Assignment 2 – Needs Assessment of NCA&TSU Bluford Library

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Executive Summary

The following needs assessment was conducted for the Bluford Library of North Carolina Agricultural and Technical State University (NCA&TSU). Three primary areas – the ability to provide research resources to users, educate users on how to use said resources, and provide users with efficient, reliable technology – were selected for study based on the institution's goals. Interviews were conducted with three members of the library – the Dean of Library Services, the Head of Bibliographic, Metadata, and Discovery Services, and the Head of Reference – and online surveys, created via Qualtrics, were distributed among university students via e-mail. The surveys consisted of three main sections, one for each of the primary focus areas, and we received 36 responses for the online survey.

The results of the survey led us to three conclusions:

- External users are not utilizing research tools (LibGuides, the online catalog, online databases, reference services, and interlibrary loan services) as much as they could be, either because they do not know of the services or are reluctant to use them.
- External users are satisfied with the customer service provided by library staff
- External users are satisfied with the reliability of technology provided by the library, however internal users have voiced concern.

Based upon the data gathered over the course of this assessment we would make two recommendations for the Bluford Library. First and most importantly, that the library devote more resources to educating users on the research services available to them and how to utilize them, and, second, to ensure employees have the necessary resources – namely time and skills –

to carry out the duties of their jobs, in order to maintain the quality of service that is being provided to library users.

This assessment has several weaknesses. First, the sample population used is not representative of the entire library userbase. As such, the data obtained in this assessment may be skewed compared to the larger population. Second, due to time constraints, the research design had to be altered mid-assessment, leaving faults in the overall research design and data collection process. The recommendations that have been made are based in the data that was obtained, but we would not suggest following these recommendations due to these errors.

Introduction

North Carolina Agricultural and Technical State University (NCA&TSU) is a public university located in Greensboro, North Carolina. The 200-acre campus currently maintains an enrollment of more than 10,000 students and employs over 2,000 faculty and staff. The university's current strategic plan, *Preeminence 2020*, outlines six goals:

1. Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional environment

2. Commit to excellence in teaching, research, public service and engagement

3. Position the university to be a national, premier research-intensive, doctoral, science and technology-focused learning institution

4. Embrace an entrepreneurial spirit that intentionally engages university and community partners to expand economic development and civic engagement

5. Foster a more diverse and inclusive campus community by promoting cultural awareness and collegiality, and by cultivating respect for diverse people and cultures

6. Achieve excellence in academic and operational effectiveness and efficiency (North Carolina Agricultural & Technical State University, 2011)

Bluford Library, NCA&TSU's academic library, serves the students, faculty, and staff of NCA&TSU and shares in the university's strategic plan, with the addition of their own mission that focuses on "advanc[ing] academic scholarship and research at N.C. A&T through services, collections, technologies, staff expertise and spaces. The library is committed to ensuring access to global information resources that inspire exploration, discovery and personal growth" (North Carolina Agricultural & Technical State University, 2018). Given these goals, the ideal state of

the library could be described as the point when the library is able to (1) provide ample research related resources to their patrons while (2) educating their patrons on how to effectively utilize said resources and (3) providing the technology to accomplish such tasks in an efficient manner.

Methods

Research was conducted through the use of online surveys and three employee interviews conducted both in person and via e-mail. The online survey was created with the use of Qualtrics, online software intended for use in marketing research, and the link was distributed via e-mail to three NCA&TSU students. Those students who completed the survey were then asked to pass the link on to any other students who currently attend the university, along with the same instructions for dispersing the survey. The survey was left open for a five week period, and consisted of four sections: demographic questions, questions on research in the library, questions on technology in the library, and questions on students interactions with library staff. Questions were measured on a 1 to 7 scale (strongly disagree to strongly agree). These questions were chosen based upon Bluford Library's goal of advancing academic scholarship "through services, collections, technologies, staff expertise and spaces" (North Carolina Agricultural & Technical State University, 2018). The complete survey can be found in Appendix B.

