



## **UW-La Crosse Murphy Library LibQUAL+: Measuring Service Quality Perceptions Provost Council, Sept. 21, 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. 157 respondents provided comments. 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 our 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 minimum expected (see first radar chart in Appendix II). The radar charts by group, however, tell another story. There are several red zones ("adequacy gaps") where the perceived mean was lower than the minimum mean for individual questions: both 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. 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 is for the dimension, Library as Place. This result points to the general satisfaction with the library facility, remodeled and expanded in 1994/95.

What follows is mean data for each user group and additional observations about what concerns each group the most.

<b>Undergraduate Students</b>	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.02	7.49	6.95	0.93	-0.54	260
Information Control	6.38	7.88	7.29	0.90	-0.60	260
Library as Place	6.32	7.82	7.39	1.08	-0.42	260

Undergraduate and graduate students have a strong interest in library as place. Comments were related to “more aesthetic space,” “the 2<sup>nd</sup> floor is dark, a bit creepy,” “maybe have a reading pit,” and the most frequent complaint: “more group studies; They are always full at night!” While undergraduate students commended the permanent staff, several expressed dissatisfaction with student staff: “Some student employees could be more friendly and patient when responding to questions.”

<b>Graduate Students</b>	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 for all dimensions. Interestingly, they also had the highest response rate of all user groups. Graduate students voiced frustration with the difficulty of navigating library resources: “great resources if you know how to use them!!” Graduate students commented frequently that they wanted to see more access to online or paper journals.

<b>Faculty</b>	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.95	8.14	7.94	0.99	-0.20	72
Information Control	6.93	8.20	7.36	0.43	-0.83	72
Library as Place	6.07	7.22	7.24	1.17	0.02	71

Faculty respondents were most concerned about Informal Control and Affect of Service and were least concerned about Library as Place; in fact, the perceived mean exceeded the desired mean. The highest desired mean (8.53) was for “A library web site enabling me to locate information on my own.” Comments reinforced the data about faculty concerns regarding the deficiencies in electronic and print information: “So often the journal I need is unavailable—either you don’t subscribe to it (\$) or there is no full-text print-out available.”

<b>STAFF</b>	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	7.32	8.06	7.65	0.33	-0.41	35
Information Control	7.13	7.71	7.33	0.20	-0.39	34
Library as Place	6.77	7.43	7.68	0.91	.25	34

Unlike the other user groups, for staff a chief concern was Affect of Service, specifically “A willingness to help users.” Staff also had a negative adequacy mean for “A library Web site enabling me to locate information on my own.” This may be explained in part that this group is the least likely to receive instruction in using the web site. Staff had the highest minimum means for the three dimensions.

### ***What does the data tell us about student Library use?***

12.31% of undergraduates reported that they used library resources in the building daily and 43.46%, weekly. Only 12.31% indicated that they use the library quarterly or never. 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. While percentages were comparable for undergraduates when asked “How often do you access library resources through a library Web page?” (daily: 7.69%, weekly: 47.69%), 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 undergraduate and graduate students? Students naturally gravitate to these tools with 55% of undergraduates and 47.87% of graduate students reporting daily use.

### ***How did UW-La Crosse compare with other UW System Libraries?***

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 2<sup>nd</sup> 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).

### ***What are the next steps?***

The Faculty Senate Library Committee will review the LibQUAL+ data to formulate recommendations. Information will be shared more broadly via several avenues

including a LibQUAL+ web site. Within the Library we have begun to enumerate and address concerns that have surfaced from the survey:

- **Provide more journal access.** This can be approached in several ways. A CUWL (Council of University of Wisconsin Libraries) Task Force is currently looking at collection overlaps to stretch acquisitions funding. CUWL with UW System staff developed a UW System legislative 2005-2007 budget request largely targeted at increasing local budgets and funding for the Shared Electronic Collection.
- **Improve the Library environment and facility.** Students noted a number of concerns which included additional group study spaces, comfortable furniture, and more lighting in identified areas.
- **Address needs of Graduate students.** Our information literacy efforts have been chiefly targeting undergraduate students. It is clear from both comments and the data that we need to focus on improving communications with and services to graduate students.
- **Emphasize customer service training.** Comments pointed to the need for additional training for student public services staff.
- **Provide easier navigation for library resources.** Currently “under construction” is a new service called MetaLib. Once rolled out next year, users will be able to search across databases. MetaLib along with another new service, SFX, which links online bibliographic references to full-text, interlibrary loan and other options may in part address this concern.
- **Encourage use of Library web resources.** Too often students turn first to Google, and miss a rich array of authoritative resources offered by the Library.

