PERCEPTIONS OF THE UNO LIBRARY AS MEASURED BY LIBQUAL+®

SURVEY RESULTS, 2007
INTRODUCTION...

TO LIBQUAL+® AT UNO
What is the LibQUAL+® Survey?

• The LibQUAL+® Survey is one of several outcome-based assessment efforts begun under the Association of Research Libraries' New Measures Initiative.

• It measures user perceptions and expectations of library service quality in three dimensions:
  – Affect of Service,
  – Information Control, and
  – Library as Place.
Between January and May 2005, more than 109,000 participants from 199 institutions completed LibQUAL+®. More than 152,000 participants from 218 institutions completed it in spring 2007.
Where do we fit into LibQUAL+®?

• Those two years, 2005 and 2007, are the ones in which the UNO Library took part. In 2005 we paid to participate; this year ours was one of five or six libraries that received grants.

• Why did we participate?
  – To better understand users’ perceptions
  – To compare users’ perceptions over time
  – To identify what we’re doing well or not so well
  – To obtain comparable assessment data from other libraries
What does the survey contain?

• The survey consists of
  – 22 core questions
    • Affect of Service (9 questions),
    • Information Control (8 questions), and
    • Library as Place (5 questions)
  – 5 local questions, selected from specific options
  – A box for comments
For each survey question, respondents were asked for their judgments on three scales:

– the minimum level of service they will accept,
– the actual level of service they perceive that they have received, and
– the desired level of service they want to receive.
What are adequacy and superiority gaps?

The difference between the minimum level that patrons will accept and their perception of what they receive is the adequacy gap.

The difference between patrons’ perception of what they receive and the level they desire is the superiority gap.

<table>
<thead>
<tr>
<th>Positive adequacy gap:</th>
<th>Negative adequacy gap:</th>
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</thead>
<tbody>
<tr>
<td>6.5</td>
<td>5.8</td>
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<tr>
<td>6.0</td>
<td>6.0</td>
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<tr>
<td>0.5</td>
<td>-0.2</td>
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</table>
WHO RESPONDED...

to LibQual+® at UNO?
Who could participate at UNO?

2005
- All faculty and staff members, both full-time and part-time, were invited to participate. A random sample of graduate students and undergraduate students generated by PeopleSoft were invited.
  - Surveys distributed: 4,077
  - Number of responses: 583
  - Response rate: 14.3%

2007
- All members of the UNO community received surveys: full- and part-time faculty and staff, graduate students, and undergraduates.
  - Surveys distributed: 11,446
  - Number of responses: 937
  - Response rate: 8.2%
Who responded?

RESPONDENTS BY USER GROUP

- Undergraduates: 55.79%
- Graduate Students: 24.30%
- Faculty: 12.26%
- Staff: 6.30%
- Library Personnel: 1.35%
Who responded?

RESPONDENTS BY DISCIPLINE

- Business: 28.09%
- Education: 11.72%
- Engineering: 8.48%
- General Studies: 5.28%
- Liberal Arts: 22.91%
- Sciences: 21.91%
- Other: 1.62%

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- Education: 11.72%
- Engineering: 8.48%
- General Studies: 5.28%
- Liberal Arts: 22.91%
- Sciences: 21.91%
- Other: 1.62%
RESULTS...

OF LIBQUAL+® 2007
Frequency of the three judgments

2005

2007

Cumulative Frequency Distribution Chart

Cumulative Frequency Distribution Chart
### Averages by the numbers

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>Minimum Mean</th>
<th>Perceived Mean</th>
<th>Desired Mean</th>
<th>Adequacy Gap</th>
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<tbody>
<tr>
<td><strong>Affect of Service</strong></td>
<td></td>
<td>6.52</td>
<td>6.74</td>
<td>7.89</td>
<td>0.21</td>
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<tr>
<td><strong>Information Control</strong></td>
<td>6.88</td>
<td>6.65</td>
<td>8.26</td>
<td>-0.23</td>
<td></td>
</tr>
<tr>
<td><strong>Library as Place</strong></td>
<td>6.37</td>
<td>6.38</td>
<td>7.79</td>
<td>0.01</td>
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<table>
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<th>Minimum Mean</th>
<th>Perceived Mean</th>
<th>Desired Mean</th>
<th>Adequacy Gap</th>
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</thead>
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<tr>
<td><strong>Affect of Service</strong></td>
<td></td>
<td>6.61</td>
<td>6.85</td>
<td>7.88</td>
<td>0.25</td>
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<td><strong>Information Control</strong></td>
<td>6.88</td>
<td>6.75</td>
<td>8.18</td>
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<tr>
<td><strong>Library as Place</strong></td>
<td>6.58</td>
<td>6.39</td>
<td>7.95</td>
<td>-0.20</td>
<td></td>
</tr>
</tbody>
</table>
Averages on the charts

