



UW-La Crosse Murphy Library LibQUAL+: Measuring Service Quality Perceptions Graduate Council, October 15, 2004

The **LibQUAL+** web survey was administered Spring Term 2004 to all campus graduate students, faculty, and academic staff and a random sample of undergraduate students and classified staff. 483 surveys were submitted, and of these, 461 were valid. Comments were posted by 157 respondents. Invitations to participate were sent to 325 graduate students, and 98 students responded; 94 surveys were valid. The response rate of 30% was the highest of all user groups. Learning Community students were not included in the survey. The survey was based upon SERVQUAL, a business instrument, and adapted by Association of Research Libraries, partnering with Texas A&M University Libraries, to the library setting. 202 libraries across the country and a few international institutions participated in the survey in 2004, including all UW institutions but one. The core set of 22 questions measures users' perceptions of three dimensions: "Affect of Service" (staff responsiveness and knowledge); Library as Place (learning facility) and Information Control (access to information and information content in various formats). The questions are listed in Appendix I. The survey measures users' minimum and maximum expectations and their current service level perceptions using a nine-point scale for each, where 9 is the highest.

What did we learn from the UW-L user groups?

Overall user perceptions were favorable. When looking at the collective data across user groups, there were no core questions where users rated the perceived service as less than the minimum expected (see radar charts in Appendix II). The radar charts by group, however, tell another story. Looking at the individual group responses, there are several red zones ("adequacy gaps") where the perceived mean was lower than the minimum mean for individual questions. Graduate students and faculty reported this for "Print and/or electronic journal collections I require for my work." For these two groups, the scores for "The printed library materials I need for my work" barely exceeded the minimum mean and there was a small adequacy gap for "The electronic information resources I need." While undergraduates reported no adequacy gaps, the desired mean exceeded the perceived mean for every core question.

Faculty and students alike generally had a positive view of the library's information literacy program. Undergraduate and graduate students reported a mean of 6.82 and 6.72 respectively for the information literacy outcome measure, "The library enables me to be more efficient in my academic pursuits." Undergraduates rated the statement, "The library provides me with the information skills I need in my work or study," as 6.52 and graduate students, 6.11.

The highest adequacy mean score (perceived mean – minimum mean) for all user groups was for the dimension, Library as Place. This result points to the general satisfaction with the library facility, remodeled and expanded in 1994/95.

What specifically did we learn from UW-L graduate students?

The mean data for graduate students for the three dimensions are given below.

Graduate Students	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.47	7.90	6.94	0.47	-0.96	94
Information Control	6.85	8.35	7.01	0.16	-1.34	94
Library as Place	6.30	7.78	6.95	0.65	-0.84	94

Graduate students had high expectations for the Library for nearly all questions. On the whole, they were the least satisfied, with the lowest adequacy means and the highest negative superiority means (difference between desired and perceived means) for all dimensions. The lowest adequacy mean and the highest superiority mean (i.e. the most dissatisfaction) were registered for the “Information Control” dimension. The radar chart in Appendix II clearly shows the adequacy gaps (red) and where the perceived mean was close to the minimum mean (minimal blue shading).

In the commentary provided by graduate students, many of the responses, including those below, clustered around lack of resources:

- *“More access to journal articles online would be very helpful.”*
- *“Need more online full-text access to peer reviewed journals such as those found in Pub Med.”*
- *“Overall I am pleased with the services I am provided with at the library. I understand that a university of this size can not have all journals/resources on hand whether in hard copy or online but it is still an inconvenience to have to interlibrary loan the majority of the resources I need.”*
- *“It would be great to have more journal sources available with full-text online.”*

Graduate students voiced frustration with the difficulty of navigating library resources:

- *“Great resources if you know how to use them!!” As a graduate student I think that you SHOULD offer a graduate introduction to how to get around on the Murphy Library Webpage and be efficient in what you are looking for.”*
- *“For any program that requires a thesis, it would be helpful for a representative from the library (maybe ILL) to talk to the students about the resources available at the library and through ILL.”*
- *Even though I have searched for journal articles with your system many times, I still get confused everytime!!! Tough to say whether it would be handy to have very clear on-line help (is this already available?) or to have people sign up for 1 on 1 tutorials (this would be SUPER) so students can just learn what is most important to their needs, instead of learning a whole lot, and forgetting most of it.”*

Graduate students suggested changes in the library environment:

- *“My only suggestion for improvement is more group study space or areas w[h]ere quiet talking is allowed/accepted.”*
- *“It would be nice if there were some cosy areas to study in the library that had small couches and comfortable chairs for a more inviting atmosphere.”*

While graduate students were complimentary of librarians and classified staff, there were several comments that the customer service exhibited by student workers could improve. A student who began a master's program in the summer also commented that "full-time staff was never around."