The interviews were conducted over the same five week period as the surveys. The first interview was held in person with the Dean of Library Services, Vicki Coleman. The final two interviews were conducted via e-mail due to time constraints on the part of the respondents. The remaining two interviewees were the Head of Bibliographic, Metadata, and Discovery Services, Iyana Sims, and the Head of Reference, John Teleha. The complete list of interview questions can be found in Appendix A.

Gender Distribution of Respondents

[CATEGORY NAME] [PERCENTAGE] (9)

[CATEGORY NAME] [PERCENTAGE] (27)
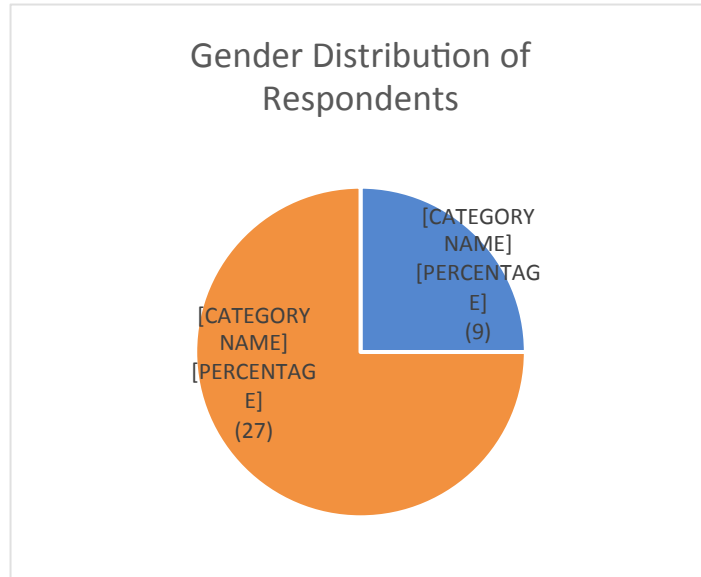
Figure 1 - Gender Distribution of Respondents
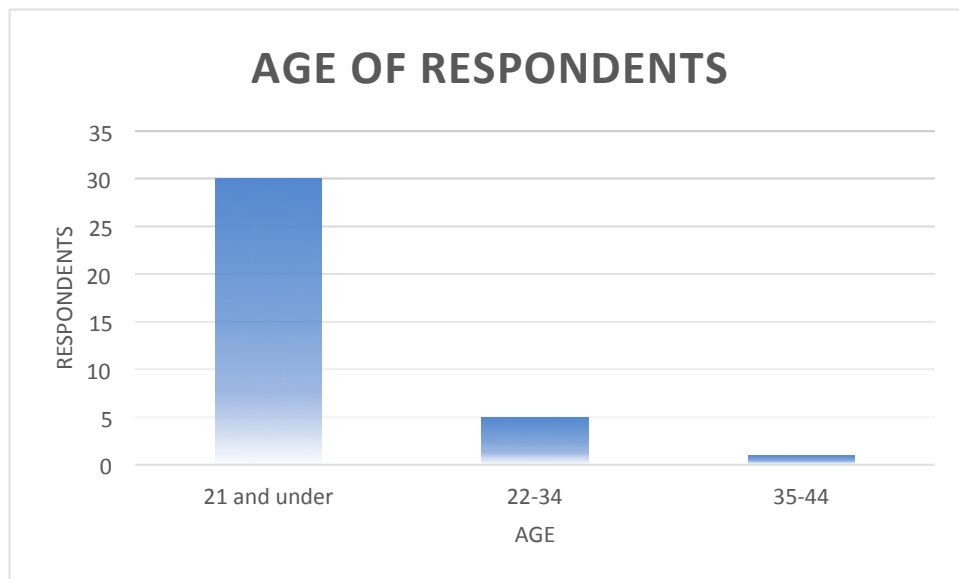
AGE OF RESPONDENTS

