

LibQUAL+ 2014 Results Summary

UW-La Crosse Murphy Library

"I love the library and believe that UW-L does a great job of promoting learning and excellence."

--Undergraduate, biology

"It's so packed sometimes it's difficult to find a seat, but that just goes to show how awesome UW-L's library is and how many people want to be there!" --Undergraduate, health education and health promotion

INTRODUCTION

Murphy Library administered the LibQUAL+ survey in spring 2014 to gather opinions of library service quality from the campus community. Approximately 1,465 UW-L students, faculty, and staff responded. LibQUAL+ was previously administered by Murphy Library in 2004 and 2008.

Managed by the Association of Research Libraries, LibQUAL+ has been administered by more than 1,295 libraries since 2000. The 22 LibQUAL+ core items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality:

- A. Service Affect (nine items, such as "willingness to help users")
- B. Information Control (eight items, such as "a library web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work")
- C. Library as Place (five items, such as "a getaway for study, learning, or research").

Murphy Library selected the maximum five additional items for our local iteration of the core portion of the survey. Further standard survey questions measure perceptions of general satisfaction and information literacy outcomes, and library use patterns are gathered as well. Murphy Library's 2014 version of the survey included a special question asking about preferences for more e-books versus print books from the library. Finally, the survey provided a box for optional open-ended comments about library services.

All undergraduate students, graduate students, faculty, and staff with valid UW-L email accounts were invited to participate. A total of 10,062 invitations to participate were sent to the survey population via campus email. The survey was administered for a three-week period from April 1, 2014, until April 22, 2014. Prizes were offered as incentives to respondents who completed the survey and provided working UW-L email addresses. 1,465 valid surveys were collected, for a response rate of 15%, sufficient for general representativeness. About 540 completed surveys also included comments, many of which were representative of the survey results. The average time to complete the survey for all participants was about 18.5 minutes.

DEMOGRAPHICS

1,465 valid completed surveys were received.

Responses by gender

- 69% Female (population: 56%)
- 31% Male (population: 44%)

Females were significantly more likely to respond to the survey than males.

Responses by classification or user group

- 83% Undergraduate
 - 18% Freshmen
 - 17% Sophomore
 - 22% Junior
 - 20% Senior
 - 5% Fifth year and above
 - 1% Other/Non-degree
- 5% Graduate
- 8% Faculty
- 4% Staff

Responses by discipline

Out of 1,399 student/faculty/staff responses with disciplines indicated:

- SAH 51% (Biology was highest at 15%)
- CLS 34% (Educational Studies was highest at 8%)
- CBA 15% (Marketing was highest at 4%)

We received more responses from science and math undergraduate majors than from other disciplines. This primarily reflects population sizes, especially the size of the Biology Department.

Representativeness

While the overall response rate was 15%, meeting the minimum target set for adequate representativeness, that rate did not hold across all demographic groups.

Among the largest user groups, the lowest response rates were:

- Seniors at 11% of their population
- Master's students at 10% of their population

Among faculty respondents (116) the greatest response rates (relative to their populations) were in History (47%), Archaeology (50%), Philosophy (50%), and WGSS (40%).

Science and math undergraduates were relatively likely to complete the survey in comparison to other disciplines. This primarily reflects high response rates from biology students and faculty.

Among disciplines the lowest response rates (relative to their populations) were:

- Computer Science at 7%
- International Business at 8%
- Music at 7%
- Theatre Arts at 6%

Reliability of results by demographic groups are measurably reduced as response rates fall significantly below the 15% target rate threshold.

FINDINGS

Findings: Core Questions (Standard)

Overall, the library is satisfactorily meeting user minimal expectations, while there remains plenty of room for improvement toward user ideals.

