2002 LibQUAL+ Survey

University of Calgary:

Turning Evidence into Action

EBL 2003

Susan Beatty

June 6, 2003

Overview

- What is LibQual?
- Survey specifics
- Summary of results
- Actions
- Questions

What is LibQUAL?

- A total market survey : a way of listening to users

- A web-based tool for assessing library service quality

- Based on ServQual as the antecedent with 15 years of research and application

- Adds another measure

Why Measure Quality?

"A measure of library quality based solely on collections has become obsolete"
Nitecki 1996

"Within a service-quality assessment model only customers judge quality; all other judgements are essentially irrelevant."

Zeithaml, Parasuraman, Berry, 1990

How is Quality Measured?

- Gap analysis by measuring users perceptions
- 25 Questions on 4 Service Quality Dimensions
- Respondents rate minimum service, perceived service and desired service
- Gaps between minimum and perceived are examined
- Gaps can be positive or negative
- Where there is a negative gap, there is a need to examine further and/or take action

Service Quality Dimensions

- **Information access**: scope, timeliness, convenience

- **Service affect**: empathy, responsiveness, assurance, reliability

- **Library as place**: utilitarian, symbol, refuge

- **Personal control**: ease of navigation, convenience, modern equipment
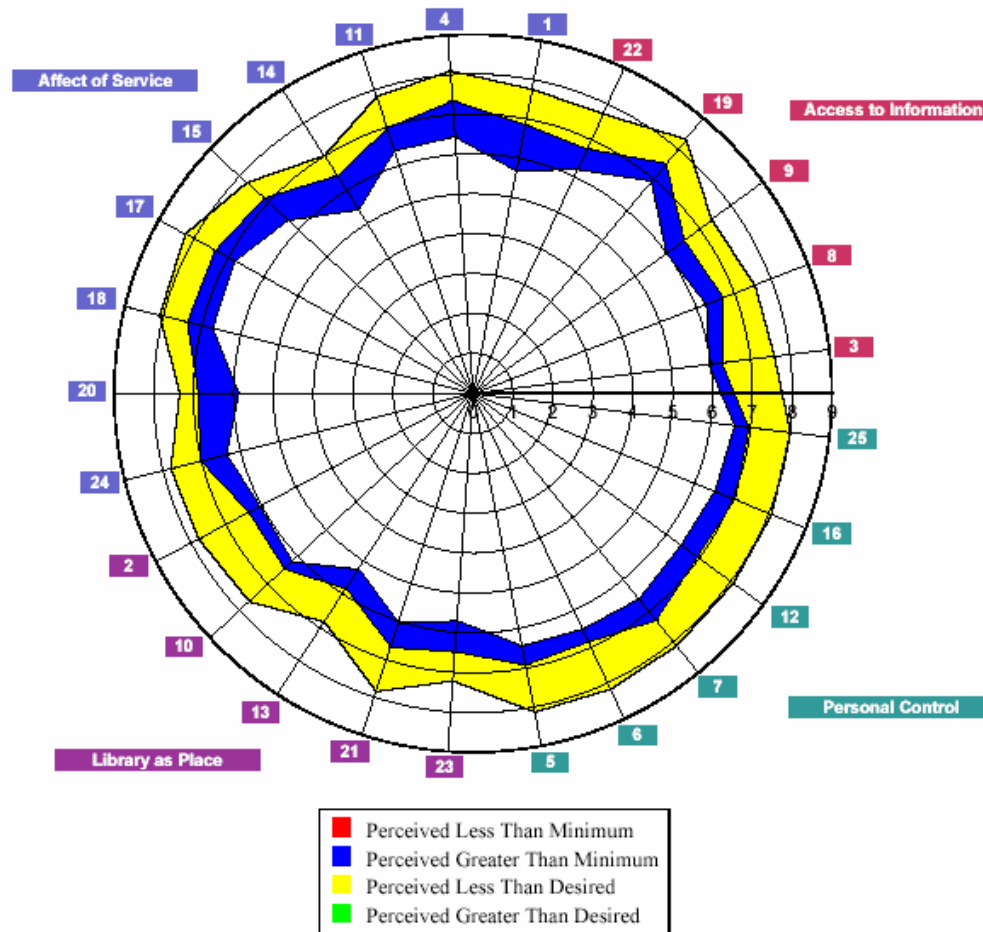
Survey Sample:2002