What does the data tell us about the frequency of graduate student Library use?

7.45% of graduate students reported that they use building resources daily and 45.74%, weekly. No graduate student reported "never" using the library; 13.83% reported quarterly use. When asked "How often do you access library resources through a library Web page?" percentages jumped for graduate students. 10.64% of graduate students indicated daily use and 61.70%, weekly. How important is Google or another non-library gateway to graduate students? Students naturally gravitate to these tools with 47.87% of graduate students reporting daily use.

How did UW-La Crosse compare with other UW System Libraries, in general and looking at the graduate student population?

The LibQUAL+ survey data included a system-wide report allowing us to compare Murphy Library with the collective data. Of the 10 participating comprehensive universities, UW-L showed the 2nd highest adequacy mean. For all but 3 of the 22 core questions, the Murphy Library adequacy mean was rated above the UW System adequacy mean. There was a lower adequacy mean for the questions, "Community space for group learning and group study," "Employees who are consistently courteous," and "Willingness to help users." Collectively for all three dimensions, UW-La Crosse rated higher than the UW System numbers (Affect of Service, 7.15 compared with 7.12; Information Control, 7.24 compared with 7.11; and Library as Place, 7.30 compared with 6.94).

UW-L Murphy Library did not fare as well when the graduate student results were compared with the UW System scores. The overall adequacy mean for the 22 core questions for UW-L was 0.38 compared with 0.60 for UW System and the superiority mean -1.08 compared with -0.86. For each of the three dimensions, there was a smaller adequacy mean and a greater superiority mean. The differences are graphically portrayed in the thinner blue and wider yellow areas for UW-L compared with UW System shown in the radar charts in Appendix II. The data tables for UW System and UW-La Crosse appear in Appendix III.

What are the next steps in responding to the data?

We want to hear from you concerning what actions you think we can take to improve library services and access to graduate students as a targeted population. In the accompanying document, some steps are proposed. What is your response to these ideas and what proposed actions would you like us to consider?

Appendix I

Affect of Service

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

Information Control

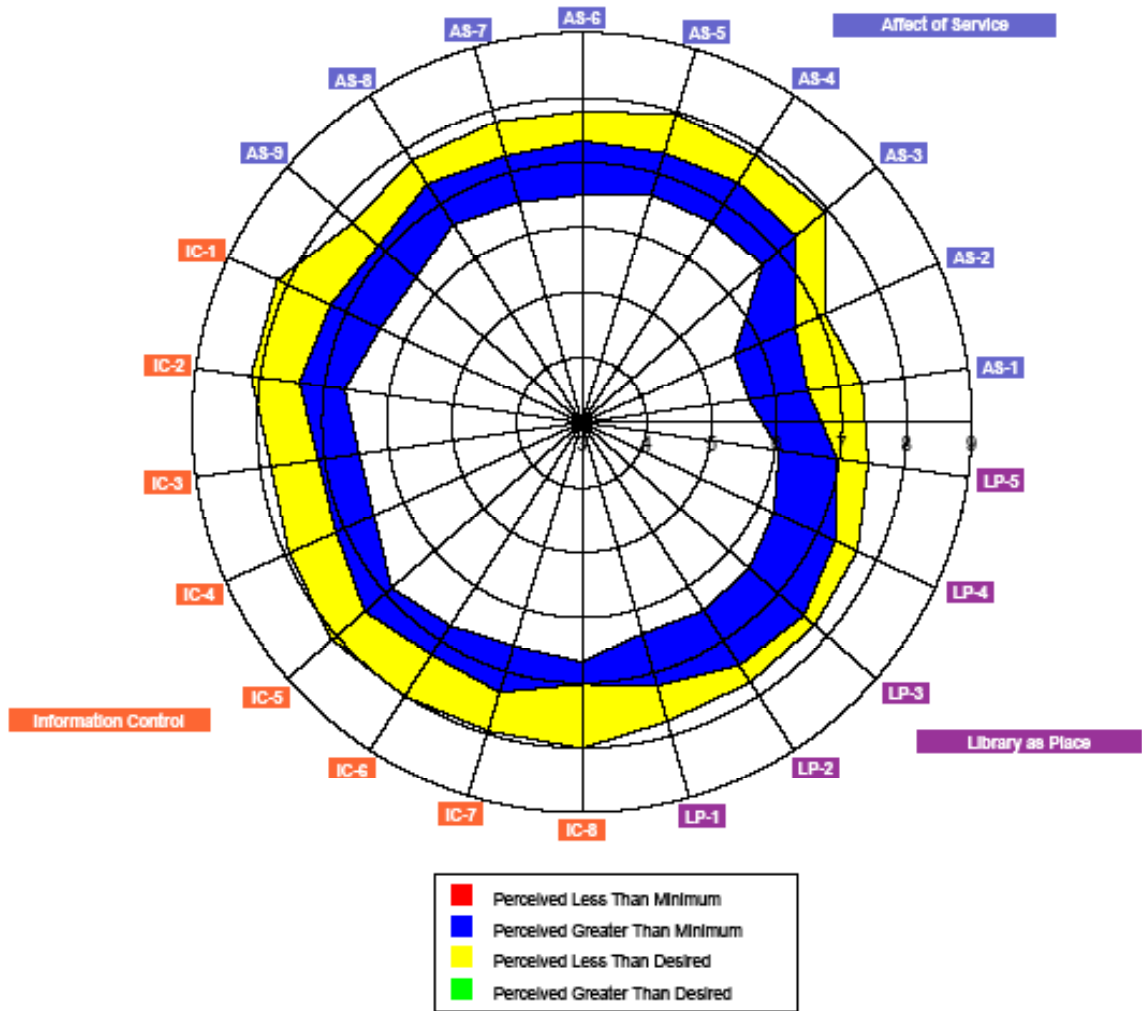
- IC-1 Making electronic resource accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed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