1. Affect of Service -- direct service quality

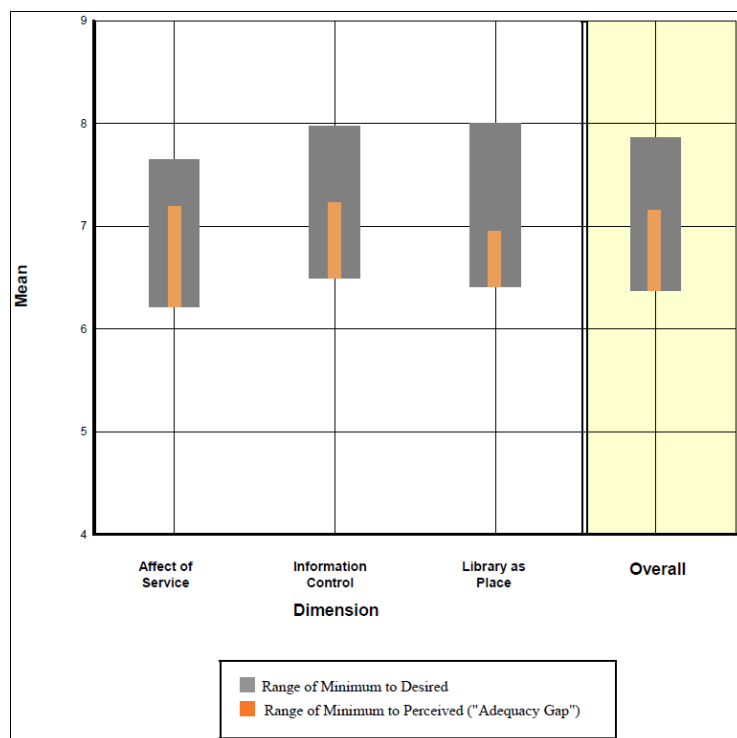
- Generally meeting minimal expectations though not exceeding ideals, and overall our strongest area of the three.
- Faculty rated the library particularly highly in this area.
- “Employees who instill confidence in users” (AS-1) and “Giving users individual attention” (AS-2) are considerably less important to respondents than are all other core questions asked.

“I really appreciate the help I get in finding research when I have a question for a Librarian. They are quick and efficient in responding to my e-mails and very helpful.” --Undergraduate, communication studies

“The library's response and service when I requested articles not available in the database was EXCELLENT!” --Graduate, educational studies

“I was really pleased with how helpful the people at the desk are... every time I ask the people at the desk I get great information with a very positive and helpful attitude.” --Undergraduate, physics

Overall Summary



2. Information Control -- resource collections & ability to find information independently

- Generally meeting minimal expectations though not exceeding ideals.
- Graduate students and faculty rank Information Control as considerably more important than the other two dimensions, while rating us least strong in this area.
- We do not quite meet high faculty expectations for “A library web site enabling me to locate information on my own” (IC-2), nor for “Print and/or electronic journal collections I require for my work” (IC-8).
- Staff (outside the library) rank “A library web site enabling me to locate information on my own” (IC-2) as more important than any other core question asked, but we are currently not quite meeting their expectations. Likewise we are only just meeting staff minimal expectations concerning easy-to-use access tools that allow them to find things on their own (IC-6) and making information easily accessible for independent use (IC-7).

“I love our library how many resources we have available through both the physical setting and the online site - however, we certainly need to increase the amount of electronic articles available.” -- Undergraduate, psychology

“I would love to see a more accessible journal page. It is really difficult to search for a specific topic within multiple journals, and I don't like having to look within a specific journal for a topic.” -- Undergraduate, political science and public administration

“The recent redesign of the library website, however, has made it more difficult to find specific databases and resources.” --Staff/Administration

“Not living on campus, the online portal has been vital to my research. Not only have I been able to access journal articles online, but whenever I've been able to find articles that UWL doesn't have but can obtain through the interlibrary partnership program, they have come through each time. Thank you so much for making any anxiety I would have not matter!” --Graduate, student affairs administration

3. Library as Place -- physical library environment

- Generally meeting minimal expectations though not exceeding ideals, and overall our weakest of the three dimensions.
- More important to undergraduates than to other population groups. Correspondingly, considerably more open-ended comments were provided by survey-takers regarding Library as Place compared to the other two dimensions.
- Graduate students rate our performance in this area as particularly weak, especially for “Quiet space for individual activities” (LP-2) and “Library space that inspires study and learning” (LP-1).
- Faculty rank this area the least important of the three and we are meeting or exceeding their ideals, especially for “Community study space for group learning and group study” (LP-5).

“I would like to see more areas of the library as quiet areas. Even in areas that are marked quiet, some people do not adhere to that and it is EXTREMELY FRUSTRATING! Maybe be a little stricter about that in certain areas (like the basement).” --Undergraduate, biology

"It would be great if there were more group and individual study rooms. The ones that are available are usually all being used which can make working on group projects very difficult, especially around mid-semester and finals." --Undergraduate, management

"Please install more outlets for laptop charging, it is challenging to find a place to charge my computer and study at the same time." --Undergraduate, health education and health promotion

"Love the library; hate the outdated decor and furniture." --Undergraduate, English

Findings: Locally-Selected Additional Core Questions

The library generally met minimal expectations but did not exceed ideals for these five locally-selected additional questions.

