

## UMass Dartmouth Claire T. Carney Library LibQUAL+™ 2007 Survey Executive Summary

### Description of Survey

The UMass Dartmouth Claire T. Carney Library participated in its 3<sup>rd</sup> LibQUAL+™ satisfaction survey in the spring of 2007. LibQUAL+™ measures library users' satisfaction with services and resources and serves as a key component in the library's ongoing assessment and planning process. The LibQUAL+™ data allows the library to compare itself with peer institutions and assists the library in identifying areas for improvement. LibQUAL+™ is a web-administered library service quality assessment protocol created by the Association of Research Libraries (ARL). In the spring of 2007 over 500 libraries from all over the world participated in the survey. The Claire T. Carney Library participated as part of the Massachusetts Consortium of Libraries in Public Higher Education Institutions (MCCLPHEI) group.

### Methodology

The survey is comprised of three components. The first contains twenty-two core questions in which respondents are asked to rate the library in three categories or dimensions. Five local questions selected from a prepared list and five information literacy questions follow. At the end there is a comment box where respondents may provide written input. The three dimensions covered by the LibQUAL+™ questions are Affect of Service, Information Control and Library as Place.

### Incentives

The survey was anonymous and, as an incentive, respondents could enter their email addresses into a drawing for one of several prizes. Prizes were 3 iPods, and 50 \$10.00 campus food vouchers.

### Response Rate

All UMassD campus email addresses were used to invite participation in the survey. The response rate is based on the demographic profile of the total population of students and faculty for the survey year divided by the number of total respondents. It excludes staff respondents. (TABLE 1) In the two previous survey years, 2005 and 2003, surveys were sent to every third campus email address, or 1/3 of the total population. The response rate for 2005 was approximately 5.12 % and the 2003 survey had a response rate of 8.47 %. Other MCCLPHEI libraries had varying response rates for 2007. UMass Amherst sampled 9,468 faculty, graduates, and undergraduates and had a response rate of approximately 11 %. UMass Boston sampled 14,295 and received 1,374 responses for a 12.37 % response rate.

<b>Overall respondents by user group ~TABLE 1</b>				
<b>2007 Population</b>	<b>Total subgroup population</b>	<b>Responses received</b>	<b>% by population group</b>	<b>% of total responses</b>
Undergraduates	7177	543	7.6 %	71.26 %
Graduates	1179	122	10.3 %	16.01 %
Faculty	529	65	12.3 %	8.53 %
Staff		32		4.20 %
<b>Totals</b>	<b>8885</b>	<b>730</b>	<b>8.2 %</b>	<b>100 %</b>

<b>Respondents by discipline ~TABLE 2</b>				
<b>Discipline</b>	<b>Respondents n</b>	<b>% of Respondents to LibQUAL+™ Survey</b>	<b>Population N</b>	<b>UMassD Population % - Spring 2007</b>
Business and Economics	142	19.45%	1,440	16.59%
Engineering	136	18.63%	1,121	12.92%
Humanities	64	8.77%	1,018	11.73%
Marine Science & Technology	12	1.64%	46	0.53%
Nursing / Medical Laboratory Science	81	11.10%	822	9.47%
Other	30	4.11%	0	0.00%
Science / Math	68	9.32%	562	6.48%
Social Sciences / Psychology	102	13.97%	1,044	12.03%
Undeclared	23	3.15%	1,779	20.50%
Visual & Performing Arts	72	9.86%	847	9.76%
<b>Total:</b>	<b>730</b>	<b>100.00%</b>	<b>8,679</b>	<b>100.00%</b>

In the tables below the adequacy gap score is calculated by subtracting the rating for minimum expectations from the rating perceived on any given question, for each user.

<b>Top five areas (Including Local Questions) where the quality of service was perceived as best based on adequacy gap score ~ TABLE 3</b>	
<b>Question Text</b>	<b>Service Dimension</b>
<ul style="list-style-type: none"> <li>• Library Orientations/instruction sessions (Local Question)</li> </ul>	Local Question
<ul style="list-style-type: none"> <li>• Employees who instill confidence in users (AS-1)</li> </ul>	Affect of Service
<ul style="list-style-type: none"> <li>• The library provides access to archival materials (Local Question)</li> </ul>	Local Question
<ul style="list-style-type: none"> <li>• Giving users individual attention (AS-2)</li> </ul>	Affect of Service
<ul style="list-style-type: none"> <li>• Efficient interlibrary loan/document delivery (Local Question)</li> </ul>	Local Question

Although the general overall scores indicate that users are satisfied with library services, adequacy gap scores indicate there is room for improvement in the following areas:

<b>Top areas requiring improvement based on Service Adequacy Gap Scores by User Group ~TABLE 4</b>		
<b>User Group</b>	<b>Areas Requiring Improvement</b>	<b>Service Dimension</b>
Undergraduate	<ul style="list-style-type: none"> <li>• Quiet space for individual activities (LP-2)</li> </ul>	Library as Place
	<ul style="list-style-type: none"> <li>• Library space that inspires study and learning (LP-1)</li> </ul>	Library as Place
	<ul style="list-style-type: none"> <li>• Print and/or electronic journal collections I require for my work (IC-8)</li> </ul>	Information Control
Graduate Students	<ul style="list-style-type: none"> <li>• Print and/or electronic journal collections I require for my work (IC-8)</li> </ul>	Information Control
	<ul style="list-style-type: none"> <li>• Quiet space for individual activities (LP-2)</li> </ul>	Library as Place
	<ul style="list-style-type: none"> <li>• The printed library materials I need for my work (IC-3)</li> </ul>	Information Control
Faculty	<ul style="list-style-type: none"> <li>• Print and/or electronic journal collections I require for my work (IC-8)</li> </ul>	Information Control
	<ul style="list-style-type: none"> <li>• The printed library materials I need for my work (IC-3)</li> </ul>	Information Control
	<ul style="list-style-type: none"> <li>• The electronic information resources I need (IC-4)</li> </ul>	Information Control

Aside from the areas with scores that indicate a need for improvement, it is also important to note areas that library users value highest. Value is indicated by the desired level of service rating given by each user group for each item:

<b>Valued Most Important - Top Services by User Group Based on Desired Service Level Ratings ~ TABLE 5</b>		
<b>User Group</b>	<b>Areas Rated Most Desired</b>	<b>Service Dimension</b>
Undergraduates	<ul style="list-style-type: none"> <li>• Modern equipment that lets me easily access needed information (IC-5)</li> <li>• Print and/or electronic journal collections I require for my work (IC-8)</li> <li>• A library Web site enabling me to locate information on my own (IC-2)</li> <li>• Easy-to-use access tools that allow me to find things on my own (IC-6)</li> <li>• A comfortable and inviting location (LP-3)</li> </ul>	Information Control Information Control Information Control Information Control Library as Place
Graduate Students	<ul style="list-style-type: none"> <li>• A library Web site enabling me to locate information on my own (IC-2)</li> <li>• Making electronic resources accessible from my home or office (IC-10)</li> <li>• A getaway for study, learning, or research (LP-4)</li> <li>• Easy-to-use access tools that allow me to find things on my own (IC-6)</li> <li>• Print and/or electronic journal collections I require for my work (IC-8)</li> <li>• Making information easily accessible for independent use (IC-7)</li> </ul>	Information Control Information Control Information Control Information Control Information Control Information Control
Faculty	<ul style="list-style-type: none"> <li>• Print and/or electronic journal collections I require for my work (IC-8)</li> <li>• Making electronic resources accessible from my home or office (IC-10)</li> <li>• The electronic information resources I need (IC-4)</li> <li>• Employees who are consistently courteous (AS-7)</li> <li>• A library Web site enabling me to locate information on my own (IC-2)</li> </ul>	Information Control Information Control Information Control Affect of Service Information Control

The LibQUAL+™ survey invites participants to add written comments at the end of the survey. The comments have been analyzed and summarized in the chart below. Comments allow the library to gain a better understanding of the quantitative data drawn from the survey.

<b>Comment highlights ~TABLE 6</b>		
<b>%</b>	<b>Comment Categories</b>	<b>Gist/Samples from Comments</b>
19%	Staff	Incredibly helpful & professional; mostly helpful & useful, but some are not; student workers need more training and knowledge about the library; customer service could be improved; there should be a reference librarian on every floor
16%	Space	Too hot; too cold; upgrade/facelift needed. A good place to study and work or not inviting, not enough study space especially when library busy. Need more electrical outlets, new furniture and a new elevator
15%	Collections	More journals, databases and books needed in all areas and in specific subject areas; More Full-text online and wider array of electronic resources desired
13%	Library Overall	Mostly positive comments about the library as a whole, but a few negative ones as well. “Love the library”; “Great Place”; “Poor quality” “Good job”; “Needs help big time”; “Amazing compared to others ...”
11%	Miscellaneous	Comments on ILL services, library fines, reserves, library promotion, CITS labs, etc.
6%	Computers/ Equipment	Printing limits removed; More “Office” software should be added; More and free photocopiers
5%	Noise	Lots more quiet areas needed; Enforce quiet area rules; and general feeling that the library is the one place they should be able to go for quiet study
4%	Hours	Later, longer hours ... 24 hours, extended weekend hours
4%	Access	Simpler more straightforward and easier access to journals and articles needed, OPAC difficult to find books in and needs face lift, eReserves hard to use, Virtual Catalog great, need same for articles
4%	NA	No Comment
1%	Web	Very thorough, accessible & convenient; Can be cumbersome to navigate; Put link to library on UMassD Home page
1%	Instruction	More instruction & news on what library services & resources are available so students and faculty are made aware
1%	Survey	Would like to explain or expand on answers; awful design

