

Analysis of Clemson University Libraries 2011 LibQUAL Survey Data

Introduction

In the 2011 LibQUAL survey, users of Clemson University Libraries were asked to indicate their minimum, perceived, and desired levels of service quality on a scale of 1-9, with 9 being the highest. Questions were categorized in three core dimensions: Affect of Service, Information Control, and Library as Place. Several additional questions of interest to the libraries were also asked.

Definitions

- Service **Adequacy** is calculated by subtracting a user's MINIMUM level of service quality from the PERCEIVED level of service quality.

$$\text{Adequacy} = \text{PERCEIVED} - \text{MINIMUM}$$

- Service **Superiority** is calculated by subtracting a user's DESIRED level of service quality from the PERCEIVED level of service quality.

$$\text{Superiority} = \text{PERCEIVED} - \text{DESIRED}$$

Survey Results

Clemson University Library's Adequacy mean for ALL users was 0.68, and Superiority mean for ALL users was -0.75.

A table was created showing Adequacy and Superiority Means for each survey question, by individual user group (undergraduate, graduate, faculty). Cells were shaded according to the following chart:

	What's Being Done Especially WELL
	Where Most Significant Improvements Can Be Made
	Mid-range
	Mixed (Lower Adequacy Mean, High Superiority Mean)

"What's Being Done Especially WELL" was defined as having an Adequacy Mean ≥ 0.9 OR a Superiority Mean > -0.5 , and "Where Most Significant Improvements Can Be Made" was defined as having an Adequacy Mean ≤ 0.4 OR a Superiority Mean < -1.1 .

Adequacy and Superiority Means for Each Question, by User Group

	Adequacy Mean (Superiority Mean)		
	Undergraduates	Graduate Students	Faculty
Core: Affect of Service			
Employees who instill confidence in users	0.93 (-0.42)	1.03 (-0.39)	0.73 (-0.35)
Giving users individual attention	1.46 (-0.20)	1.52 (-0.01)	1.36 (-0.07)
Employees who are consistently courteous	0.69 (-0.53)	0.88 (-0.43)	0.80 (-0.41)
Readiness to respond to users' questions	0.81 (-0.56)	0.99 (-0.33)	0.26 (-0.76)
Employees who have the knowledge to answer user questions	0.91 (-0.43)	0.79 (-0.46)	0.72 (-0.31)
Employees who deal with users in a caring fashion	1.03 (-0.35)	1.09 (-0.19)	0.86 (-0.28)
Employees who understand the needs of their users	0.89 (-0.64)	0.74 (-0.30)	0.50 (-0.78)
Willingness to help users	0.88 (-0.43)	0.82 (-0.36)	0.40 (-0.31)
Dependability in handling users' service problems	0.90 (-0.78)	0.53 (-0.67)	0.11 (-0.98)
Core: Information Control			
Making electronic resources accessible from my home or office	0.49 (-0.89)	0.11 (-1.36)	-0.23 (-1.00)
A library Web site enabling me to locate information on my own	0.85 (-0.77)	0.29 (-1.20)	-0.52 (-1.57)
The printed library materials I need for my work	1.17 (-0.54)	0.85 (-0.68)	0.31 (-1.01)
The electronic information resources I need	1.23 (-0.56)	0.70 (-1.07)	0.04 (-1.24)
Modern equipment that lets me easily access needed information	0.61 (-0.89)	0.48 (-0.74)	0.05 (-1.15)
Easy-to-use access tools that allow me to find things on my own	0.75 (-0.79)	0.18 (-1.22)	0.42 (-1.19)
Making information easily accessible for independent use	1.00 (-0.57)	0.72 (-0.88)	-0.23 (-1.14)
Print and/or electronic journal collections I require for my work	0.78 (-0.84)	-0.21 (-1.36)	-0.42 (-1.43)

Core: Library as Place			
Library space that inspires study and learning	0.47 (-1.45)	0.68 (-1.08)	0.71 (-0.57)
Quiet space for individual activities	0.17 (-1.36)	0.49 (-1.30)	1.12 (-0.51)
A comfortable and inviting location	0.89 (-0.80)	0.53 (-0.68)	0.87 (-0.53)
A getaway for study, learning, or research	0.39 (-1.32)	0.68 (-0.85)	1.03 (-0.13)
Community space for group learning and group study	0.77 (-0.83)	1.31 (-0.08)	1.41 (+0.33)
Local Questions Added by Our Library			
Able to navigate library Web pages easily	0.61 (-0.94)	-0.06 (-1.11)	0.15 (-1.28)
Enabling me to find information myself 24 hours a day	0.76 (-0.69)	0.61 (-0.69)	0.18 (-0.74)
Informing me of useful library services	1.00 (-0.54)	0.71 (-0.89)	0.84 (-0.57)
Providing direction to self-navigate the library	0.77 (-0.66)	0.85 (-0.73)	0.95 (-0.60)
Timely document delivery/interlibrary loan	0.74 (-0.42)	0.33 (-1.11)	-0.26 (-1.03)

Discussion

In the area of **Service**, for the most part all user groups responded that Clemson University Libraries is doing well. One highlight is that Undergraduates, Graduate Students, and Faculty all indicate that their perceived level of service is higher than their minimum level of service in library employees' *instilling confidence in users, giving users individual attention, having the knowledge to answer user questions, and dealing with users in a caring fashion*. In these areas, users' desired level of service is not significantly higher than their perceived level of service. It is important to note that Faculty responded that their perceived level of service in library employees' *readiness to respond to users' questions and dependability in handling users' service problems* only slightly exceeds their minimum expected level of service.

