What is the LibQUAL+ Survey?

- LibQUAL+ is one of several outcome-based assessment efforts begun under the Association of Research Libraries' New Measures Initiative.
- The LibQUAL+ survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The survey consists of 22 core questions and 5 optional questions.
- The 22 items measure user perceptions of affect of service, library as place, information control. The box secures open-ended comments from users regarding their concerns and suggestions.
- The comments entered into the box are an integral part of LibQUAL+; historically, almost 40 percent of respondents provide comments using the box.
- At UNO, 41.8% of the respondents entered comments into the box.
How were participants chosen to participate in the survey?

- All faculty members full-time and part-time were selected to participate.
- A random sample of Graduate students and Undergraduate Student were chosen to participate in the survey. This sample was randomly generated out of PeopleSoft.
## Who was Surveyed?

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample</th>
<th>Returned</th>
<th>Response Rate</th>
<th>Population Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1,081</td>
<td>190</td>
<td>17.6%</td>
<td>1,081</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>2,300</td>
<td>278</td>
<td>12.1%</td>
<td>12,322</td>
</tr>
<tr>
<td>Graduate</td>
<td>700</td>
<td>115</td>
<td>16.4%</td>
<td>3,881</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,081</td>
<td>583</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Confidence and Error**

- Faculty: 90% +/- 5.40%
- Undergraduate: 90% +/- 4.86%
- Graduate: 90% +/- 7.53%
## Who Responded?

### By Gender

<table>
<thead>
<tr>
<th></th>
<th>Sample Respondents</th>
<th>Population Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Faculty</td>
<td>110</td>
<td>80</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>92</td>
<td>186</td>
</tr>
<tr>
<td>Graduate</td>
<td>42</td>
<td>73</td>
</tr>
</tbody>
</table>
## Who Responded?

### By Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Respondents</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>21</td>
<td>83</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>77</td>
<td>3,216</td>
</tr>
<tr>
<td>Graduate</td>
<td>18</td>
<td>917</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>14</td>
<td>76</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>29</td>
<td>1,082</td>
</tr>
<tr>
<td>Graduate</td>
<td>8</td>
<td>257</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>49</td>
<td>170</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>57</td>
<td>3,080</td>
</tr>
<tr>
<td>Graduate</td>
<td>15</td>
<td>285</td>
</tr>
</tbody>
</table>
How did we do overall?

Affect of Service:
the helpfulness and responsiveness of library employees to users

University of New Orleans as compared to other Universities and Colleges’ Overall Average.

<table>
<thead>
<tr>
<th></th>
<th>Desired</th>
<th>Perceived</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHOR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UHOR’s Adequacy Gap = +0.22  UHOR’s Superiority Gap = -1.15
Other’s Adequacy Gap = +0.62  Other’s Superiority Gap = -0.8
How did we do overall?

**Information Control:**
the availability, timeliness and appropriateness of library resources, service hours and delivery options

University of New Orleans as compared to other Universities and Colleges’ Overall Average.

<table>
<thead>
<tr>
<th></th>
<th>Desired</th>
<th>Perceived</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>UHO</td>
<td>9</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

UHO’s Adequacy Gap = -0.23  
Other’s Adequacy Gap = +0.26

UHO’s Superiority Gap = -1.61  
Other’s Superiority Gap = -1.15
How did we do overall?

Library as Place:
the physical library facilities

University of New Orleans as compared to other Universities and Colleges’ Overall Average.
How did we do overall?

All Categories:
Affect of Service, Info. Control, and Library as Place.

University of New Orleans as compared to other Universities and Colleges’ Overall Average.
Differences between groups.

Affect of Service by Status

- Faculty Adequacy Gap = +0.26
- Graduate Adequacy Gap = -0.05
- Undergraduate Adequacy Gap = +0.30
- Faculty Superiority Gap = -0.98
- Graduate Superiority Gap = -1.40
- Undergraduate Superiority Gap = -1.20
Differences between groups.

Information Control by Status

- Faculty Adequacy Gap = -0.83
- Graduate Adequacy Gap = -0.41
- Undergraduate Adequacy Gap = +0.26

- Faculty Superiority Gap = -2.03
- Graduate Superiority Gap = -1.72
- Undergraduate Superiority Gap = -1.29
Differences between groups.

Library as Place by Status

- Faculty Adequacy Gap = -0.20
- Graduate Adequacy Gap = -0.20
- Undergraduate Adequacy Gap = +0.27
- Faculty Superiority Gap = -1.59
- Graduate Superiority Gap = -1.66
- Undergraduate Superiority Gap = -1.22
Differences between groups.

**Overall by Status**

- Faculty Adequacy Gap = -0.25
- Graduate Adequacy Gap = -0.22
- Undergraduate Adequacy Gap = +0.28
- Faculty Superiority Gap = -1.51
- Graduate Superiority Gap = -1.58
- Undergraduate Superiority Gap = -1.23
What do we do well?