Figure 2 - Age Distribution of Respondents

The user population of Bluford library consists of a combined 12,000 university students, faculty, and staff. The sample population used for this research was composed of 36 students – 9 male and 27 female. 30 of these students (83%) fell into the 21 and under age group, 5 (14%) in the 22-34 age group, and only 1 (3%) in the 35-44 age group. The number of respondents using

the library throughout different times of the day were 4 (11%) during the morning hours (06:00-12:00), 7 (19%) during the afternoon (12:00-18:00), 19 (53%) during the evening (18:00-00:00), and 5 (14%) using the library overnight (00:00 – 06:00), with 1 respondent not using the library

Library Visit Times

Figure 3 - Library Visit Times

Hours Spent in the Library (per day)

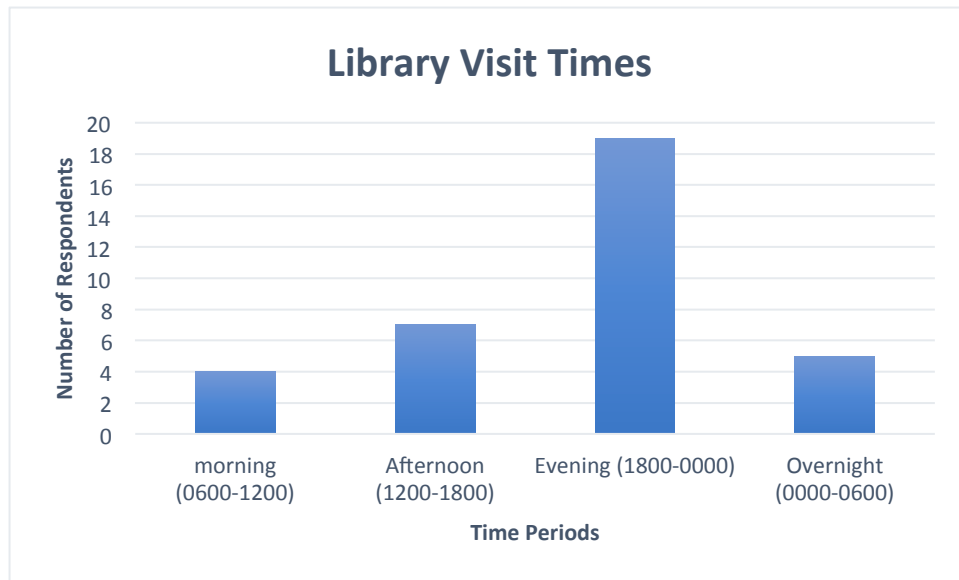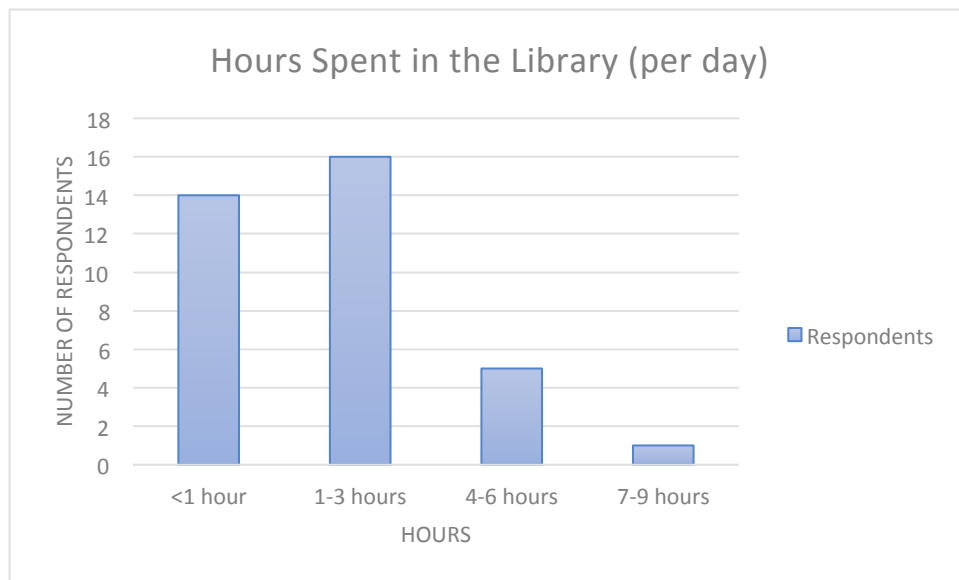Figure 4 - Hours Spent in the Library (per day)

at all. Most students in the sample used the library for 1-3 hours each day (44%) with 39% using

it for less than an hour, 14% for 4-6 hours, and 3% for 7-9 hours.

