LibQUAL+ ® 2010
A Library User Satisfaction Survey
Summary

During the Spring semester of 2010 the University Libraries administered a library user satisfaction survey, called LibQUAL+®. Requests for participation were emailed to 1,200 undergraduate students, 600 graduate students, 600 faculty, and 600 staff members; 416 surveys were completed. The purpose of the survey was to gather data to better understand and act upon users' opinions of service quality. The user satisfaction survey selected was LibQUAL+®, developed by the Association of Research Libraries (ARL) in collaboration with Texas A & M University and used by over 1,000 institutions since 2000. The online survey uses a gap analysis method to determine users' minimum, perceived, and desired level of service in the following dimensions:

- services provided by Libraries' employees (Affect of Service)
- quality and accessibility of information (Information Control)
- quality of Libraries' space (Library as Place)

The gap analysis method measures the minimum, desired, and perceived levels of service on a nine-point scale. Between the minimum level of service and the desired level of service lies the zone of tolerance. Ideally, the perceived level of service should fall within this zone of tolerance. The gap between the minimum level of service and the perceived level of service or between the desired level of service and the perceived level of service measures perceptions of service quality.

A summary of all LibQUAL+ ® responses (excluding library staff) indicates the following:
- Library as Place received the highest marks. Almost 94% of the respondents regularly used the Ned R. McWherter Library and rate it as providing a comfortable environment for study, learning and research. The perceived mean for this dimension exceeded the minimum and was within the users' zone of tolerance.
- Affect of Service was a close second, indicating that users are generally satisfied with employees' attitudes, knowledge, and service. Again the perceived means fell within the respondents' zones of tolerance. The one negative rating was employees dependably in handling service problems.
- Information Control received by far the lowest ratings. The perceived means were lower than the minimum levels, falling outside the respondents' zones of tolerance. The Libraries' collections continue to be weak. Follow-up sessions will be conducted to further explore collection deficits.

Faculty (n=123) represent the most dissatisfied group. Their responses include:
- Library as Place received positive ratings with the perceived means falling within the respondents' zones of tolerance.

- Affect of Service was marginal. In particular faculty did not find Libraries' employees were dependable in handling service problems; did not understand the needs of their users; did not have the knowledge to answer user questions; and were not ready to respond to users' questions. The perceived means were lower than the minimum levels, falling outside the respondents' zones of tolerance.
- Information Control was the area with which faculty were most dissatisfied. The adequacy mean for each aspect fell below the minimum levels. The lowest ratings were for print monographs and print/electronic journals needed for research and teaching. One faculty member summed it up by saying, "I feel like our library is very poor in resources compared to other research institutions. I am sure this is a matter of funding, so I don't blame the library, but I do wish more could be done to channel resources, especially for journals. Our library needs more money!!" Another stated "I love the electronic library, but find the new portal confusing. I'm not sure why databases are hidden on that page. :)"

Graduate Students (n=104) responses mirrored those of faculty. However, graduate students were somewhat more tolerant of the Libraries.
- Library as Place was generally positive, with the adequacy means falling within respondents' zones of tolerance. However, several students commented on the lack of quiet study space. "It is difficult to locate space to quietly study. While there are many locations dedicated to quiet pursuit of academic advancement, the minimal staff located around the library makes it difficult to enforce those areas"
- Affect of Service was within the respondents' zones of tolerance. However, minimum mean and perceived mean for Libraries' employees' dependability in handling service problems were the same, yielding an adequacy mean of 0.00.
- Information Control presents problems for this group. The largest deficits were noted in print monograph and print/electronic journal collections. However, this group was not quite as negative as were the faculty. One frustrated students told us "It is OBSCENE that the library does not subscribe to online versions of ALL of the major peer-reviewed scientific journals. To write a simple paper for a class, I have to use friends' accounts who go to universities that do not shirk their responsibilities and provide journal access."

Undergraduate Students (n=111) were the most satisfied with (or least dissatisfied with) the University Libraries.

- Affect of Service received high marks. These students felt that staff instilled confidence in users and handled users' service problems well.
- Library as Place was also positive. Of particular note is that they felt the location to be comfortable and inviting and appreciated the community space for group learning and group study. The community space perception appears to conflict with graduate students' requests for more quiet study spaces. Several of these students commented on the lack of 24 hour access; one student said "I really wish the library would have 24 hour study hours again because the UC is just not the same, quiet environment and is much smaller. I studied so much more productively at the library than I now do at the UC!"
- Information Control does not appear to be as crucial for undergraduates as it is for both faculty and graduate students. However, undergraduates also commented on the difficulty of finding information on their own using the Libraries' web site and the lack of easy-to-use access tools and that information was not easily accessible for independent use. These students are not satisfied with the

Libraries' new web site, saying "I like the way the library page was setup before it was much easier to click on your search area now you have to fiddle around and it never comes up."

Where do we go from here?

The University Libraries is further analyzing the information gathered, using focus groups, interviews, and other methods to understand more completely our users' perspectives. Obviously consistent funding for both print and serial publications is important to all our users. Unfortunately, we continue to be funded at a level that does not allow for adequate collection growth and development. We can use the information gathered in this survey to talk with the University Administration. On the positive side, we can work with staff to improve service and we can certainly work to improve accessibility through our web site. We should take to heart one graduate student's suggestion that "a 2-4 hr visioning process with frequent visitors as well as potential future visitors to envision a 21st century library would be productive, because library and its resources are the one thing that truly reflects the quality and capacity of the university."