In almost all aspects of Service we Scored positively and had the smallest Negative Superiority Gaps.
What do we do well?

This was reflected in the Comments as well.
Some examples…

- "You do very well with the limited resources you have available to you" --Science Faculty
- "library staff is extremely proficient and helpful..." Science Graduate Student
- "The library staff is very friendly and are always willing to help or find someone who can help if they can't" --Science Undergraduate
- "...give those frontline salaried employees a raise!" --Social Sciences Faculty
- "Extra kudos and great t + inks MUST go to Janet Levkowicz. She has provided exemplary service for the library and should be commended..." --Education Faculty
- "I have found the library staff to be helpful, knowledgeable, and courteous each and every time I've had contact..." --Communications Faculty
- "UNO library staff are consistently helpful and willing to go the extra steps it takes to meet all of my requests." --Education Graduate Student
- "...the Sciences librarians have always been most friendly, helpful and well informed. Some of the reference librarians are most excellent..." --Science Faculty
- "...the overall attitudes of the staff and their efforts to get resource material to me quickly, considering my numerous requests, is much better than I've encountered at other universities." --Science Staff
- "The service I have received in the library is fabulous..." --Humanities Undergraduate
- "Excellent customer service" --Business Undergraduate
What do we need to work on?

Information Control had some of the Larger Adequacy Gaps. Particularly, in response to questions: 3, 5, 6, and 8.
What do we need to work on?

This was reflected in the Comments as well.
Some examples…

- "expand the electronic journal offerings, please!" – Psychology Faculty
- "Academic journals subscribed in the Library need to be updated" - Business Faculty
- "for those of us who prefer to use print materials, the library is deficient" - Humanities Faculty
- "more e-journals." - Science Faculty
- “…the DVD/video collection for a top 25 rated film school is downright pitiful" - Communications / Journalism Undergraduate
- " ...books are often out of date and there simply aren't enough quality microfilm/microfiche readers/printers. Web site to renew materials silly. Should use domain logon instead of student number and changeme." - Graduate Urban Studies
- "Other useful services, might be search notifications of new full articles and books based on search strings and the ability to tag and save articles for future use as part of our accounts." - Business Faculty
- "Don't bind journals until they are 6 months old." - Science Faculty
- “… printing is often cumbersome and in some cases impossible" - Undergraduate Psychology
- “… make new books available more quickly." - Undergraduate Performing & Fine Arts
- "Would like wireless internet available throughout library" - Undergraduate Computer Science / Math
What do we need to work on?

Library as Place had some seemingly contradictory information that which became a little more understandable in the context of their comments.
What do we need to work on?

This was reflected in the Comments as well.
Some examples…

- the “physical workspace is not appealing. Lighting is not bright enough at individual carrels or at tables, and many carrels are grouped together, inviting conversations… There are no signs in the stairwell of each floor indicating the ranges of LC codes of the material shelved on that floor.” - Science Faculty
- “… often noisy… The computers are usually in use by people playing games on the computer or shopping… The chairs are really uncomfortable and it’s always too cold in the periodicals section.” - Graduate Humanities
- "The library needs a coffee house/snack and study area to encourage use and facilitate a more user-friendly environment." Education Faculty
- "The library hours are horrible. That is my biggest complaint." - Undergraduate Social Sciences
- "There are only a few places that groups can go and on the 1st floor, the walls are paper thin…” - Undergraduate Education
- "I would rather study at Loyola's nice and clean library…I would rate UNO's old dungy library as the worst besides Tulane among regional libraries." Graduate Business
- "Library Services for Students with Disabilities are virtually non-existent." - Graduate Education
- "Maybe have reading areas modeled around what the campus bookstore has." Faculty Education
- "The library could use more inviting spaces, quiet and well-designed lounges and (especially) places where faculty can meet with a small number of students." Faculty Humanities
- " It is a shame that library looks like a neglected building with dirty, 1970's furniture.” – Graduate Education
How are these questions represented in the Radar Charts in the LibQUAL+ Report?

* the presentation bar charts are colored to match the radar chart portions.
How are these questions represented in the Dimension Charts in the LibQUAL+ Report?

* The Affect of Service bars chart bars for Desired to Minimum represents the range of Service (Grey) in the Dimension Chart. The Perceived to the Minimum (i.e. the Adequacy Gap) is represented in (Orange) in the Dimension Chart. This is really just another way of visually representing the data.
What Next?

How can we use the data?

- What some other universities did?
- Data for IE Goals. Inform IE Goals. (Note: Handout)
- Specific data about Disciplines use of or perceptions of services can be “tickled out”.
Thank you!

Questions?