There are several concerns to be addressed over the design of this research. The sample

population used does not mirror the target population for three reasons. First, the sample size of

36 is not nearly large enough to accurately represent a population of 12,000 users. Second, the researchers only targeted students with the survey and neglected other library users such as the faculty and staff, leaving a noticeable gap in the data that could be gathered. Finally, the choice to distribute the surveys by word of mouth between students ensures that the survey would only be distributed to a select group of students, rather than the entire student population, as it is possible that respondents will only pass on the survey to close, like-minded individuals. Another issue that arises from the survey being distributed in such a way is that any questions the respondents may have about the survey are being answered first by other students and not the members of the research team.

Results

The Bluford library aligns its mission with the strategic plan of its parent institution, NCA&TSU, titled *Preeminence 2020*. The goals outlined in this plan are to:

7. Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional environment

8. Commit to excellence in teaching, research, public service and engagement

9. Position the university to be a national, premier research-intensive, doctoral, science and technology-focused learning institution

10. Embrace an entrepreneurial spirit that intentionally engages university and community partners to expand economic development and civic engagement

11. Foster a more diverse and inclusive campus community by promoting cultural awareness and collegiality, and by cultivating respect for diverse people and cultures

12. Achieve excellence in academic and operational effectiveness and efficiency (North Carolina Agricultural & Technical State University, 2011)

In addition to these goals, Bluford library has their own mission with a focus on "advanc[ing] academic scholarship and research at N.C. A&T through services, collections, technologies, staff expertise and spaces. The library is committed to ensuring access to global information resources that inspire exploration, discovery and personal growth" (North Carolina Agricultural & Technical State University, 2018). Given these goals, the ideal state of the library could be described as the point when the library is able to (1) provide ample research related resources to their patrons while (2) educating their patrons on how to effectively utilize said resources and (3) providing the technology to accomplish such tasks in an efficient manner.

The first section of the survey – barring the demographic questions – addressed the users' thoughts on their ability to conduct research with the help of library resources. This section measured users' usage and confidence in using five different library services for the sake of research: LibGuides, the online catalog, online databases, reference services, and interlibrary loan services. Of these the most commonly used was the online database (62.9% responding positively), followed by reference services (54.3% positive), the online catalog (48.6%), LibGuides (45.7%), and interlibrary loan services (22.9%). Users' confidence ratings followed the same pattern with 48.6% feeling confident in their ability to use online databases, 34.3% with both reference services and the online catalog, 28.6% with LibGuides, and 25.7% with interlibrary loan services. Overall, only 48.6% of respondents answered positively that they regularly use the library for research purposes. Despite this low usage statistic, 60.6% of respondents were satisfied with the contribution the library made to their research and 62.9% were confident in their ability to utilize library resources for research.

Table 1 - User Survey, Research Section Results (n= 35)

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
I often use the library's LibGuides for research purposes.	12 (34.3%)	5 (14.3%)	5 (14.3%)	3 (8.6%)	3 (8.6%)	3 (8.6%)	4 (11.4%)	3.14
	22 (62.9%)			3 (8.6%)	10 (28.6%)			
I feel confident in my ability to use the library's LibGuides.	7 (20.0%)	3 (8.6%)	2 (5.7%)	7 (20.0%)	5 (14.3%)	6 (17.1%)	5 (14.3%)	4.09
	12 (34.3%)			7 (20.0%)	16 (45.7%)			

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
I often use the library's catalog for research purposes.	11 (31.4%)	6 (17.1%)	1 (2.9%)	5 (14.3%)	4 (11.4%)	4 (11.4%)	4 (11.4%)	3.37
	18 (51.4%)			5 (14.3%)		12 (34.3%)		
I feel confident in my ability to use the library's catalog for research.	5 (14.3%)	2 (5.7%)	3 (8.6%)	8 (22.9%)	3 (8.6%)	5 (14.3%)	9 (25.7%)	4.51
	10 (28.6%)			8 (22.9%)		17 (48.6%)		
I often use the library's online databases for research purposes.	7 (20.0%)	3 (8.6%)	3 (8.6%)	5 (14.3%)	6 (17.1%)	5 (14.3%)	6 (17.1%)	4.11
	13 (37.1%)			5 (14.3%)		17 (48.6%)		
I feel confident in my ability to use the library's online databases for research.	3 (8.6%)	1 (2.9%)	2 (5.7%)	7 (20.0%)	8 (22.9%)	2 (5.7%)	12 (34.3%)	5.00
	6 (17.1%)			7 (20.0%)		22 (62.9%)		
I often use the library's reference services.	9 (25.7%)	4 (11.4%)	5 (14.3%)	5 (14.3%)	2 (5.7%)	4 (11.4%)	6 (17.1%)	3.66
	18 (51.4%)			5 (14.3%)		12 (34.3%)		

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
I am satisfied with the library's reference services.	3 (8.6%)	1 (2.9%)	1 (2.9%)	11 (31.4%)	8 (22.9%)	6 (17.1%)	5 (14.3%)	4.66
	5 (14.3%)			11 (31.4%)	19 (54.3%)			
I often use the library's Interlibrary Loan (ILL) services.	17 (48.6%)	2 (5.7%)	3 (8.6%)	4 (11.4%)	1 (2.9%)	5 (14.3%)	3 (8.6%)	2.91
	22 (62.9%)			4 (11.4%)	9 (25.7%)			
I am satisfied with the library's Interlibrary Loan (ILL) services.	13 (37.1%)	2 (5.7%)	2 (5.7%)	9 (25.7%)	1 (2.9%)	2 (5.7%)	5 (14.3%)	3.17
	17 (48.6%)			9 (25.7%)	8 (22.9%)			
I often use the library for research in general.	7 (20.0%)	2 (5.7%)	5 (14.3%)	4 (11.4%)	6 (17.1%)	5 (14.3%)	6 (17.1%)	4.11
	14 (40.0%)			4 (11.4%)	17 (48.6%)			
Overall, I am satisfied with the support and resources the library provides for my research.	3 (9.1%)*	0 (0.0%)*	5 (15.2%)*	5 (15.2%)*	4 (12.1%)*	8 (24.2%)*	8 (24.2%)*	4.91*
	8 (24.2%)*			5 (15.2%)*	20 (60.6%)*			

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
Overall, I am confident in my ability to utilize library resources.	3 (8.6%)	1 (2.9%)	6 (17.1%)	3 (8.6%)	7 (20.0%)	5 (14.3%)	10 (28.6%)	4.86
	10 (28.6%)			3 (8.6%)	22 (62.9%)			

*n = 33 for this question.

The second section of the survey covered users' opinions of their interactions with library staff. 79.4% of respondents answered positively when asked if they felt comfortable approaching library staff for assistance. In addition to this, 67.6% answered that they felt the library staff provided a positive contribution to their library experience, 79.4% answered that they felt the library staff were knowledgeable about the library, and 70.6% agreed that library staff was available whenever they needed assistance. Overall, the responses to questions about the library staff were positive, with the average score across each question being greater than 5.2 (of a maximum 7).