Library as Place

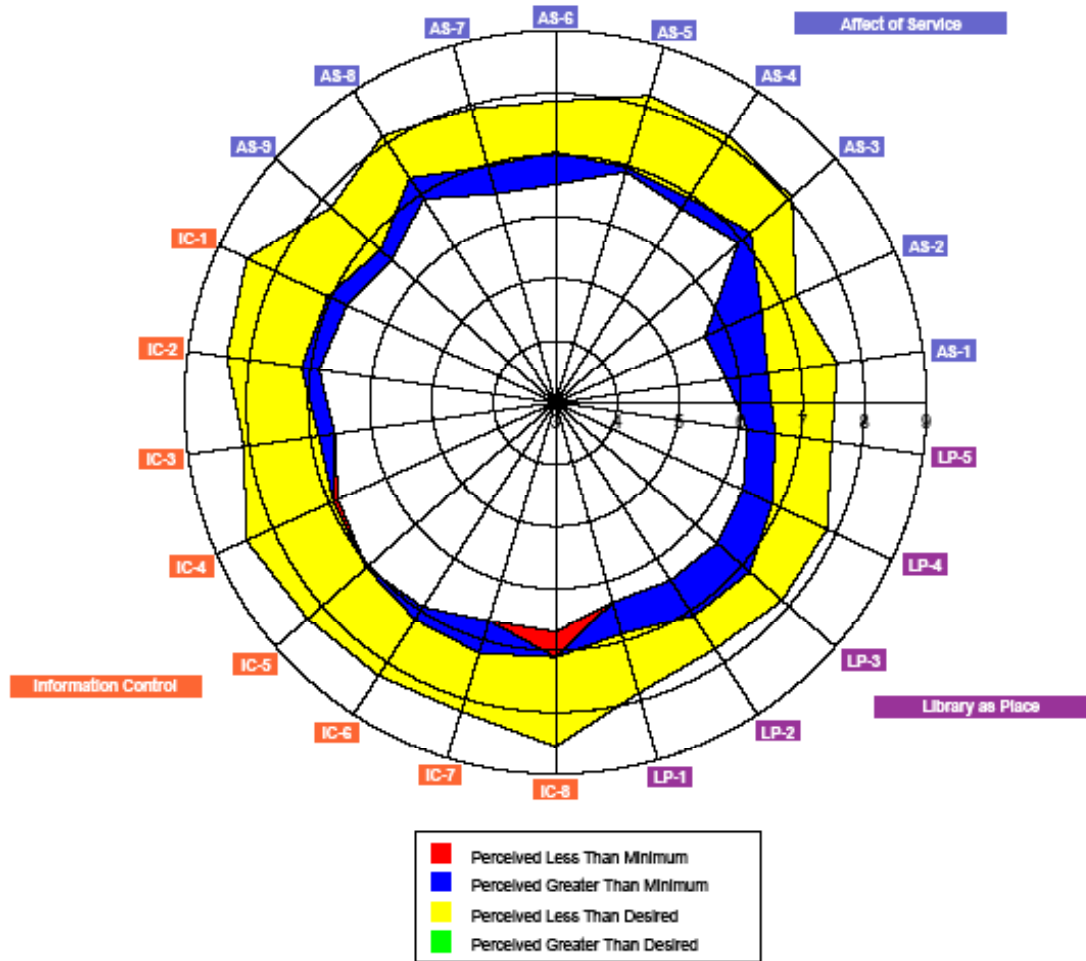
- LP-1 Library space that inspires study and learning
- LP-2 Quiet space for individual activities
- LP-3 A comfortable and inviting location
- LP-4 A getaway for study, learning, or research
- LP-5 Community space for group learning and group study