- Random sample:
  - All full time faculty: 1400
  - Random stratified:
    - 1200 full time undergraduates
    - 800 full-time graduates
- Total sample: 3400
- Total participants: 973
- Undergrad: 243, Grad: 324, Faculty:402
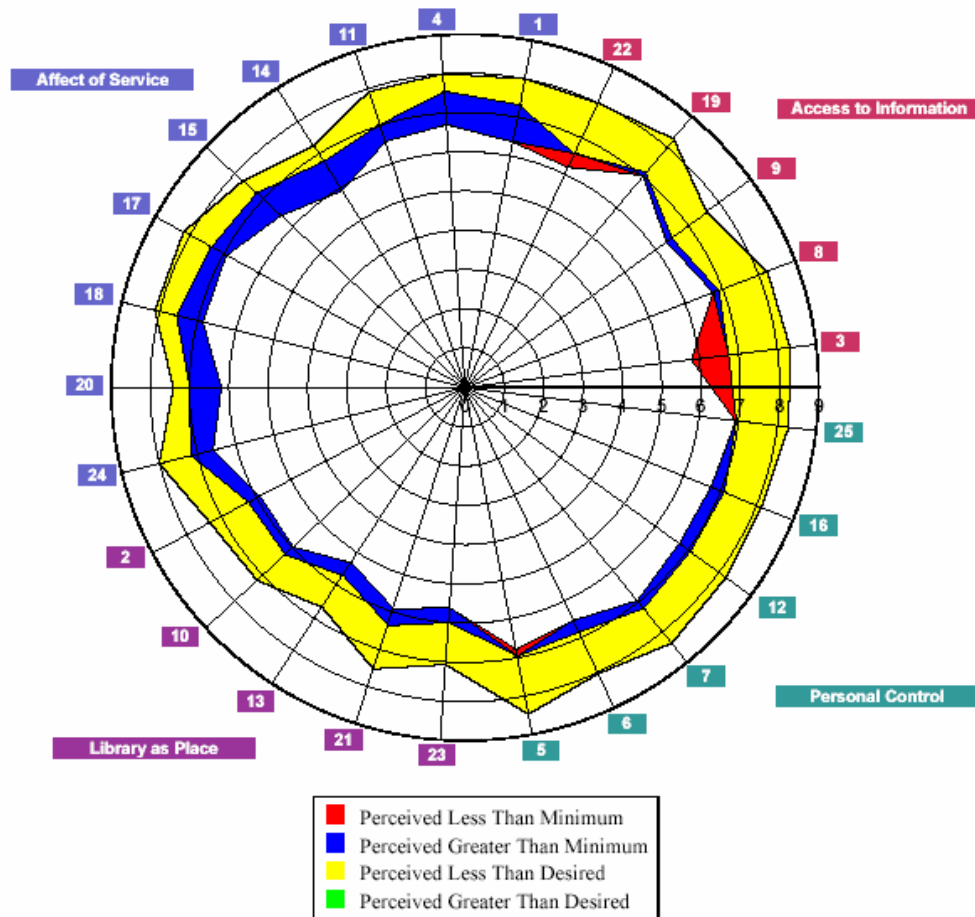- Total Response: 28.6%
- Completion Rate: 59.76%
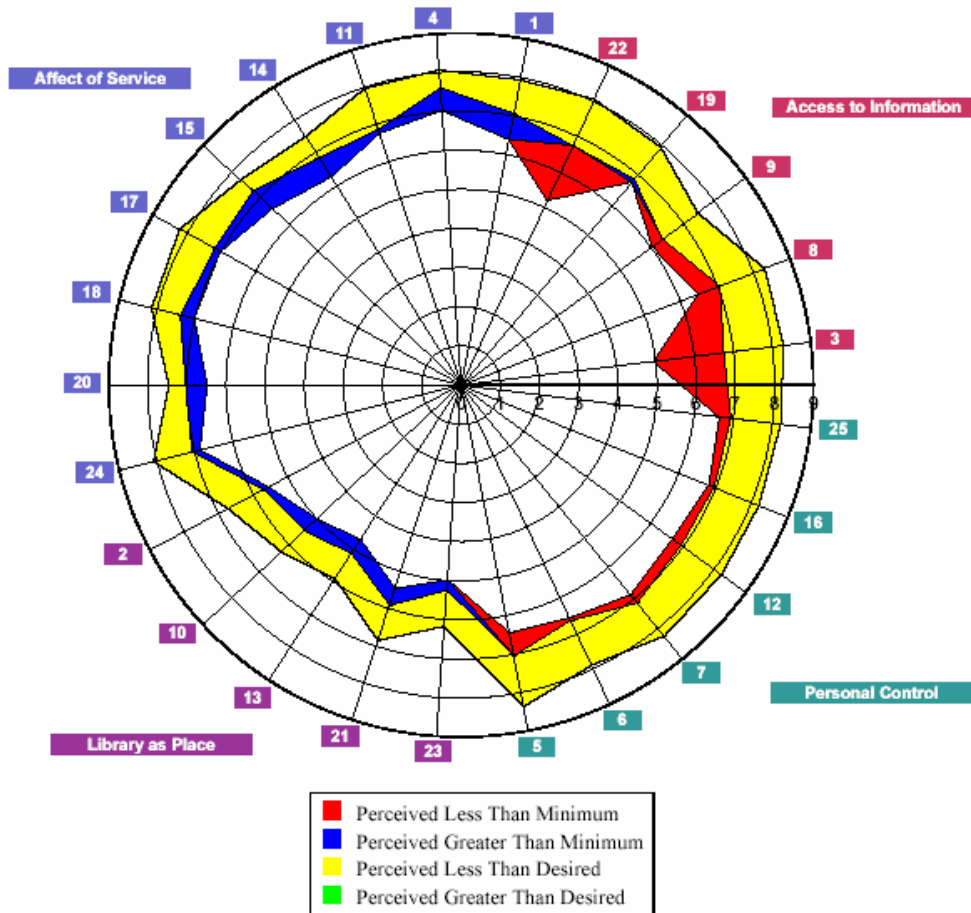
Gap Analysis
University of Calgary Undergraduates