Table 2 - User Survey, Customer Service Section Results (n = 34)

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
I am comfortable approaching the library staff when I need assistance.	2 (5.9%)	1 (2.9%)	0 (0.0%)	4 (11.8%)	6 (17.6%)	8 (23.5%)	13 (38.2%)	5.56
	3 (8.8%)			4 (11.8%)	27 (79.4%)			
The library staff provides a positive contribution to my library experience.	1 (2.9%)	2 (5.9%)	3 (8.8%)	5 (14.7%)	6 (17.6%)	4 (11.8%)	13 (38.2%)	5.26
	6 (17.6%)			5 (14.7%)	23 (67.6%)			

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
The library staff seems knowledgeable about the library.	1 (2.9%)	0 (0.0%)	1 (2.9%)	5 (14.7%)	9 (26.5%)	6 (17.6%)	12 (35.3%)	5.56
	2 (5.9%)			5 (14.7%)		27 (79.4%)		
The library staff is readily available whenever I need assistance.	3 (8.8%)	0 (0.0%)	1 (2.9%)	6 (17.6%)	7 (20.6%)	6 (17.6%)	11 (32.4%)	5.24
	4 (11.8%)			6 (17.6%)		24 (70.6%)		

The third and final section of the survey addressed the availability, reliability, and overall usage of technology in the library. 67.6% of respondents answered that they regularly use library technology, and 70.6% are confident in their ability to fully utilize said technology. 79.4% felt the technology was easy to make use of, and 73.5% felt it is reliable. Once again, the average response for each question was above a 5, suggesting that this is a stable area for the library.

Table 3 - User Survey, Technology Section Results (n = 34)

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
I often make use of technology in the library.	5 (14.7%)	0 (0.0%)	2 (5.9%)	4 (11.8%)	3 (8.8%)	7 (20.6%)	13 (38.2%)	5.15
	7 (20.6%)			4 (11.8%)		23 (67.6%)		
I am confident in my ability to use library technology to its fullest extent.	3 (8.8%)	1 (2.9%)	1 (2.9%)	5 (14.7%)	3 (8.8%)	6 (17.6%)	15 (44.1%)	5.41
	5 (14.7%)			5 (14.7%)		24 (70.6%)		

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)	Average Response
The technology provided by the library is easy to learn and easy to use.	3 (8.8%)	1 (2.9%)	1 (2.9%)	2 (5.9%)	5 (14.7%)	5 (14.7%)	17 (50.0%)	5.59
	5 (14.7%)			2 (5.9%)	27 (79.4%)			
The technology provided by the library is reliable.	3 (8.8%)	1 (2.9%)	1 (2.9%)	4 (11.8%)	5 (14.7%)	6 (17.6%)	14 (41.1%)	5.38
	5 (14.7%)			4 (11.8%)	25 (73.5%)			

In addition to the data collected from the surveys, we were able to gather information about the functions of the library through interviews with employees. Of the problems mentioned by the interviewees, the most frequent was the perceived need for more staff and specific skill sets (primarily technological skills) resulting from the condensing of jobs (one person juggling several positions). Following this concern were the need for training following several simultaneous updates to staff-side technology and the potential need to update user-based technology in the library (specifically printing, faxing, and software concerns).

Three needs are outlined in order for the library to exist in its ideal state: (1) it must provide effective research tools and services for its users, (2) it must educate its users on how to utilize those tools and services, and (3) it must provide reliable technology for making the research process more efficient. The user survey addressed 5 research tools (LibGuides, the online catalog, online databases, reference services, and interlibrary loan services) and services available in Bluford Library and how likely students were to use them. The average response for

each of these resources fell below 5, the minimum value for positive responses, which suggests that users either do not know of theses resources or they simply choose not to use them. Users were also asked how confident they felt in using each of the resources. The scores to these questions, while higher than the usage responses, still fell below 5. The reported low confidence users have in their ability to make use of these resources may contribute to their reluctance to use them.