Appendix II

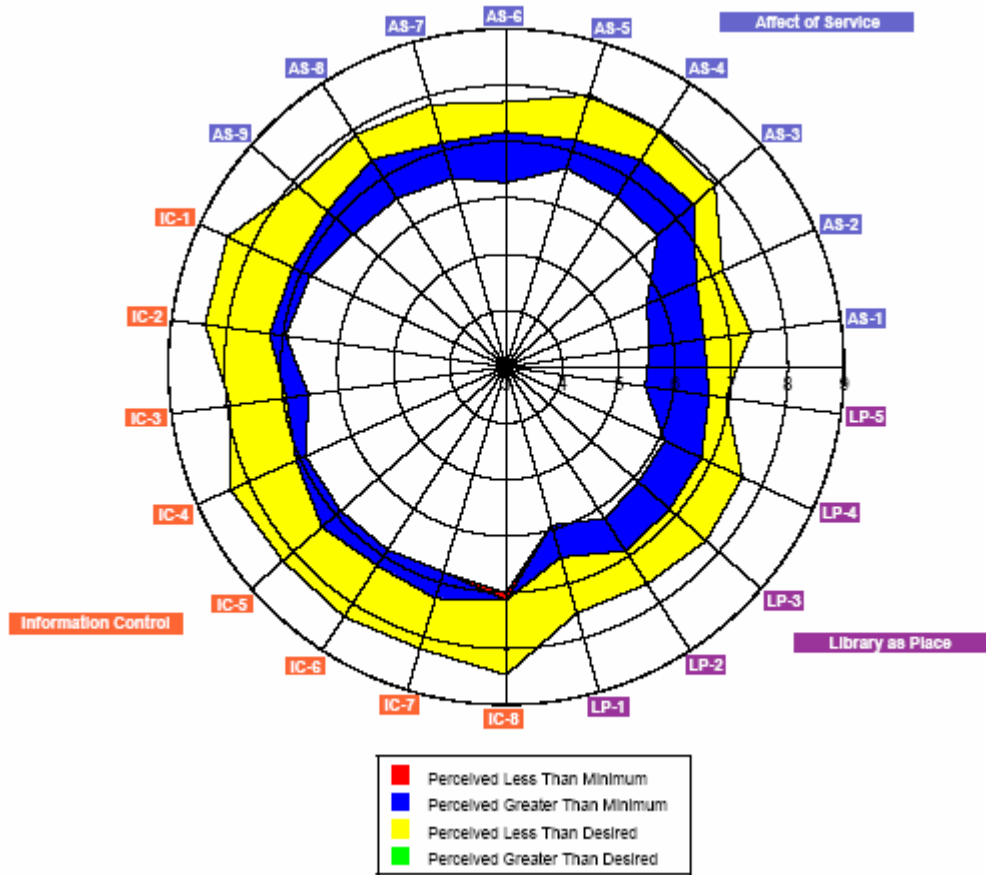
UW-LA CROSSE USER GROUP: ALL



UW-LA CROSSE USER GROUP: GRADUATE STUDENTS



UW SYSTEM USER GROUP: GRADUATE STUDENTS



Appendix III

UW-LA CROSSE USER GROUP: GRADUATE STUDENTS

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.78	7.60	6.47	0.69	-1.14	86
AS-2	Giving users individual attention	5.65	7.26	6.65	1.00	-0.61	88
AS-3	Employees who are consistently courteous	6.92	8.07	7.18	0.26	-0.88	92
AS-4	Readiness to respond to users' questions	6.73	8.14	6.94	0.21	-1.20	86
AS-5	Employees who have the knowledge to answer user questions	6.90	8.19	6.97	0.07	-1.22	90
AS-6	Employees who deal with users in a caring fashion	6.52	7.88	7.05	0.52	-0.83	88
AS-7	Employees who understand the needs of their users	6.51	7.94	6.97	0.46	-0.98	90
AS-8	Willingness to help users	6.92	8.14	7.33	0.41	-0.81	88
AS-9	Dependability in handling users' service problems	6.51	7.81	6.75	0.24	-1.06	72
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.72	8.51	7.06	0.34	-1.45	94
IC-2	A library Web site enabling me to locate information on my own	6.86	8.37	7.15	0.29	-1.22	94
IC-3	The printed library materials I need for my work	6.60	8.09	6.87	0.26	-1.22	91
IC-4	The electronic information resources I need	6.94	8.48	6.85	-0.09	-1.63	94
IC-5	Modern equipment that lets me easily access needed information	7.05	8.31	7.05	0.00	-1.26	93
IC-6	Easy-to-use access tools that allow me to find things on my own	6.94	8.26	7.17	0.23	-1.09	94
IC-7	Making information easily accessible for independent use	6.68	8.22	7.23	0.55	-0.99	93
IC-8	Print and/or electronic journal collections I require for my work	7.11	8.55	6.70	-0.41	-1.86	92
Library as Place							
LP-1	Library space that inspires study and learning	6.35	7.88	6.88	0.53	-1.00	91
LP-2	Quiet space for individual activities	6.42	7.74	7.10	0.69	-0.64	89
LP-3	A comfortable and inviting location	6.46	7.86	7.16	0.70	-0.70	93
LP-4	A getaway for study, learning, or research	6.34	7.84	6.87	0.52	-0.98	90
LP-5	Community space for group learning and group study	6.14	7.51	6.59	0.45	-0.93	80
Overall:		6.58	8.05	6.96	0.38	-1.08	94