Gap Analysis
U of C Graduate Students

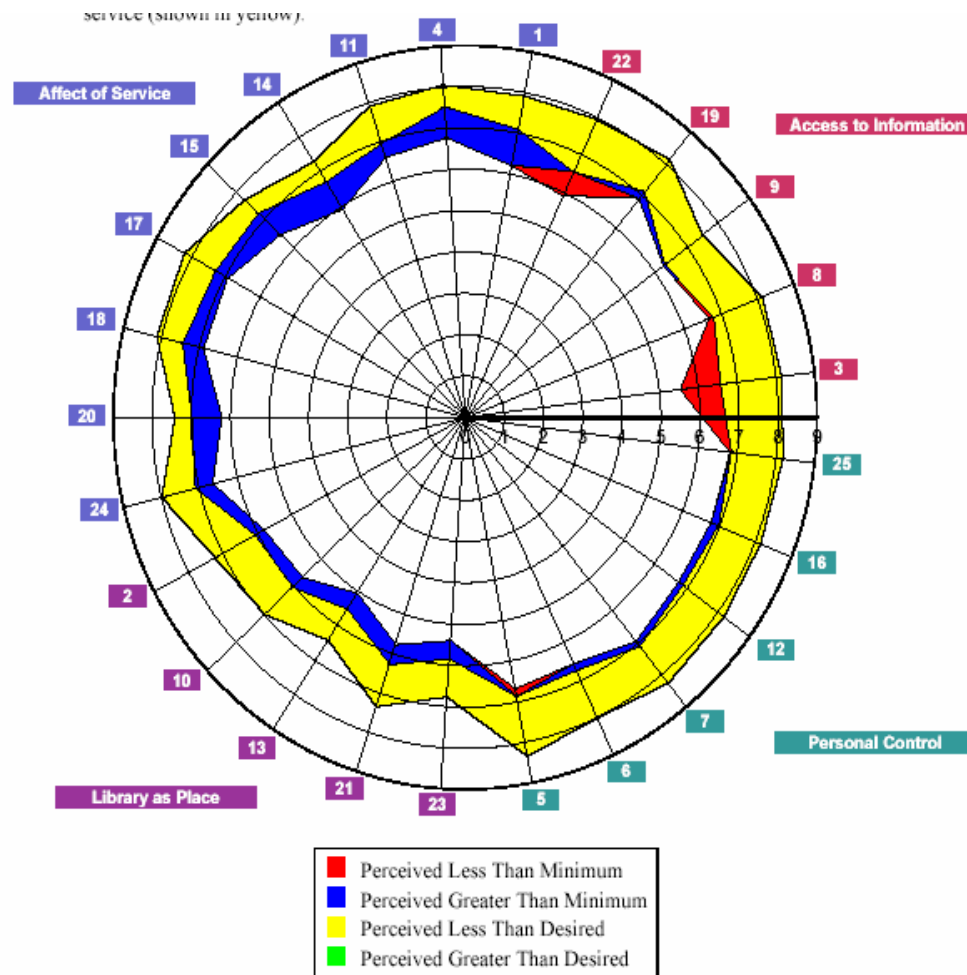# Gap Analysis - U of C Faculty

Gap Analysis
All University of Calgary Responses

Legend:
- Perceived Less Than Minimum (red)
- Perceived Greater Than Minimum (blue)
- Perceived Less Than Desired (yellow)
- Perceived Greater Than Desired (green)

Gap scores: Affect of service

Question	undergrad	grad	faculty	All U of C	4 year institutes
Willingness to help	1.18	.95	.68	.89	.82
Knowledgeable employees	.56	.44	.16	.36	.55

Gap scores: Personal control

Question	undergrad	grad	faculty	All U of C	4 year institutes
e-resources accessible	.49	-0.18	-0.61	-0.19	.22
Easy-to-use access tools	.50	.35	-0.27	-0.13	.30

Gap scores: Access to Information

Question	undergrad	grad	faculty	All U of C	4 year institutes
Complete journal run	0.33	-0.95	-1.80	-1.03	-0.11
Business hours	0.57	0.11	0.10	0.22	0.21

Gap scores: Library as Place

Question	undergrad	grad	faculty	All U of C	4 year institutes
Facilitates quiet study	0.33	0.33	0.15	0.26	0.51
Comfortable and inviting	0.64	0.45	0.45	0.51	0.57

Qualitative data: Comments

- 486 respondents commented
- Wide range of understanding of library services including collections and access
- Currently being further analyzed
- Positive: staff, extended hours, home access, fines, free ILL
- Negative: journal runs, uneven collection, inconsistent service and hours, need to improve environment for quiet research and study

Initial Results: No surprises

- Meeting or exceeding the expectations of the undergraduate

- Concerns over collections and access to collections surface with the graduate students

- Faculty have the greatest concern and expectation regarding collections: runs of journal titles, comprehensive collections

- Accessibility is a significant issue for the faculty

Next steps

- Develop communication plan to clarify collections advances

- Identify questions for finer analysis of data

- Develop action plan to address negative gaps integrating these results from information gathered on other recent surveys

