UW-La Crosse Murphy Library
LibQUAL+: Measuring Service Quality Perceptions
Provost's Retreat, August 5, 2008

The **LibQUAL+** web survey, funded by UW System, was administered Spring Term 2008 to all UW-L undergraduate and graduate students, faculty, and academic staff and a random sample of classified staff. The survey is based upon SERVQUAL, a business instrument adapted by Association of Research Libraries, partnering with Texas A&M University Libraries, to the academic library setting. UW-La Crosse Murphy Library was one of 210 worldwide institutions participating in the 2008 survey, including all but 2 comprehensive and doctoral UW System institutions. The LibQUAL+ survey was administered once before in 2004.

1963 LibQUAL+ valid surveys were completed, and of these, 1665 were undergraduate students, 166 graduate students, 90 faculty members and 40 other staff. Respondents provided 558 comments.

A 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). In addition, there are 5 local/UW consortium questions, 3 general satisfaction questions and 5 questions targeted at information literacy outcomes. 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 asked, "How would you rate the overall quality of the service provided by the library?" all users groups indicated a satisfaction mean rating above 7 (out of 9) as indicated in the table below.

Undergraduate Students	7.33
Graduate Students	7.19
Faculty	7.62
Staff	7.55

All dimensions for all groups received a perceived mean score of very close to 7 or higher as indicated in the following tables. Also, these tables show the high importance (Desired Mean) assigned by faculty and graduate students to the Information Control dimension.

Undergraduate Students	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.00	7.54	7.00	1.01	-0.53	1657
Information Control	6.35	7.93	7.19	0.84	-0.75	1664
Library as Place	6.31	7.96	7.13	0.81	-0.84	1665

Graduate Students	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.37	7.78	7.12	0.78	-0.66	165
Information Control	6.69	8.19	7.14	0.45	-1.04	166
Library as Place	6.29	7.84	6.97	0.68	-0.87	166

Faculty	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.88	8.03	7.84	0.95	-0.20	90
Information Control	7.04	8.27	7.30	0.26	-0.97	90
Library as Place	6.09	7.22	7.14	1.06	-0.08	88

STAFF	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	Number
Affect of Service	6.70	7.95	7.68	0.97	-0.27	40
Information Control	6.71	7.99	7.47	0.77	-0.52	40
Library as Place	6.28	7.50	7.13	0.85	-0.38	39

Library faculty and staff received many accolades including this one from an undergraduate student:

> *I AM GRATEFUL for the AMAZINGLY FRIENDLY STAFF and the HELP that they are willing to give you either in person or via email! The Librarians which are connected to the Residents Halls are especially amazing with working with students! THANK YOU*

Undergraduate and graduate students also saw the correlation between the Library and their academic success. The mean score for undergraduate students was 7.09 and graduate students, 7.13 when asked the question, "The library enables me to be more efficient in my academic pursuits or work."

The red flag areas were those individual questions where users indicated adequacy means close to or below zero. A negative rating translates into users saying that service, collections or facility fell short of their minimum expectations. For "IC-8 Print and/or electronic journal collections I require for my work," graduate students had an adequacy mean of 0.04 and faculty, -0.18.   This finding was supported by a similar local/consortium question, "Collections of online full-text articles sufficient to meet my needs," where faculty indicated an adequacy means of -0.24 and graduate students, -0.10. Another question where there was a negative adequacy mean was IC-2 "A library Web site enabling me to locate information on my own." The faculty adequacy mean score was -0.01.

Most faculty comments describing library inadequacies also pertained to collections/electronic resources, for example: "*I know that the library is terribly underfunded and that electronic data bases are very expensive. I do not have access to some data bases that I need and that is problematic for me*."

While undergraduate students did not have any negative adequacy mean scores, there were clear indications of dissatisfaction in some of the clustering of comments. Over 70 comments related to the lack of group study rooms. More than 40 undergraduate students commented on the difficulty of locating open computers, e.g. *"i would invest in more computers. the lab in murphy and the pcs in the library are scarce compared to other libraries i've seen."* Another frequently mentioned deficit was library hours.

What does the data tell us about student Library use?

64.27 % of undergraduates reported that they used library resources in the building daily or weekly. Only 9.97% indicated that they use the library quarterly or never. 60.25% of graduate students reported that they use building resources daily or weekly. 13.25% reported using the library quarterly or never. When asked "How often do you access library resources through a library Web page?" 52.37% of undergraduates responded daily or weekly. This figure is considerably higher for graduate students: 83.13%. How important is Google or another non-library gateway to undergraduate and graduate students? Students naturally gravitate to these tools with 63.90% of undergraduates and 61.45% of graduate students reporting daily use.

What's next?

This is a preliminary look at the LibQUAL+ data. This fall library faculty and staff and the Faculty Senate Library Committee will be analyzing the data in more depth and will recommend action steps. Already some measures are being taken which will address identified deficits including seeking more state funding in the next biennium for collections and access.

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

Local/UW Consortium Questions
Collections of online full-text articles sufficient to meet my needs
Making me aware of library resources and services
Teaching me how to locate, evaluate, and use information
Access to archives, special collections
Timely delivery of the articles and documents that I need

General Satisfaction Questions
In general, I am satisfied with the way in which I am treated at the library.
In general, I am satisfied with library support for my learning, research, and/or teaching need.
How would you rate the overall quality of the service provided by the library?

Information Literacy Outcomes Questions
The library helps me stay abreast of developments in my field(s) of interest.
The library aids my advancement in my academic discipline or work.
The library enables me to be more efficient in my academic pursuits or work.
The library helps me distinguish between trustworthy and untrustworthy information.
The library provides me with the information skills I need in my work or study.