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

UW SYSTEM USER GROUP: GRADUATE STUDENTS

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.57	7.40	6.55	0.98	-0.84	1,042
AS-2	Giving users individual attention	5.73	7.21	6.70	0.97	-0.51	1,058
AS-3	Employees who are consistently courteous	6.56	7.91	7.41	0.85	-0.50	1,089
AS-4	Readiness to respond to users' questions	6.60	7.99	7.38	0.78	-0.61	1,068
AS-5	Employees who have the knowledge to answer user questions	6.68	8.05	7.21	0.53	-0.84	1,073
AS-6	Employees who deal with users in a caring fashion	6.27	7.70	7.17	0.91	-0.53	1,065
AS-7	Employees who understand the needs of their users	6.48	7.84	7.13	0.65	-0.71	1,045
AS-8	Willingness to help users	6.57	7.91	7.38	0.82	-0.53	1,070
AS-9	Dependability in handling users' service problems	6.59	7.89	7.21	0.61	-0.68	922
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.84	8.46	7.18	0.34	-1.29	1,086
IC-2	A library Web site enabling me to locate information on my own	6.95	8.40	7.24	0.29	-1.15	1,106
IC-3	The printed library materials I need for my work	6.54	7.94	6.94	0.40	-1.00	1,031
IC-4	The electronic information resources I need	6.90	8.36	7.08	0.18	-1.28	1,105
IC-5	Modern equipment that lets me easily access needed information	6.89	8.25	7.33	0.44	-0.92	1,084
IC-6	Easy-to-use access tools that allow me to find things on my own	6.87	8.29	7.20	0.33	-1.09	1,100
IC-7	Making information easily accessible for independent use	6.81	8.23	7.30	0.49	-0.93	1,087
IC-8	Print and/or electronic journal collections I require for my work	7.14	8.46	7.02	-0.12	-1.44	1,080
Library as Place							
LP-1	Library space that inspires study and learning	5.92	7.55	6.51	0.59	-1.03	1,049
LP-2	Quiet space for individual activities	6.21	7.59	6.90	0.69	-0.70	1,030
LP-3	A comfortable and inviting location	6.11	7.70	6.85	0.74	-0.86	1,064
LP-4	A getaway for study, learning, or research	6.11	7.63	6.82	0.72	-0.81	1,039
LP-5	Community space for group learning and group study	5.49	6.94	6.64	1.15	-0.30	916
Overall:		6.46	7.91	7.06	0.60	-0.86	1,115

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate