

Clemson University Libraries Spring 2006 LibQUAL+ Survey



The Clemson University Libraries recently participated in LibQUAL+™, a web-based survey administered by the Association of Research Libraries (ARL) to assess user satisfaction with library services. LibQUAL+™ was initiated in 2000 as a pilot project for 13 ARL Libraries, and has matured into a standard assessment tool, collecting information from more than 50,000 library users each year. As of Spring 2006, more than 700 libraries have participated – including all types of libraries across the United States as well as in Canada, the United Kingdom, Europe, Australia, South Africa, and Venezuela. 2200 Clemson users were randomly chosen and invited to participate, with 363 responding. This is the fifth time we have participated in the survey.

This year we offered an incentive to encourage people to complete the survey. Aynsley Zollinger, a freshman Civil Engineering major from Mandeville, Mississippi, was the lucky winner. (She is pictured here with the prize – a 30 GB iPod.)



Details about the Survey

The LibQUAL+™ survey has been refined over the years, and it now contains 22 core questions. Using a 9 point scale (with 1 being lowest and 9 being highest), respondents are asked to rate three things related to each question: their minimum expectation level for that particular service, their desired level of service, and their perception of how we are currently providing the service.

The core questions (listed below) are grouped into three categories, or *dimensions*:

- *Library as Place* (issues relating to facilities)
- *Information Control* (library collections, access to resources)
- *Affect of Service* (relating to library staff and services)

When it comes to...	My Minimum Service Level is	My Desired Service Level is	Perceived Service Performance is
1) Employees who instill confidence in users	Low High	Low High	Low High
2) Making electronic resources accessible from my home or office	Low High	Low High	Low High
3) Library space that inspires study and learning	Low High	Low High	Low High
4) Giving users individual attention	Low High	Low High	Low High
5) A library Web site enabling me to locate information on my own	Low High	Low High	Low High
6) Providing health information when and where I need it	Low High	Low High	Low High
7) Employees who are consistently courteous	Low High	Low High	Low High
8) The printed library materials I need for my work	Low High	Low High	Low High
9) Quiet space for individual activities	Low High	Low High	Low High
10) Readiness to respond to users' questions	Low High	Low High	Low High
11) The electronic information resources I need	Low High	Low High	Low High
12) Employees teaching me how to access or manage information	Low High	Low High	Low High
13) Employees who have the knowledge to answer user questions	Low High	Low High	Low High
14) An environment that facilitates group study and problem solving	Low High	Low High	Low High
15) A comfortable and inviting location	Low High	Low High	Low High
16) Employees who deal with users in a caring fashion	Low High	Low High	Low High
17) Modern equipment that lets me easily access needed information	Low High	Low High	Low High
18) Access to information resources that support patient care	Low High	Low High	Low High
19) Employees who understand the needs of their users	Low High	Low High	Low High
20) Easy-to-use access tools that allow me to find things on my own	Low High	Low High	Low High
21) A gateway for study, learning, or research	Low High	Low High	Low High
22) Willingness to help users	Low High	Low High	Low High
23) Making information easily accessible for independent use	Low High	Low High	Low High
24) Print and/or electronic journal collections I require for my work	Low High	Low High	Low High
25) Community space for group learning and group study	Low High	Low High	Low High
26) Electronic resources matching my information needs	Low High	Low High	Low High
27) Dependability in handling users' service problems	Low High	Low High	Low High

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

Information Control

- IC-1 Making electronic resources 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

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

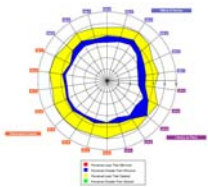
AS-9 Dependability in handling users' service problems

The survey measures two service quality gaps - the difference between a user's minimum acceptable level of service and the level of service they perceive (adequacy gap); and the difference between a user's highest desired level of service and the level of service they perceive (superiority gap).

The survey also asks 8 questions relating to general satisfaction, and the Libraries' role in providing information. Plus, respondents were invited to add written comments.

Summary of 2006 Survey Results

- ◆ We continue to meet the needs of our undergraduate students, as they give us consistently high marks. However, our scores dropped slightly this year in undergraduates' perceptions relating to the Affect of Service area.
- ◆ *Remote access to electronic resources* is the most highly desired service for Graduate Students. We have made incremental improvements in their perceptions in this area.
- ◆ Our scores have fallen in relation to the library as a quiet space, and this is reflected in the written comments as well. We are taking steps to improve the noise level, by arranging furniture to promote quiet study, promoting the use of group study areas, and increasing enforcement of quiet areas.
- ◆ Faculty are most concerned about remote access to services, and we are improving - particularly in offering access to electronic resources, and making them easy to use.