1. Access to archives, special collections

- Considerably less important than the other four local questions, but we nearly exceed ideals in this area, especially according to undergraduates.

2. Adequate hours of service

- Indicated as the most important among the five local areas of interest, especially among undergraduates.
- Our weakest area of the five local questions, especially among graduate students who indicate their minimal expectations are not quite being met.

3. Contribution to the intellectual atmosphere of the campus

4. Reliable mix of technology to help me complete my work

5. Teaching me how to locate, evaluate, and use information

- According to faculty we are especially strong in this area, meeting their ideals for "teaching me how to locate, evaluate, and use information," though this somewhat less important to faculty than the other four local questions.

"I would like to be able to utilize the special collections room more, but can't because of my work schedule & its limited hours." --Staff/Administration

"It would be extremely helpful to many students if the library opened earlier. The hours of service accommodate for night people and procrastinators, but those of us who are most productive in the morning are being excluded." --Undergraduate, exercise and sport science

"The library needs more computers, as well as later hours on Fridays and Saturdays." --Undergraduate, political science and public administration

"Computers upstairs and downstairs were a great addition!" --Staff, political science and public administration

"We come to UW-L to learn and where better to learn than the library!" --Undergraduate, accountancy

"Really appreciated how easy it was to locate journal articles from home." --Graduate, student affairs administration

"I really enjoy having all sorts of technology (e.g. iPads) to help me study when I don't need to work on a laptop." --Undergraduate, health professions

Findings: General Satisfaction

(Responses to the three general satisfaction questions in which respondents rated their levels of general satisfaction on a nine-point scale with 1 being "strongly disagree" and 9 representing "strongly agree")

- Among all respondents the library was rated positively (scores 7.4 to 7.7) in all satisfaction areas measured with the highest score (7.7) on the statement "In general, I am satisfied with the way in which I am treated in the library."
- Faculty are slightly more satisfied with the library compared to other major user groups.

"Murphy Library is a wonderful operation, with dedicated staff and good resources for a university of our size." --Faculty, art

"I always look forward to spending time at the Library I've never had a negative experience. Thank you for the great work!" --Staff, modern languages

Findings: Information literacy outcomes

(Responses to the five information literacy outcomes questions in which respondents rated their levels of general satisfaction on a nine-point scale with 1 being "strongly disagree" and 9 representing "strongly agree")

- Among all respondents the library was rated positively (scores 6.3 to 7.2) in all satisfaction areas measured, though the overall scores were somewhat lower than the general satisfaction scores.
- Among all respondents the highest rating (7.2) was for "The library enables me to be more efficient in my academic pursuits or work", while the lowest rating (6.3) was for "The library helps me stay abreast of developments in my field(s) of interest."
- Faculty rated the library significantly lower in some areas, barely agreeing that "the library provides me with the information skills I need in my work or study" (score=6.0) and "the library helps me distinguish between trustworthy and untrustworthy information" (score=5.5)

"Provide more free workshops on the services offered online and at the library itself. Most people do not know what is available to them. I only just found out my senior year when taking my capstone. It is the student's choice whether they want to utilize the resources, but at least make them more known." --Undergraduate, biochemistry

"I enjoy having a reference desk and know that whenever I need help with something, I can ask reference for help." --Undergraduate, biology

"I am told it is easy to find good information, but in reality it is very difficult to find what you are looking for. And I have had multiple classes on how to use the databases." --Undergraduate, theatre arts

Findings: Special Question

The following question was designed locally:

- **Please indicate your preference: From the library, I want more...**

Respondents were to choose from a five-point scale, where 1 means "e-books" and 5 means "print books"

Importantly, the question design implies a dichotomy between the two choices. However, a strong desire for "more" of one format does not imply anything about desire for "more" of the other format. Furthermore, respondents who want more of both equally, who want more of neither, or who have no preference, would all be expected to select the middle response.