Three hundred twenty-one participants chose to make approximately four hundred fifty-five distinct comments. The comments were distributed as follows: Affect of Service 20%, Information Control 26%, Library as Place 25% and General (not fitting a dimension) 28%.

### Summary of Dimensions

**Affect of Service (AS)** Undergraduates, graduate students and faculty perceive the library to be addressing their service needs. The scores consistently indicated that the UMass Dartmouth librarians and staff do make a positive difference in users' levels of satisfaction with library services. The two highest scoring items were: "Employees who instill confidence in users" and "giving users individual attention." Numerous positive comments regarding customer service were made, although some comments indicated a need for better training of student employees. This is the dimension in which users perceived the library as performing best. Approximately **20% of the total comments** related to *Affect of Service*.

**Information Control (IC)** These questions related to adequacy of collections and resources required for research and work. The library was perceived to be the most lacking in this dimension by our students and faculty. An overwhelming number of graduate students and faculty generated the lowest scores with 6 out of 8 of the information control questions having negative (red) values for accommodating research needs. Their written comments reflected this strong dissatisfaction with library resources in their subject areas and in general. Graduate students found books to be missing and out-of-date and availability of electronic resources lacking. Both groups described their satisfaction with interlibrary loan, but felt they were forced to over rely on it to meet their basic research requirements. Clearly faculty and graduate students place a premium on remote access to information with journals being the most important information access tool. Approximately **26% of the comments** related to *Information Control*.

**Library As Place (LP)** Predictably, there were low scores for the library facility. All respondents rated the library as not meeting minimum expectations for "comfortable and inviting location," "space that inspires study and learning," and "quiet space for individual learning." Undergraduates set a high standard for the importance of "community space for group learning and group study." Graduates continued the theme of needing "quiet space." The comments section brought out issues of ventilation, lighting, seating, increasing hours, particularly evenings and a need for more quiet study space. There were complaints that the library collection is confusing and students could not find what they need because of the building's physical organization. Approximately **25% of the comments** related to *Library as Place*.

## Recommendations for future action

### Affect of Service Recommendations

- Design and implement combined LSIRT student training program focused on improving general knowledge of library and CITS services and procedures and foster a customer centered approach to work.
- Develop a training and information sharing process to ensure all staff are aware of core LSIRT services, programs and policies, especially as they pertain to those housed within the library building.
- Create signage system to improve building navigation and access to services and resources.

### Information Control Recommendations

- Develop and implement specific strategies to address the overwhelming demand for increased print and electronic resources with an emphasis on materials that can be accessed remotely.
- Develop promotional and training materials designed to increase knowledge and use of existing resources and services.
- Increase accessibility to library materials and resources by continually updating and improving library online services and applications.
- Improve online interlibrary loan and document delivery services to meet increased demand. LibQUAL+™ results show that graduate students and faculty view these services as essential to meet their basic research requirements.
- Increase availability of workstations capable of meeting patrons work and research requirements. Layout of workstations should be designed for a mix of individual and group collaborative work.
- Implement print management system to meet student requests for improved printing and photocopying services and to reduce paper and toner waste.
- Plan for and implement library-wide inventory and weeding programs to make resources easier to locate.
- Provide training to assist librarians in learning technical skills necessary to develop tutorials and instructional materials for use in online courses and on the web.

### Library as Place Recommendations

- Investigate ways to increase quiet study areas and develop means for ensuring they remain quiet.
- Identify and develop plans that create a physical library environment that truly inspires study, learning and research.

- Improve physical amenities to increase comfort and support learning. Examples from comments include requests for improving air quality, climate control, additional electrical outlets, lighting, building maintenance and restroom cleanliness.
- Create policies and procedures that ensure patron safety and security. Make this a high priority in any new building or renovation plans.

**The full report is available at:**

[http://www.lib.umassd.edu/libraryinfo/libassess/libqual\\_results.html](http://www.lib.umassd.edu/libraryinfo/libassess/libqual_results.html)

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