While overall research scores illuminate a weakness in Bluford Library's ability to facilitate research, the scores to the technology- and staff-based questions suggest stronger capabilities. The customer service section contained the highest scores out of the three sections of the survey, with all average responses being greater than 5.2. While customer service is not one of the main three needs being assessed, it does help contribute to educating users on how to use library resources. Users who are more willing to seek help from approachable workers are more likely to learn how to use the resources provided to them. The questions in the technology section also received mostly positive responses, suggesting users are happy with the current technology provided by the library. This is an interesting juxtaposition to the responses given by the employees during the interview process. All interviewees noted that they felt more work was necessary in this area with suggestions from installing new software for certain courses to hiring a new employee with a specific technology related skillset.

Conclusion & Recommendations

The most significant findings of this research can be summed up as follows:

- External users are not utilizing research tools (LibGuides, the online catalog, online databases, reference services, and interlibrary loan services) as much as they could be, either because they do not know of the services or are reluctant to use them.

- External users are satisfied with the customer service provided by library staff

- External users are satisfied with the reliability of technology provided by the library, however internal users have voiced concern.

While the research itself may be flawed, as stated in the methods of this report, there are a few recommendations that could be made if it is decided the research should be taken into account. First, the library should focus efforts more closely on educating their users on the resources available to them for research. One complaint that was voiced during the interview process was that new incoming students often require more time than others when it comes to completing their research because they need to be walked through each step of each tool or service at their disposal. This could be remedied by instituting a library orientation for new students, similar to those used in first year seminar classes, but offered prior to the beginning of the semester as part of the general freshmen orientation. Another suggestion would to be to hire for a position that would focus on teaching these resources to users while also working as a liaison to bring the research tools into general courses.

The second recommendation would be to focus more on Bluford library's internal customers. During the interview process, the most frequent concern was the condensing of jobs to fewer and fewer employees, resulting in more tasks per employee with less time to accomplish

them. While external customers are mostly satisfied with the service they receive at Bluford library, placing too much stress on employees can result in lower quality work in the future. In order for the library to maintain its high service rating, administration will need to ensure that employees have the necessary resources – namely time and the proper skill sets– to carry out their job.

Strengths and Weaknesses of Your Needs Assessment Experience

This project has been a learning experience for our group and a great opportunity for each of us to practice our leadership skills. Having to work on such a large project as not only part of a group but alongside a larger institution definitely presented us with challenges that many of us have not had the opportunity to encounter before. Our strengths lie mostly with working within our small group of four. We all shared a common goal in this project (if not to conduct accurate, useful research, then to earn a passing grade) and that helped us to be more patient and understanding with one another while we took on this daunting task – in a way pushing us each to practice lateral leadership. Early on in the process, we were able to assign specific tasks to each member of the group based on their talents in such a way that each person would be held accountable for an equal share of the work. Despite each person having a task assigned to them, we were all available to offer assistance should any problems occur with any person's task, as they did. We all shared the understanding that any problem that should occur in one person's work was a problem for all of us. Possibly the greatest strength in our group, however, was our ability to keep morale high. All of us are working through the same graduate program, managing several different projects across classes, and so it was completely understandable for some of us to be tired or unfocused whenever we held our group meetings. These meetings, while maybe not leaving us feeling refreshed, helped us to direct our energy in the right direction and keep pushing on toward the end of the assessment.

Our weaknesses stem mostly from our inexperience with conducting a needs assessment. Our first problem came with trying to understand exactly what kind of data we needed to measure. Due to time constraints on the part of Bluford library, we created our user surveys before all of the interviews were conducted, covering everything we thought would be important

to an academic library's mission. After all of the data had been collected, we realized that we had a decent amount of insignificant data and quite a few questions that should have been addressed with the user survey. We also chose not to use focus groups in our research due to resolvable difficulties with the institution, but upon analyzing the data, realized the additional insights and clarifications such a method would have offered would have been valuable to our research.

The greatest obstacles we encountered with the needs assessment occurred due to differing priorities between our group and the Bluford library. Communications with the employees and the organizing of interviews took a significant amount of time due to their busy schedules, and while the library director agreed early on to assist us with the undertaking, communications were slow, and misunderstandings occurred that resulted in the need to change our research design midway through the process. Had this been a needs assessment conducted in-house for an institution, it's possible this problem would not have occurred due to the shared interest of the institution and the researchers in the results.