- Share results and response with community

Next steps, pt. 2

- SPSS crosstab of information access and personal control questions by discipline, age and gender – done – needs further examination

- Enhanced delivery service for materials from within collection – pilot project fee based -done

- Trial project – LIbrarian embedded in department to improve communication and use of resources – done

- Complete usability study and redesign of Library Web Pages

- Advocate increased IT support for faculty and grads

Communication Plan

- Key articles about collection in University publications -Ongoing

- Update on web of LibQual+ results and actions - done

- Communication strategy developed based on improved communication between librarians and faculty –done, implementation in fall 2003

Benefits of LibQUAL+

- Customer focus
- Seen to be listening to all on campus
- Identify our strengths and areas for improvement
- Help set up benchmarks for performance measures over time
- Provides library with basis for systematic feedback
- Provides an opportunity to highlight library's accomplishments to the university

LibQUAL + is not…

- An answer sheet – further analysis of the data is important
- The only assessment tool. Others:
  - Focus groups
  - Surveys
  - Feedback comments
  - Quantitative statistics
  - Interviews

LibQUAL+ is…

- A tool for identifying areas for service improvement

- A place to start

Favorite comment (UofC):

" I once made a Freudian slip when talking to a student: I said that I would meet him.., but that I had to go to the university first. I was already at the U of C, standing in my dept. But for me the heart of the university, the place we all depend on (or should), is the library. It was easy to make the slip, because I feel in touch with university tradition and purpose most days in the classroom, but always in the library."

Faculty member

Questions?

Contact

Susan Beatty

sdbeatty@ucalgary.ca