All responses result:

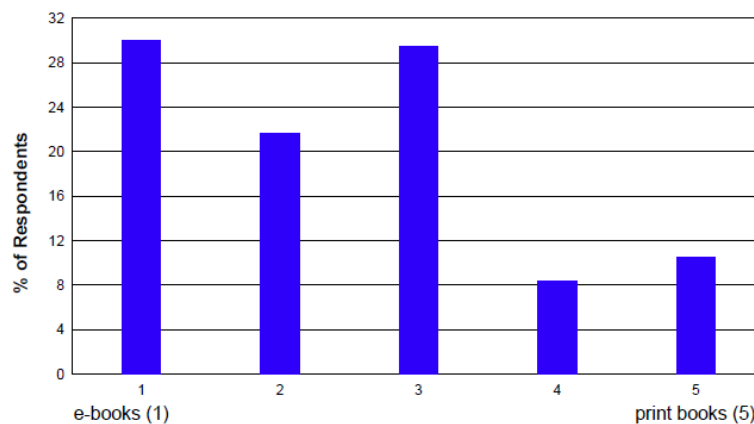
1 = 438 or 30.0%

2 = 316 or 21.7%

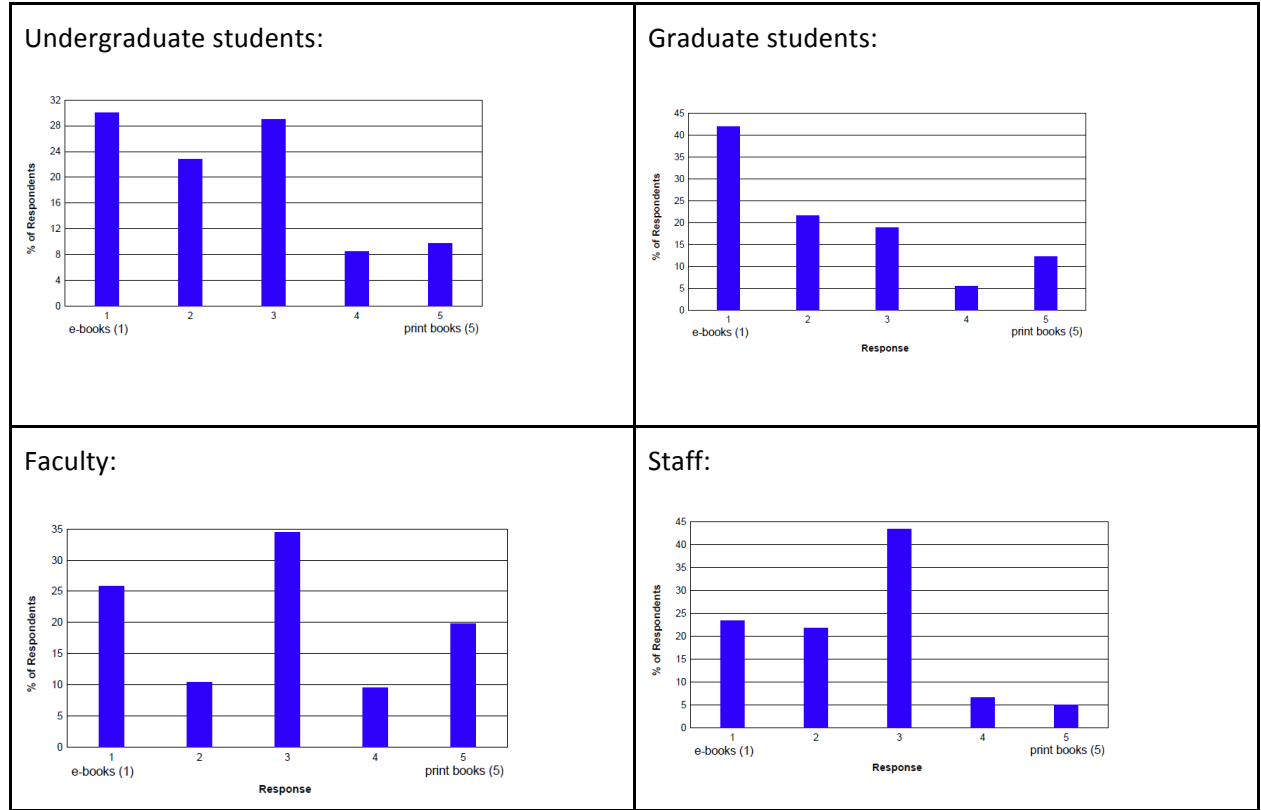
3 = 430 or 29.5%

4 = 122 or 8.4%

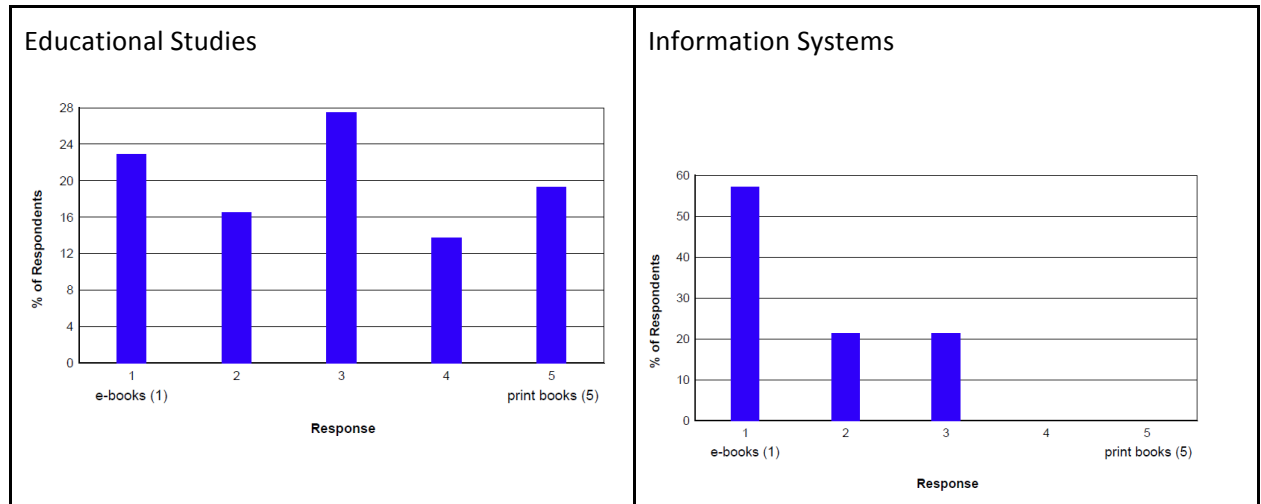
5 = 153 or 10.5%

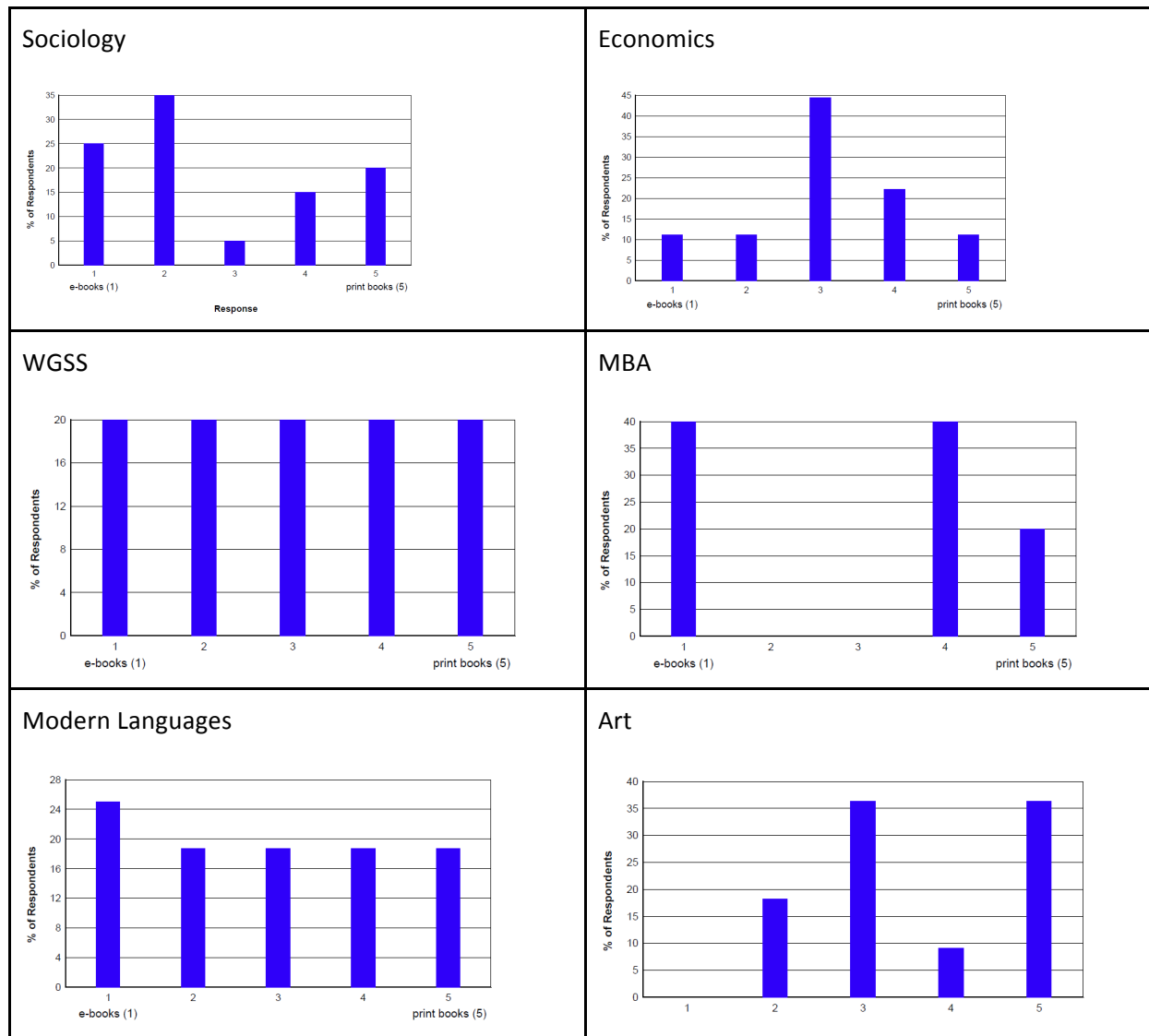


Results by user group:



Responses to this question varied markedly by discipline. Examples (selected for their diversity):





The diversity of the Special Question results are consistent with results among all respondents for two of the survey's core questions:

- IC-3 The printed library materials I need for my work
Result: Meeting minimal expectations but not exceeding ideals.
- IC-4 The electronic information resources I need
Result: Meeting minimal expectations but not exceeding ideals.

"The flaws that exist in online materials can be really hard to work with. Print books are outdated and need some improvement." --Undergraduate, psychology

"More books that students can read for leisure (e-books)." --Undergraduate, finance

"The electronic resources are the most important to me - but I like being able to get a hold of printed material as well." --Faculty, health professions

"I think that expanding the library collection of print and electronic resources is very important." --Undergraduate, biology

Findings: Library Use

This consisted of multiple-choice responses to three questions, with possible responses being Daily, Weekly, Monthly, Quarterly, or Never.