2005

- Affect of Service
- Information Control
- Library as Place

2007

- Affect of Service
- Information Control
- Library as Place

Minimum Mean
Perceived Mean
Desired Mean
Responses to 22 core questions

2005

Summary Radar Chart

- Perceived Greater Than Desired
- Perceived Less Than Desired
- Perceived Greater Than Minimum
- Perceived Less Than Minimum

2007

Summary Radar Chart

- Perceived Greater Than Desired
- Perceived Less Than Desired
- Perceived Greater Than Minimum
- Perceived Less Than Minimum
How we see ourselves

LIBRARY STAFF

[Graph showing various metrics for library staff, including Affect of Service, Information Control, and Library as Place, with data points indicating minimum, mean, and desired mean values.]
How undergraduates see us

UNDERGRADUATE STUDENTS
How graduate students see us

GRADUATE STUDENTS

Affect of Service

Information Control

Library as Place

- Minimum Mean
- Perceived Mean
- Desired Mean

Perceived Less Than Minimum
Perceived Greater Than Minimum
Perceived Less Than Desired
Perceived Greater Than Desired
How faculty see us

FACULTY

[Graph and chart illustrating faculty perceptions of service, information control, and library as a place.]

[Legend: Minimum Mean, Perceived Mean, Desired Mean]
How staff see us

STAFF

[Diagrams showing staff perceptions of service, information control, and library as place with minimum, perceived, and desired mean values.]
How these perceptions compare

UNDERGRADUATES

GRADUATE STUDENTS

FACULTY

STAFF
Looked at another way...

**AFFECT OF SERVICE**

- Library Staff
- Undergraduates
- Graduate Students
- Faculty
- Staff

**INFORMATION CONTROL**

- Library Staff
- Undergraduates
- Graduate Students
- Faculty
- Staff

**LIBRARY AS PLACE**

- Library Staff
- Undergraduates
- Graduate Students
- Faculty
- Staff
Highest adequacy gaps:

- Employees who instill confidence in users (0.39)
- Employees who deal with users in a caring fashion (0.38)
- Giving users individual attention (0.26)
Lowest adequacy gaps:

• Dependability in handling users’ service problems (0.09)
• Employees who understand the needs of their users (0.15)
• Employees who have the knowledge to answer user questions (0.19)
Some sample comments

• “The overall impression is that every person here at the library is always ready to help me and I really appreciate that :)” —Liberal Arts Undergraduate
• “Need more...people who are knowledgable [sic] about electronic resources online research. Staff is very friendly though and kind typically and willing to help, but not necessarily knowledgable.” —Liberal Arts Graduate
• “I have used other university libraries and the UNO Library is the best one I have ever experienced. The main reason is the professionalism and helpfulness of the staff.” —Sciences Faculty
• “There just aren’t enough professional staff working in the library.” —Liberal Arts Faculty
• “I have always been happy with the level of personal service in the library.” —Other Undergraduate
• “Our library is known to be deficient in many ways—but service is not one of them.” —Liberal Arts Faculty
• “Considering lack of funds the Library staff does the best they can with their available resources. Due to the lack of funding it simply does not measure up well with better funded research institutions of similar size and mission.” —Education Staff
• “The staff and administration of the library are all, in my experience, fine, courteous, capable and professional, with a good work ethic.” —Liberal Arts Faculty
• “I would like to commend the library staff who, in spite of the problems we are all experiencing in New Orleans, have remained consistently helpful and efficient....The people there are a wonderful support and resource for me.” —Education Graduate
• “I remain in gratitude for all the assistance I have received over the years and for the commitment of staff to improving the library and to working with people like me, who are not always up to snuff on the latest developments.” —Liberal Arts Faculty
Highest adequacy gaps:

• Making information easily accessible for independent use (0.02)

• The electronic information resources I need (-0.03)

• The printed library materials I need for my work (-0.09)
Lowest adequacy gaps:

- Print and/or electronic journal collections I require for my work (-0.26)
- Easy-to-use access tools that allow me to find things on my own (-0.21)
- Modern equipment that lets me easily access needed information (-0.20)
Some sample comments

• “I of course wish they would have more resources for book/journal acquisitions, but in fact, books/journals I have asked for have been purchased.” —Liberal Arts Faculty

• “Where [the] library fails worst is fact that there are so few current books available. E-books are not solutions for me and I cannot buy every new book I need to read.” —Liberal Arts Graduate

• “When it comes to books I have needed for literature classes, I am more likely to find them at the local public library.” —Liberal Arts Staff

• “In general I think the library is a great place and has a very impressive collection of books and resources.” —Sciences Undergraduate

• “Most of the e-books I have tried to use for research are incomplete and unusable.” —Liberal Arts Graduate

• “I am happy with the library apart from the web access to journals. It is a big problem to be able to do research.” —Sciences Staff

• “...It is difficult to find current business publications. It is especially hard to find newer books.” —Business Graduate

• “The library needs newer material and better access to archival material.” —Liberal Arts Undergraduate

• “I do wish that the library had more journals in my field (ecology), because I am reliant on colleagues at other institutions.” —Sciences Graduate