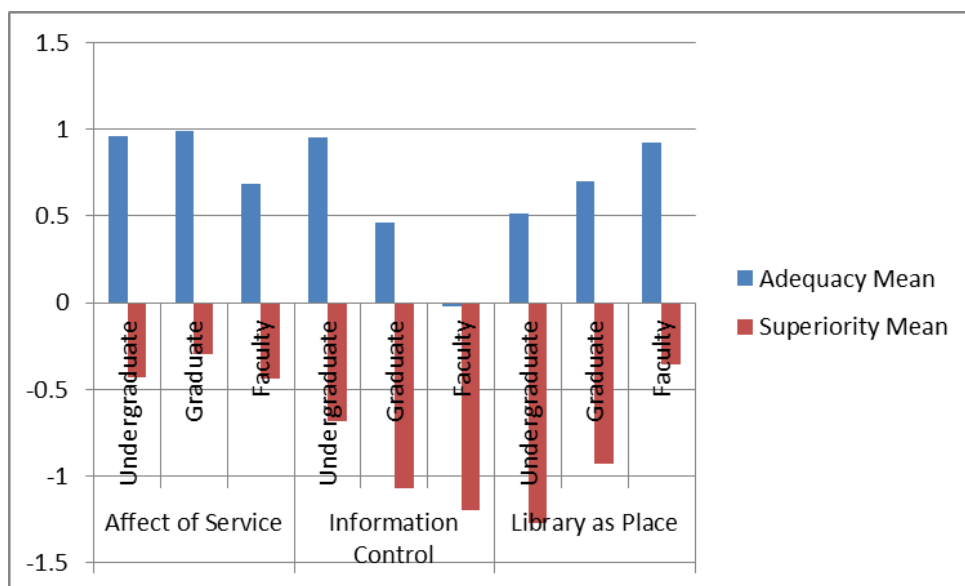
In the area of **Information Control**, the library's print and electronic resources appear to be meeting the needs of undergraduates more than the needs of graduate students and faculty. In fact, for four survey questions, faculty responded that their perceived level of service is BELOW their minimum level of service: *making electronic resources accessible from my home or office, a library Web site enabling me to locate information on my own, making information easily accessible for independent use, and having print and/or electronic journal collections I require for my work*. Graduate student responses in this area are somewhat in agreement with

faculty responses; however, graduate students' perceived level of service is BELOW their minimum level of service for just one survey question, having *print and/or electronic journal collections I require for my work*.

In the area of the **Library as Place**, survey responses from undergraduates, graduate students, and faculty also differed. Undergraduates' perceived level of service was only slightly above their minimum level of service in two categories: *quiet space for individual activities*, and the library being *a getaway for study, learning, or research*. There was also a large gap between undergraduates' desired level of service and their perceived level of service for questions about having *library space that inspires study and learning*, *quiet space for individual activities*, and for the library being *a getaway for study, learning, or research*. Graduate student responses also indicate a desire for more quiet study space. However, Faculty responses show that they are satisfied with the library as a place. In fact, faculty responded that the library's community space for group learning and group study exceeds their desired level of service (hence the one positive superiority mean).

Three things stand out most from responses to the questions Clemson University Libraries added to the 2011 LibQUAL survey. First, Graduate students' perceived level of service is BELOW their minimum level of service in being *Able to navigate library Web pages easily*, and faculty also have a low (though non-negative) adequacy mean in this category. Second, Faculty responded that their perceived level of service is BELOW their minimum level of service in having *timely document delivery/interlibrary loan*, and graduate students' adequacy mean in this category is also low. Lastly, undergraduate students largely responded positively to Clemson's added survey questions.

The following chart summarizes Adequacy and Superiority Means for each dimension of library service, by user group:



Summary

Overall, survey results indicate that all user groups are largely satisfied with the library's service and with the level of attention given by and the caring assistance of library employees.

Undergraduate students appear satisfied with the library's print and electronic resources but feel that the library space could be improved, especially in providing quiet areas for independent studying and research. Graduate students would also like more quiet areas for study. Graduate students and Faculty both indicate that significant improvements could be made to the library's web site, with the availability and accessibility of journals that they need for their work and with the timeliness of document delivery /interlibrary loan services.