(A radar chart summarizing Clemson's results for the 2006 Core survey questions is attached)

More Complete Results

All libraries that participated in the LibQUAL+™ project were provided with a notebook containing detailed analysis and graphic representations of the survey results. Because the survey is not designed for libraries to compare their level of quality against other libraries, only aggregate data is available for the entire survey population. Detailed results at the individual library level were only provided to that library. The results for Clemson University are available to any Clemson University student, faculty, or staff member. Please contact Jan Comfort for further information (comforj@clemson.edu or 656-5168).

Clemson University Libraries appreciates everyone who responds to the LibQUAL+™ surveys. We hope that if you are invited to participate in future surveys that you will take the opportunity to respond. We assure you that we value your feedback, and will use the survey results and your comments to continue to improve library services. Further analysis of 2006 survey data is ongoing as part of our comprehensive assessment plan. If you are interested in learning more about assessment activities at the Libraries, please visit the **About the Libraries** section of our homepage: www.lib.clemson.edu/aboutlib/overview/overview.htm

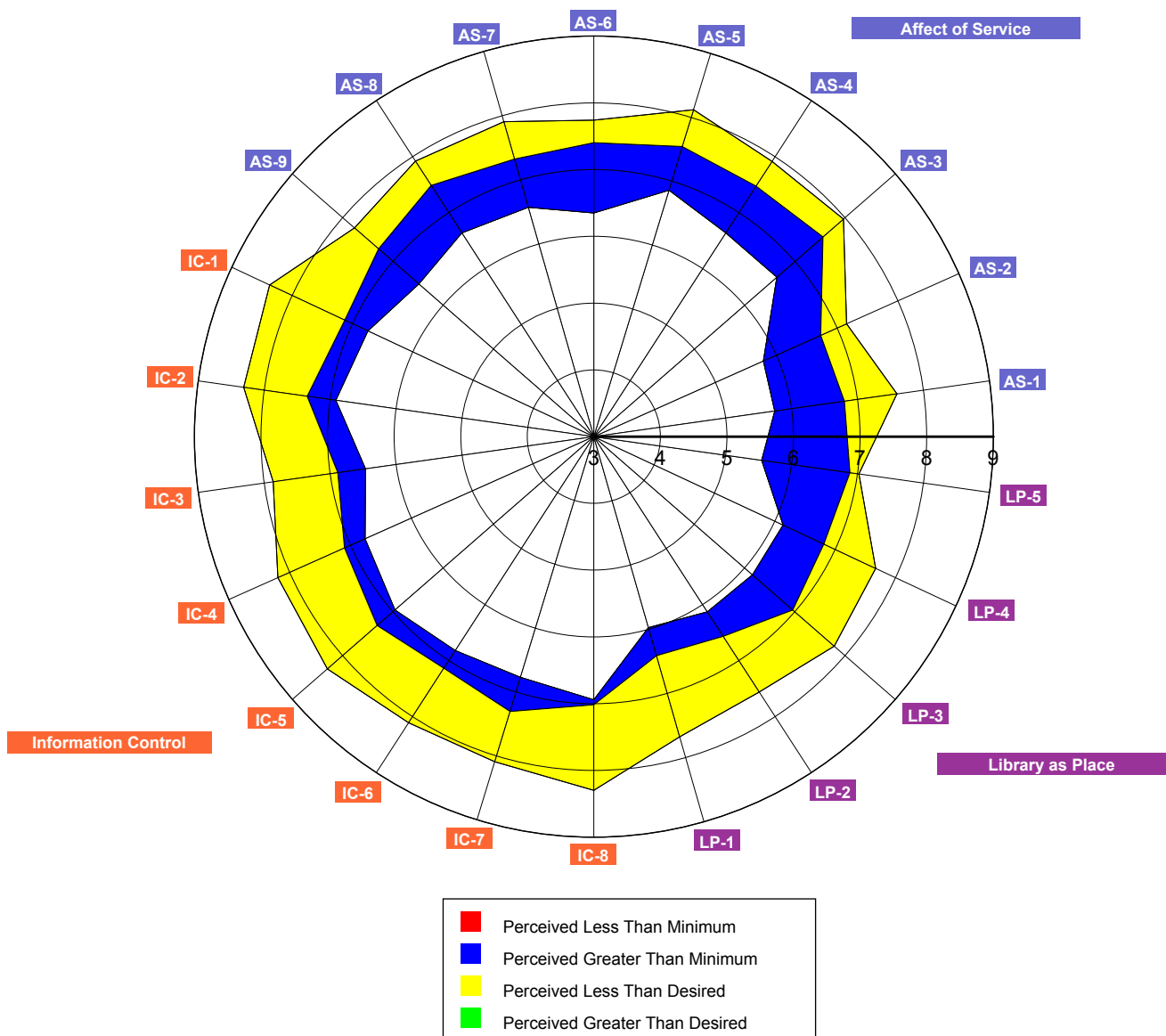
3 Survey Item Summary for Clemson University Libraries

3.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: None
 User Group: All (Excluding Library Staff)