• “Since Hurricane Katrina I have been living in Baton Rouge. I only go to New Orleans and UNO occasionally, and having access to online electronic resources such as databases and interlibrary loan has been wonderful, and critical for my studies.” —Liberal Arts Graduate
Highest adequacy gaps

- Community space for group learning and group study (-0.06)
- Quiet space for individual activities (-0.11)
- A getaway for study, learning, or research (-0.16)
Lowest adequacy gaps

• Library space that inspires study and learning (-0.45)
• A comfortable and inviting location (-0.33)
Some sample comments

- “On a whole, the library is ok, but it doesn’t look like a very inviting place. I feel like I should just go in get my info and leave....” —Sciences Undergraduate
- “Actual environment of library to sit and study seems old, used and abused....” —Education Graduate
- “The most consistent problem I encounter involves the self-service photocopying machines and the change machine....” —Liberal Arts Faculty
- “Library’s physical space is DEPLORABLE...noisy coffee shop...dirty...ugly...badly lit...uncomfortable...bathrooms are DISGUSTING...non-user friendly...unpoliced...unsafe at night?...” —Liberal Arts Graduate
- “I like [the] library b/c it provides a quiet space for me to study....” —Business Undergraduate
- “…The elevators (both) really need to be fixed or replaced....The library could really use a new coat of paint, and new carpet in some areas or wood floors, and some furniture needs to be replaced or fixed....The walls on the outside have started to deteriorate.... Some of the walls on the inside of the library have markings and dirt all over them, and a few of the group study rooms have graffiti on the walls, and they smell bad. The bathrooms are not kept clean....” —Liberal Arts Undergraduate
- “The library is not a space that I choose to spend time in. I dislike having to go there because it is dirty and uncomfortable. The way the stacks are organized doesn’t make sense....” —Liberal Arts Graduate
- “…The library is a pale shadow of practically every other university library I have used—I love working in research libraries, but here it is very difficult to be enthusiastic.” —Sciences Faculty
- “...The facility is abyssmal [sic]. I have been looking at universities around the country recently and comparatively our library is one of the most unappealing locations I have seen.” —Business Undergraduate
- “It’s a crime against this city that the UNO Library has to operate on a shoestring....When I walk into that beautiful new library at Loyola I want to weep for what UNO doesn’t have....” —Liberal Arts Graduate
Compared to UNO’s peers...

**UNO**

![Graph showing Affect of Service](chart)

- Minimum Mean
- Perceived Mean
- Desired Mean

**AFFECT OF SERVICE**

![Graph showing Affect of Service](chart)

- UNO
- #1 (asp.)
- #2 (asp.)
- #3 (peer)
- #4 (peer)
- #5 (peer)

**INFORMATION CONTROL**

![Graph showing Information Control](chart)

- UNO
- #1 (asp.)
- #2 (asp.)
- #3 (peer)
- #4 (peer)
- #5 (peer)

**LIBRARY AS PLACE**

![Graph showing Library as Place](chart)

- UNO
- #1 (asp.)
- #2 (asp.)
- #3 (peer)
- #4 (peer)
- #5 (peer)
### Local questions

<table>
<thead>
<tr>
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<th>Desired Mean</th>
<th>Adequacy Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Access to photocopy and printing facilities</td>
<td>6.40</td>
<td>6.35</td>
<td>7.85</td>
<td>-0.05</td>
</tr>
<tr>
<td>2 Availability of subject specialist assistance</td>
<td>6.33</td>
<td>6.33</td>
<td>7.68</td>
<td>-0.01</td>
</tr>
<tr>
<td>3 Efficient interlibrary loan / document delivery</td>
<td>6.74</td>
<td>6.87</td>
<td>7.87</td>
<td>0.13</td>
</tr>
<tr>
<td>4 Ability to navigate library Web pages easily</td>
<td>6.99</td>
<td>6.85</td>
<td>8.24</td>
<td>-0.14</td>
</tr>
<tr>
<td>5 The library provides access to archival materials (documents, manuscripts, and photographs)</td>
<td>6.59</td>
<td>6.73</td>
<td>7.84</td>
<td>0.14</td>
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</tbody>
</table>
OBSERVATIONS...

BASED ON RESULTS OF LIBQUAL+® AT UNO
What themes run through LibQUAL+ 2007?

• Services generally are perceived as adequate, but not much better than adequate.
• Resources are unsatisfactory.
• Physical facilities are even more unsatisfactory.
• Nothing measured by the survey are we doing really, really well.
• Little has changed since 2005.
• There is awareness that the library is seriously underfunded.
Has there been a Katrina effect?

In the aftermath of Hurricane Katrina,

• People have fewer other options and really need to come to the library.
• People tend to be crabbier.
• Expectations remain high.
How can we use this information?

• Identify needs
• Prioritize
• Focus on areas that require prompt attention (e.g., Web site)
• Communicate with the university community
The LibQUAL+ Group, 2007

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Steve Alleman
Melanie Bopp
Florence Jumonville
Sara Williams