## 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

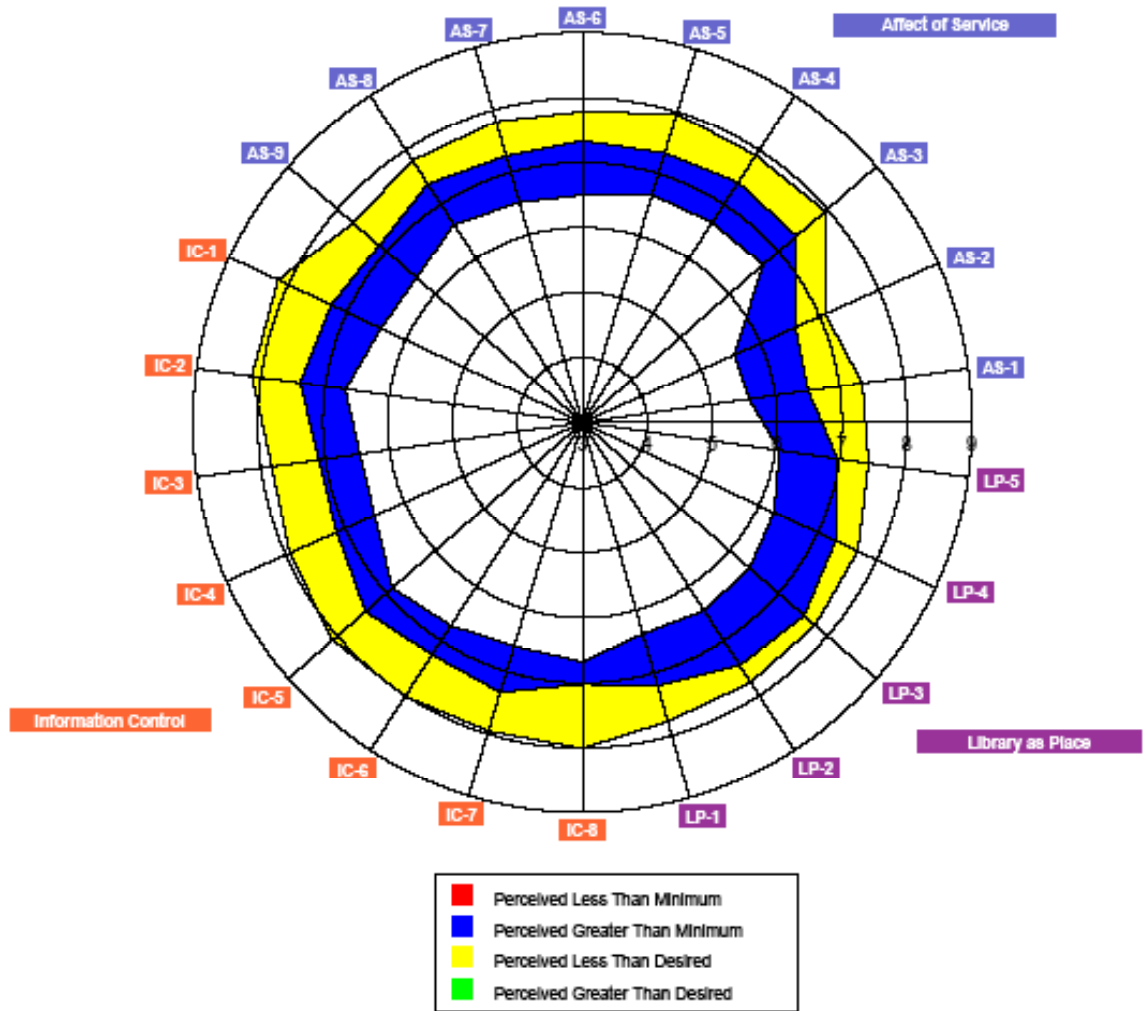
- IC-1 Making electronic resource accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed 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