What They Want

All UofM
(n=416)

Question	Desired	Minimum	Perceived	Gap
Print and/or electronic journal collections I require for my work	8.44	7.45	6.66	-0.79
Making electronic resources accessible from my home or office	8.37	7.18	7.06	-0.12
Easy-to-use access tools that allow me to find things on my own	8.35	7.31	7.01	-0.30
The electronic information resources I need	8.31	7.10	6.84	-0.26
Making information easily accessible for independent use	8.26	7.30	7.18	-0.12

Where We Fail

All UofM
(n=416)

Question	Desired	Minimum	Perceived	Gap
Print and/or electronic journal collections I require for my work	8.44	7.45	6.66	-0.79
The printed library materials I need for my work	8.10	7.06	6.45	-0.62
A library web site enabling me to locate information on my own	8.29	7.24	6.83	-0.41
Easy-to-use access tools that allow me to find things on my own	8.35	7.31	7.01	-0.30
The electronic information resources I need	8.31	7.10	6.84	-0.26

What They Want

Faculty
(n=123)

Question	Desired	Minimum	Perceived	Gap
Print and/or electronic journal collections I require for my work	8.68	7.76	5.91	-1.87
Making electronic resources accessible from my home or office	8.48	7.53	7.22	-0.32
Making information easily accessible for independent use	8.45	7.48	7.03	-0.45
The electronic information resources I need	8.45	7.35	6.41	-0.93
Easy-to-use access tools that allow me to find things on my own	8.44	7.62	6.77	-0.85

Where We Fail

Faculty
(n-123)

Question	Desired	Minimum	Perceived	Gap
Print and/or electronic journal collections I require for my work	8.68	7.76	5.91	-1.84
The printed library materials I need for my work	8.12	7.10	5.72	-1.37
Electronic information resources I need	8.45	7.35	6.41	-0.93
Easy-to-use access tools that allow me to find things on my own	8.44	7.62	6.77	-0.85
A library web site enabling me to locate information on my own	8.37	7.52	6.75	-0.76

What They Want

Graduate Students
(n=104)

Question	Desired	Minimum	Perceived	Gap
The electronic information resources I need	8.44	6.03	6.76	-0.17
Print and/or electronic journal collections I require for my work	8.43	7.31	6.34	-0.47
Making electronic resources accessible from my home or office	8.37	7.04	6.87	-0.17
Making information easily accessible for independent use	8.34	7.23	7.30	0.08
Easy-to-use access tools that allow me to find things on my own	8.33	7.16	7.09	-0.07

Where We Fail

Graduate Students
(n=104)

Question	Desired	Minimum	Perceived	Gap
Print and/or electronic journal collections I require for my work	8.43	7.31	6.84	-0.47
The printed library materials I need for my work	8.01	6.79	6.48	-0.32
Making electronic resources accessible from my home or office	8.37	7.04	6.87	-0.17
The electronic information resources I need	8.44	6.93	6.76	-0.17
A library web site enabling me to locate information on my	8.27	6.87	6.76	-0.11

What They Want

Undergraduate Students
(n=111)

Question	Desired	Minimum	Perceived	Gap
Making electronic resources accessible from my home or office	8.43	7.00	7.27	0.27
Easy-to-use access tools that allow me to find things on my own	8.39	7.23	7.27	0.03
A library web site enabling me to locate information on my own	8.31	7.24	7.22	-0.02
Willingness to help users	8.28	7.43	7.73	0.30
Employees who have the knowledge to answer user questions	8.28	7.34	7.68	0.31

Where We Fail
Undergraduate Students
(n=111)

Question	Desired	Minimum	Perceived	gap
A library web site enabling me to locate information on my own	8.31	7.24	7.22	-0.02
Easy-to-use access tools that allow me to find things on my own	8.39	7.23	7.27	0.03
Making information easily accessible for independent use	8.13	7.28	7.37	0.09
Print and/or electronic journal collections I require for my work	8.17	7.20	7.29	0.09
The printed library materials I need for my work	8.27	7.30	7.48	0.17

What They Want

University Staff
(n=54)

Question	Desired	Minimum	Perceived	Gap
Print and/or electronic journal collections I require for my work	8.38	7.50	6.88	-0.63
Employees who have the knowledge to answer user questions	8.29	7.29	6.71	-0.58
Employees who are consistently courteous	8.27	7.48	6.82	-0.74
Readiness to respond to users' questions	8.26	7.34	6.74	-0.60
Employees who deal with users in a caring fashion.	8.20	7.17	7.02	-0.15

Where We Fail

University Staff
(n=54)

Question	Desired	Minimum	Perceived	Gap
A library web site enabling me to locate information on my own	8.13	7.31	6.44	-0.88
The printed library materials I need for my work	7.85	7.05	-0.87	-0.87
Giving users individual attention	7.90	7.00	6.26	-0.74
Print and/or electronic journal collections I require for my work	8.38	7.50	6.88	-0.63
Readiness to respond to users' questions	8.26	7.34	6.74	-0.60

What They Want

Library Staff
(n=24)

Question	Desired	Minimum	Perceived	Gap
Employees who are consistently courteous	8.78	7.72	7.50	-0.22
Readiness to respond to users' questions	8.78	8.06	7.61	-0.44
Making electronic resources accessible from my home or office	8.75	7.81	7.69	-0.13
A library web site enabling me to locate information on my own	8.75	7.65	7.20	-0.45
Employees who instill confidence in users	8.67	7.67	6.60	-1.07

Where We Fail
Library Staff
(n=24)

Question	Desired	Minimum	Perceived	Gap
Employees who instill confidence in users	8.67	7.67	6.60	-1.07
Print and/or electronic journal collections I require for my work	8.40	7.80	6.93	-0.87
Modern equipment that lets me easily access needed information	8.40	7.65	6.95	-0.70
Employees who have the knowledge to answer user questions	8.47	7.79	7.26	-0.53
A library web site enabling me to locate information on my own	8.75	7.65	7.20	-0.45

For further information, see **http://www.libqual.org**
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