied | |

Add comments regarding your response above.

To what degree are you satisfied with your job overall?

- | | |
|---|--|
| <input type="checkbox"/> Significantly dissatisfied | <input type="checkbox"/> Somewhat satisfied |
| <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Satisfied |
| <input type="checkbox"/> Somewhat dissatisfied | <input type="checkbox"/> Significantly satisfied |
| <input type="checkbox"/> Neither dissatisfied nor satisfied | |

Add comments regarding your response above.

To what degree have changes affected the operation of the Library?

- | | |
|--|---|
| <input type="checkbox"/> Significantly negative | <input type="checkbox"/> Somewhat positive |
| <input type="checkbox"/> Negative | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Somewhat negative | <input type="checkbox"/> Significantly positive |
| <input type="checkbox"/> Neither negative nor positive | |

Add comments regarding your response above.

To what degree have changes affected the perceived value of the Library to the University? In other words, changes have had a _____ impact on the perceived values of the Library to the University.

- | | |
|--|---|
| <input type="checkbox"/> Significantly negative | <input type="checkbox"/> Somewhat positive |
| <input type="checkbox"/> Negative | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Somewhat negative | <input type="checkbox"/> Significantly positive |
| <input type="checkbox"/> Neither negative nor positive | |

Add comments regarding your response above.

How secure do you feel in your job?

- | | |
|--|---|
| <input type="checkbox"/> Significantly insecure | <input type="checkbox"/> Somewhat secure |
| <input type="checkbox"/> Insecure | <input type="checkbox"/> Secure |
| <input type="checkbox"/> Somewhat insecure | <input type="checkbox"/> Significantly secure |
| <input type="checkbox"/> Neither insecure nor secure | |

Add comments regarding your response above.

As far as you can tell, how secure do the Library faculty and staff feel in their jobs?

- | | |
|--|---|
| <input type="checkbox"/> Significantly insecure | <input type="checkbox"/> Somewhat secure |
| <input type="checkbox"/> Insecure | <input type="checkbox"/> Secure |
| <input type="checkbox"/> Somewhat insecure | <input type="checkbox"/> Significantly secure |
| <input type="checkbox"/> Neither insecure nor secure | |

Add comments regarding your response above.

To what degree have the demands placed on Library faculty and staff to make changes been perceived as reasonable? In other words, Library faculty and staff perceive the demands placed on them to make changes as _____

- | | |
|--|---|
| <input type="checkbox"/> Significantly unreasonable | <input type="checkbox"/> Somewhat reasonable |
| <input type="checkbox"/> Unreasonable | <input type="checkbox"/> Reasonable |
| <input type="checkbox"/> Somewhat unreasonable | <input type="checkbox"/> Significantly reasonable |
| <input type="checkbox"/> Neither unreasonable nor reasonable | |

Add comments regarding your response above.

To what degree have changes that positively affected the operation of the Library negatively impacted job satisfaction? Changes that have positively affected the operation of the Library have had a _____ impact on job satisfaction of the Library faculty and staff.

- | | |
|--|---|
| <input type="checkbox"/> Significantly negative | <input type="checkbox"/> Somewhat positive |
| <input type="checkbox"/> Negative | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Somewhat negative | <input type="checkbox"/> Significantly positive |
| <input type="checkbox"/> Neither negative nor positive | |

Add comments regarding your response above.

To what degree are the expectations placed on the Library faculty and staff reasonable?

- | | |
|--|---|
| <input type="checkbox"/> Significantly unreasonable | <input type="checkbox"/> Somewhat reasonable |
| <input type="checkbox"/> Unreasonable | <input type="checkbox"/> Reasonable |
| <input type="checkbox"/> Somewhat unreasonable | <input type="checkbox"/> Significantly reasonable |
| <input type="checkbox"/> Neither unreasonable nor reasonable | |

Add comments regarding your response above.

How accommodating is the administration to provide enough time to implement new initiatives?

- | | |
|--|--|
| <input type="checkbox"/> Significantly unaccommodating | <input type="checkbox"/> Somewhat accommodating |
| <input type="checkbox"/> Unaccommodating | <input type="checkbox"/> Accommodating |
| <input type="checkbox"/> Somewhat unaccommodating | <input type="checkbox"/> Significantly accommodating |
| <input type="checkbox"/> Neither unaccommodating nor accommodating | |

Add comments regarding your response above.

To what degree do University initiatives present challenges to performing essential Library tasks that serve patrons?

- | | |
|--|---|
| <input type="checkbox"/> Significant challenges | <input type="checkbox"/> Moderately free of challenges |
| <input type="checkbox"/> Challenges | <input type="checkbox"/> Challenges |
| <input type="checkbox"/> Moderate challenges | <input type="checkbox"/> Significantly free of challenges |
| <input type="checkbox"/> Neither challenges nor free of challenges | |

Add comments regarding your response above.

Appendix E

Focus group questions

Gender Session Focus Group Questions

1. *As a man/woman, how have you felt you have been treated by faculty members outside the library?*
2. *As a man/woman, how have you felt you have been treated by students?*
3. *As a man/woman, have you observed differences in the treatment of genders by faculty members outside of the library?*
4. *As a man/woman, have you observed differences in the treatment of genders by students? What do you think are the factors that contributed to that?*
5. *As a man/woman, have you observed differences in the treatment of genders by administration?*
6. *How has the teamwork dynamic changed with the addition of male library faculty and staff?*
7. *What are some positive or negative ways people treat you because of your gender and/or age?*
8. *Do you perceive there are prejudices or biases on the basis of educational, cultural, political, racial, and/or age?*

Open Session Focus Group Questions

1. *Think of some ways library services have been strengthened through recent initiatives. Give examples.*
2. *Think of some things we are doing that may not be working for our patrons. What are they and how should we address them?*
3. *In your opinion, what are 3 things ORU Library does well? (people, programs, resources)*
4. *In your perspective, what has been the hardest change we have recently made, either collectively or individually?*
5. *If the Library were given \$100,000 today, what would do you think we should do with it? What do you think the money should be largely devoted to and why is that more crucial or more needed than other areas?*
6. *What do you think are the biggest challenges the Library faces?*
7. *In the needs assessment, what questions did you wish we would have asked? How would you measure these?
What would be critical variables to be assessed?*
8. *What motivates you to come to work each day?*

Appendix F

Schedule of activities

Charge by Dean Roberts to form and lead NAC	October 2019
Invite Mary Ann Walker and Carolyn Prescott to serve on NAC ...	October – November 2019
Created Work Description Forms and sent to Library Faculty and Staff	December 2019
Invite Daniel Isgrigg to serve on NAC	January 2020
Create Patron Satisfaction Survey	January – February 2020
Deploy Patron Satisfaction Survey	February 2020
Create Cultural Audit Survey	February 2020
Deploy Cultural Audit Survey to Library Faculty and Staff	February 2020
Create Focus Group Questions	March 2020
Hold Focus Group Sessions	April 2020
Analyze Data	April 2020
Write Report	April 2020
Submit Report to Dean Roberts	May 2020