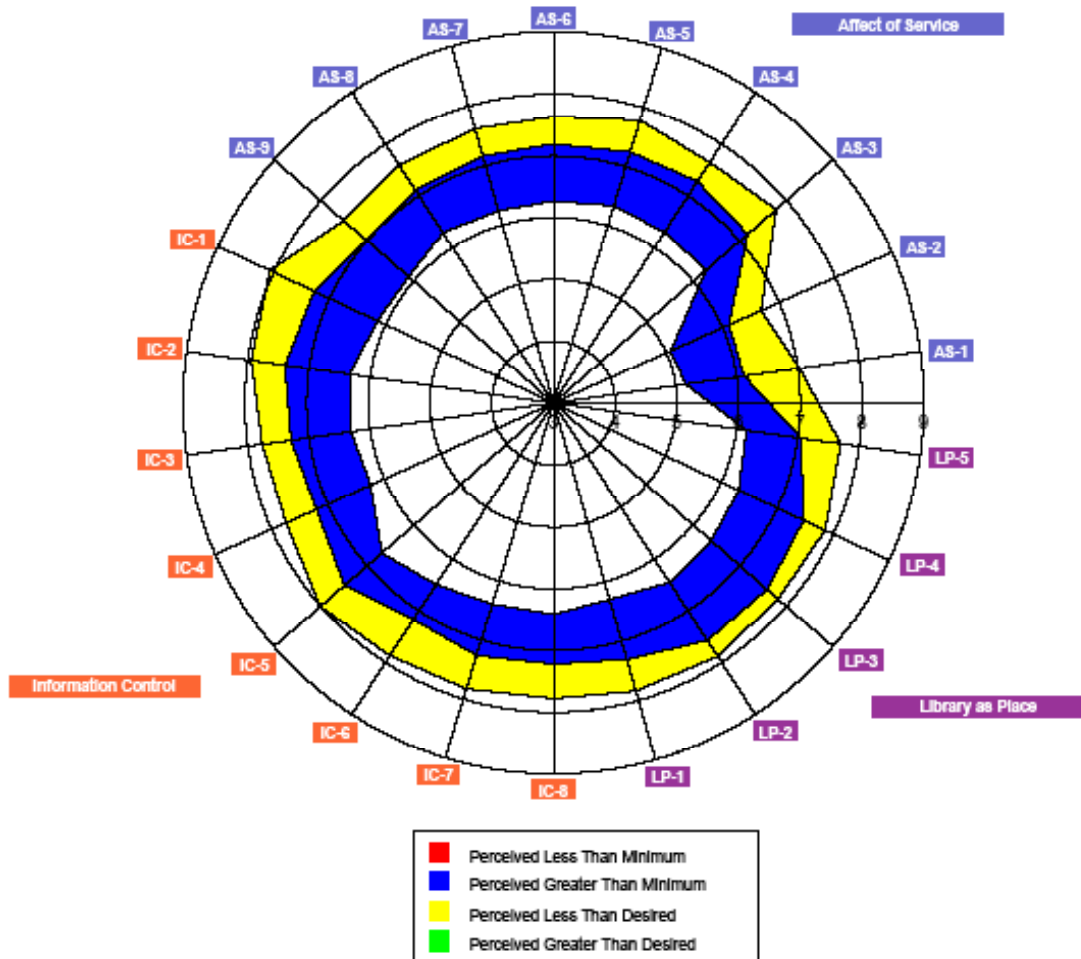
- LP-1 Library space that inspires study and learning
- LP-2 Quiet space for individual activities
- LP-3 A comfortable and inviting location
- LP-4 A getaway for study, learning, or research
- LP-5 Community space for group learning and group study