Overall, 14% reported using resources on library premises daily, 10% reported using library resources through the web page daily, and 73% of respondents reported using a non-library online gateway daily.

Combining the Daily and Weekly responses, 54% reported using resources on library premises daily or weekly, 50% reported using library resources through the web page daily or weekly, and 92% respondents reported using a non-library online gateway daily or weekly.

Combining Daily, Weekly, and Monthly, 80% reported using resources on library premises, 84% reported using library resources through the web page, and 97% respondents reported using a non-library online gateway.

Library use varies by major user group. The undergraduate usage pattern is similar to that of the entire population. Graduate students and faculty, by contrast, reported using library resources through the web page much more frequently than undergraduates, and faculty in particular rarely use resources on library premises.

Daily or weekly use by major population:

	undergraduate	graduate	faculty	staff
using resources on library premises	60%	40%	30%	10%
using library resources through the web page	47%	77%	69%	32%
using a non-library online gateway	92%	94%	91%	83%

By discipline, people in Biology use resources on library premises on a daily basis the most at 20% while those in Health Professions are at 17%, Educational Studies at 13%, Exercise and Sports Science at 10%, and Psychology at 9%.

Also by discipline, people in Psychology use library resources through a library web page on a daily basis the most at 12%, while those in Health Professions are at 11%, Biology at 10%, Exercise and Sports Science at 7%, and Educational Studies at 5%.

Among faculty, just one respondent indicated using resources on library premises daily, while 20 faculty stated they access library resources through the library web page daily. However, 93% of faculty respondents say they use resources on premises regularly.

Very few staff use the library either on premises or through the library web page on a daily basis. However, 93% of staff say they use the resources on the library premises regularly and 88% say they use the library through the web page regularly.

"I really love the library. It is a great place to study and everyone who works there is always pleasant. I could not ask for a better place to help me with my school work." --Undergraduate, exercise and sport science

"I don't go to the Library often, but when I do I find what I'm looking for, whether it be tutoring help, a group study room (what I use it for most often) or just a quiet space." --Undergraduate, geography and earth science

"This is my second home." --Undergraduate, biology

CONCLUSION

The 2014 LibQual+ survey successfully generated a wealth of current and potentially actionable feedback about the quality of services provided by Murphy Library as perceived by the UW-L community. The survey team hopes and expects library managers and campus governance groups will find the data to be highly valuable, and stands ready to assist in further analyzing and interpreting the extensive survey results.

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