

LibQual+ Survey 2004 UNLV Results Summary

Executive Summary

Results from the LibQual+ survey conducted last spring are summarized below. In general, respondents are more satisfied with UNLV Libraries' resources and services than were respondents two years ago, but some areas still score poorly. Respondents, especially faculty, were most dissatisfied with the area of information control, which relates to the content of the collection and the ability to access that content. Highest scores went to questions concerning the library as place, and this is also where we do best relative to other universities.

What is LibQual+?

You may remember that in March of this year the UNLV Libraries conducted a user satisfaction survey called LibQual+. A similar survey was conducted in 2002. The LibQual+ survey provides libraries in the U.S., Canada, and abroad with a tool they can use to measure patron satisfaction with library resources and services. Libraries can compare their results internally from year to year and with other libraries across the country.

The level of satisfaction was determined by comparing three variables; the minimum expectation users have for a particular service, how they rate the Libraries' delivery of that service, and their desired level for that service. The 2004 LibQual+ survey included 22 core questions, asked in all participating libraries, and five questions chosen by UNLV Libraries. In addition to the 27 questions on minimum/desired/perceived level of service there were three general satisfaction questions and five satisfaction questions on information literacy, all eight rated on a 1-9 scale. Room for written comments was also included in the survey.

Who responded, and how well do they represent the campus community?

234 Undergraduates
273 Graduate Students
115 Faculty

Although these numbers do not accurately reflect the actual ratio of undergraduate students, graduate students, and faculty on campus, respondents *within* each group were fairly representative of that group as a whole.

Almost 40% of the sample was made up of students and faculty who listed Education (20.4%) or some field in Liberal Arts (18.5%) as their discipline. It may be that both of these colleges are over represented in the sample as compared to the campus as a whole. However, there are a large number of graduate students classified by the university as undecided, none of whom identified themselves as such on the survey. It is likely that many of these undecided students are included in the count for Education and Liberal Arts, skewing the results for those two disciplines. Though they make up 11.5% of the sample, Business students and faculty are under represented, as are students and faculty

from the Hotel College (3.31% of the sample). Respondents from the other five colleges fall between 11.5% and 3.31% of the sample, and more closely represent their overall presence on campus.

How did we do?

This discussion is based on scores obtained by comparing minimum expectations with the perceived level of service. When minimum expectations and perceptions coincide, the score is 0, when perceptions fall below minimum expectations the score falls in the minus range, and when perceptions exceed minimum expectations the score is a plus. These scores can be viewed as reflecting relative levels of satisfaction and dissatisfaction with services.

In 2004, the 22 core questions were grouped into three areas of service: affect of service (relating to the attitude and knowledge of staff), information control (relating to the ability to access information), and library as place. For undergraduates, graduate students and faculty, information control was the area that was most important and, perhaps because expectations were high, the area where there was the most dissatisfaction with the Libraries' performance. Even among undergraduates, where the perceived level of service across all questions was higher than their minimum expectations, information control received the lowest overall score. The faculty were highly dissatisfied; minimum expectations were not met for seven of the eight questions included in this category.

Within the category of information control, the lowest scoring question for all three groups was "print and /or electronic journal collections I require for my work." This question also generated a lot of comments, most addressing the perceived lack of journals, either in general or in specific disciplines. Other information control questions that received low scores from both graduate students and faculty were "the printed library materials I need for my work," "making electronic resources accessible from my home or office," "easy to use access tools that allow me to find things on my own," and "electronic information resources I need." Not surprisingly, undergraduates gave this last a fairly high score. Undergraduates and faculty gave low scores to "a library web site enabling me to locate information on my own." On the positive side, all three groups were relatively satisfied with the Libraries' "modern equipment that lets me easily access needed information."

Among graduate students and faculty, the second most important category was affect of service. Though this category ranked number three among undergraduates, after library as place, for all three groups the mean score for questions in this category fell between information control and library as place. Within the affect of service category, faculty gave their lowest score to "employees who understand the needs of their users." Both faculty and graduate students also gave low scores to "employees who have the knowledge to answer user questions" and "dependability in handling user's service problems." Again, undergraduates have a different response from faculty and graduate students giving dependability a relatively good score. Undergraduates and graduate students agree on two questions, low scores for "employees who are consistently

courteous” and high scores for “giving users individual attention.” All three groups are most satisfied when asked about “employees who instill confidence in users.”

The third category, library as place was second in importance for undergraduates and third in importance for faculty and graduate students. For all three groups questions in this category received the highest mean score. In fact, for faculty, the library appears to be providing library as place at a level higher than they desire. The lowest score in this category for both undergraduates and graduate students was with respect to “quiet space for individual activities.” A number of comments, including some from faculty, also addressed the issue of noise in the library. The lowest faculty score in this category was for the question “getaway for study, learning, or research.” Questions with high scores included “a comfortable and inviting location” (undergraduates and graduate students) and “community space for group learning and group study” (graduate students and faculty).

Undergraduates, graduate students and faculty were in agreement on three of the five questions added to the 22 core questions by UNLV. It was no surprise that all three groups were not very satisfied with “access to photocopying and printing facilities.” This was also reflected in many of the comments. What was surprising to librarians was that the three groups also gave low scores to “availability of subject specialist assistance.” Though high scores were given by all three to the question “teaching me how to access, evaluate, and use information,” undergraduates and graduate students were most satisfied with “library materials being available for browsing.” Faculty, on the other hand, were dissatisfied with the availability of material for browsing.