Appendix II

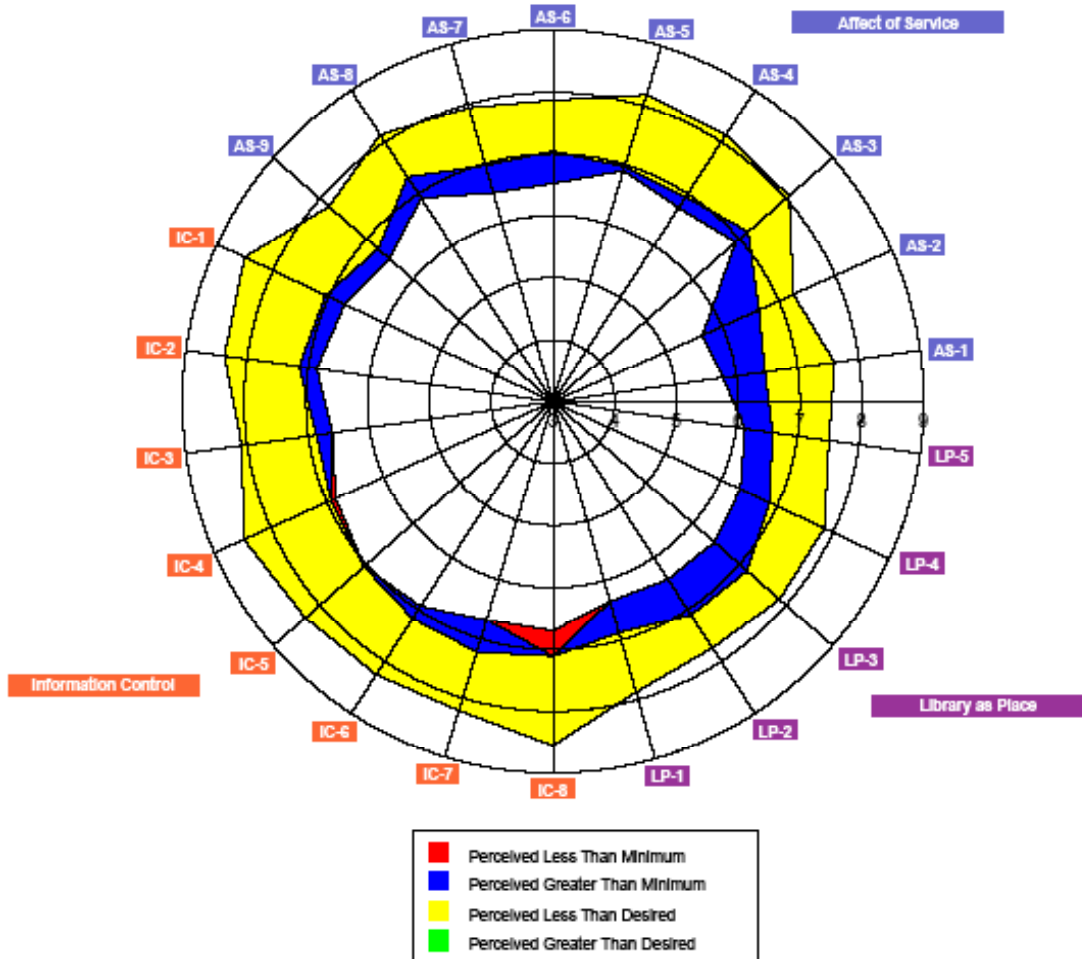
**USER GROUP: ALL**



# USER GROUP: UNDERGRADUATE STUDENTS

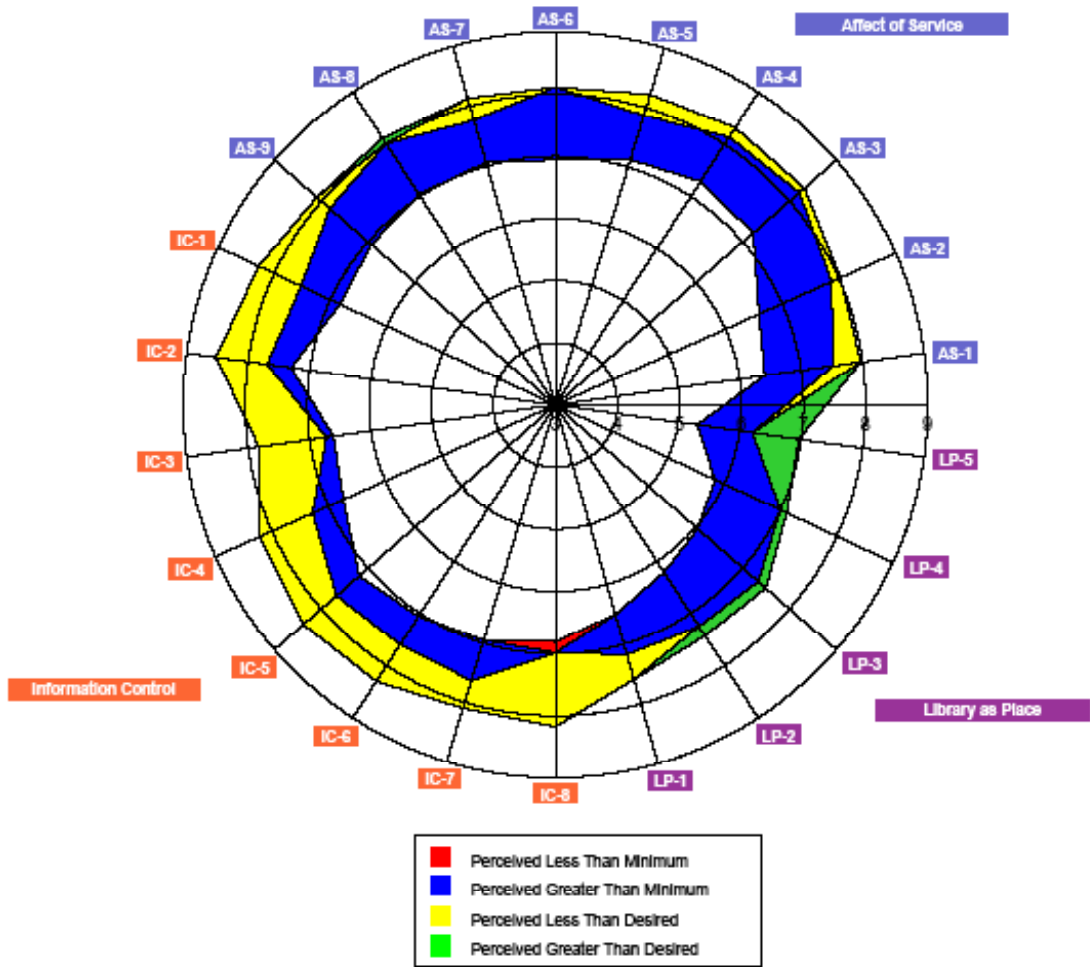


# USER GROUP: GRADUATE STUDENTS





# USER GROUP: FACULTY



# USER GROUP: STAFF