Despite the problems we encountered, there was much for us to gain from this assignment. Aside from the practice we received with our leadership skills and cooperating with a group on such a large project, we had the opportunity to fail at conducting a needs assessment and learn from our mistakes, before we have to conduct a real assessment as part of our careers. It also gave us the opportunity to understand what both internal and external customers are expecting from their library, while letting us apply real world situations to the 12 + 3 we learned about in class.

References

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Appendices

Appendix A - Interview Questions

1. Can you please give a brief description of your daily duties?

2. What does your typical day look like?

3. Do you tend to interact more with patrons or staff on a typical day?

4. What are the most pressing needs in your department? What would your wish list look like?

5. What do you think are the most pressing needs for the library as a whole?

6. What do you hear most often positive or negative from patrons?

7. What are the general characteristics of your patrons?

8. What are your organizations biggest technology needs?

Appendix B - User Survey

Demographic Questions:

What is your gender?
- Male
- Female
- I prefer not to answer

What is your age?
- 21 and under
- 22 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 and over

How many hours do you spend in the library?
- Less than 1 hour
- 1 - 3 hours
- 4 - 6 hours
- 7 - 9 hours
- 10 - 12 hours
- More than 12 hours

At what time of the day do you visit the library?
- Morning (0600 - 1200)
- Afternoon (1200 - 1800)
- Evening (1800 - 0000)
- Overnight (0000 - 0600)

How many times do you visit the library per week?
- Less than 2 times a week
- 3 - 5 times a week
- 6 - 8 times a week
- 9 or more times a week

If you are a university student, what is your major?

Library Research: To what extent do you agree with the following statements: (From 1 - Strongly disagree to 7 - Strongly agree)

	1	2	3	4	5	6	7
I often use the library's LibGuides for research purposes.	o	o	o	o	o	o	o
I feel confident in my ability to use the library's LibGuides.	o	o	o	o	o	o	o
I often use the library's catalog for research purposes.	o	o	o	o	o	o	o
I feel confident in my ability to use the library's catalog for research.	o	o	o	o	o	o	o
I often use the library's online databases for research purposes.	o	o	o	o	o	o	o
I feel confident in my ability to use the library's online databases for research.	o	o	o	o	o	o	o
I often use the library's reference services.	o	o	o	o	o	o	o
I am satisfied with the library's reference services.	o	o	o	o	o	o	o
I often use the library's Interlibrary Loan (ILL) services.	o	o	o	o	o	o	o
I am satisfied with the library's Interlibrary Loan (ILL) services.	o	o	o	o	o	o	o
I often use the library for research in general.	o	o	o	o	o	o	o
Overall, I am satisfied with the support and resources the library provides for my research.	o	o	o	o	o	o	o
Overall, I am confident in my ability to utilize library resources.	o	o	o	o	o	o	o
Additional comments on library research:							

Customer Service: To what extent do you agree with the following statements: (1 - Strongly disagree to 7 - Strongly agree)

	1	2	3	4	5	6	7
I am comfortable approaching the library staff when I need assistance.	o	o	o	o	o	o	o
The library staff provides a positive contribution to my library experience.	o	o	o	o	o	o	o
The library staff seems knowledgeable about the library.	o	o	o	o	o	o	o
The library staff is readily available whenever I need assistance.	o	o	o	o	o	o	o
Additional comments on the library's customer service.							

Technology: To what extent do you agree with the following statements: (1 - Strongly disagree to 7 - Strongly agree)

	1	2	3	4	5	6	7
I often make use of technology in the library.	o	o	o	o	o	o	o
I am confident in my ability to use library technology to its fullest extent.	o	o	o	o	o	o	o
The technology provided by the library is easy to learn and easy to use.	o	o	o	o	o	o	o
The technology provided by the library is reliable.	o	o	o	o	o	o	o
Comments on the library's technology:							