Responses to the five information literacy outcome questions, rated on a scale from 1-9, ranged from 7.11 to 5.13. Only three of the responses (two graduate and one undergraduate) were above 7.00. The question that received the highest ratings from all three groups was “The library enables me to be more efficient in my academic pursuits,” while the question with the lowest ratings, again from all three groups, was “The library helps me distinguish between trustworthy and untrustworthy information.” The faculty contributed the lowest rating for all five questions.

The responses for the three general satisfaction questions, also rated on a scale from 1-9, were more positive. Both the highest (7.48) and the lowest (6.63) ratings were provided by the faculty, but the 6.63 rating was the only one to fall below 7.00. The question receiving the highest rating from all three groups was “In general, I am satisfied with the way in which I am treated in the library.” The question receiving the lowest rating was “In general I am satisfied with library support for my learning, research, and/or teaching needs.” The first of these questions measures in a very general way the area of affect of service, the second the area of information control, so these results tend to confirm the relative position of these two areas suggested previously.

The last of these three general questions asked “How would you rate the overall quality of the service provided by the library?” The average of the three groups’ ratings, which did not vary much, was 7.26 out of a possible 9.00.

The survey generated a total of 314 comments. Many were enthusiastic in their praise of library services and staff, but a number of issues were also raised. Three of these, noise (and cell phone use) in the library, photocopier and computer printing problems, and the need for stronger collections, especially journals, were mentioned above. Other issues include difficulty accessing LASR materials, slow or occupied computers, the need for more group study rooms, a desire for extended hours, and poor lighting.

How do these results compare with other libraries?

UNLV is not a member of the Association of Research Libraries (ARL), an association comprised of mostly older universities with large collections. In order to compare UNLV with other non-ARL universities, norms were computed based on the size of the gap between minimum expectations and perceived service for questions in each of the three areas. Norms for UNLV and the other non-ARL universities were ranked and converted into percentiles. The results for UNLV are shown below. UNLV does best with respect to library as place. Our lowest score relative to other non-ARL universities is the faculty rating for information control.

CATEGORY	UNDERGRAD	GRADUATE	FACULTY
Library as Place	53 rd percentile	63 rd percentile	62 nd percentile
Affect of Service	48 th percentile	51 st percentile	47 th percentile
Information Control	52 nd percentile	56 th percentile	40 th percentile

How do the 2004 results compare with the results from 2002?

The results suggest that the UNLV community feels more positively about the UNLV Libraries in 2004 than they did in 2002. Undergraduates were our most satisfied customers in both 2002 and 2004 and their responses were very similar in both surveys. The responses of graduate students and faculty have generally improved from 2002; however, faculty scores on seven of the eight questions under the category of information control still fall in the negative range, with the lowest score given, as it was in 2002, to “print and/or electronic journal collections I require for my work.” The graduate student score on this question also remained negative, though other areas of information control have moved from negative to positive numbers for this group.

For the affect of service area five questions that received negative scores from graduate students in 2002 received positive scores in 2004. Among faculty, two negative scoring questions in 2002 have moved into the positive range. One question, “employees who understand the needs of their users,” remains negative.

Finally, for the three general satisfaction questions, the mean score for all three groups rose between 2002 and 2004, though undergraduates rated both library support for learning and the overall quality of service slightly lower in 2004. The biggest gain was among faculty on the question of library support for learning, research, and/or teaching needs.

Some notes on library use.

Almost all of the people who completed the LibQual+ survey use the library. Fifteen percent of undergraduates and graduate students and 35% of faculty use the Libraries' web page daily. This is double the use by undergraduates in 2002. Graduate student daily use of the web page stayed the same over the two years, while faculty daily use declined slightly. Undergraduates are more apt to use resources on the library premises daily (23%) than are graduate students (16%) or faculty (11%). In all instances, daily onsite use is down from 2002.

The Questions

Twenty-two Core Questions by Category

Affect of Service

- Employees who instill confidence in users
- Giving users individual attention
- Employees who are consistently courteous
- Readiness to respond to users' questions
- Employees who have the knowledge to answer user questions
- Employees who deal with users in a caring fashion
- Employees who understand the needs of their users
- Willingness to help users
- Dependability in handling users' service problems

Information Control

- Making electronic resources accessible from my home or office
- A library Web site enabling me to locate information on my own
- The printed library material I need for my work
- The electronic information resources I need
- Modern equipment that lets me easily access needed information
- Easy-to-use access tools that allow me to find things on my own
- Making information easily accessible for independent use
- Print and/or electronic journal collections I require for my work

Library as Place

- Library space that inspires study and learning
- Quiet space for individual activities
- A comfortable and inviting location
- A getaway for study, learning, or research
- Community space for group learning and group study

Questions Chosen by UNLV Libraries

- Teaching me how to access, evaluate, and use information
- Access to photocopying and printing facilities
- Availability of subject specialist assistance
- Making me aware of library resources and services
- Library materials being available for browsing in open stacks

Information Literacy Outcomes Questions

The library helps me stay abreast of developments in my field(s) of interest.

The library aids my advancement in my academic discipline.

The library enables me to be more efficient in my academic pursuits.

The library helps me distinguish between trustworthy and untrustworthy information.

The library provides me with the information skills I need in my work.

General Satisfaction Questions

In general, I am satisfied with the way in which I am treated at the library.

In general, I am satisfied with library support for my learning, research, and/or teaching needs.

How would you rate the overall quality of the service provided by the library?