

2006 LibQUAL+ *Point of Service* Report

for

Science Library



University of Colorado at Boulder



Assessment Committee

<http://ucblibraries.colorado.edu/internal/assessment/index.htm>

Introduction

The University Libraries Assessment Committee is providing these LibQUAL+ data to you as the Faculty Director of the Science Library. We hope that this information will be valuable to you in understanding users' expectations and perceptions of the service provided by the Library. To put the data in context, we are providing it relative to the entire Libraries data, to average Association of Research Libraries (ARL) scores, and to both data sets by user group (undergraduate, graduate, and faculty). This information is for informational purposes only. We do not intend to analyze the data, and will provide only cautionary notes to your own analysis of it. LibQUAL+ data alone is not actionable intelligence; if it is to inform you decisions, it should merely be considered one piece in a larger assessment picture.

Included LibQUAL+ Data

The data represented in this report is drawn from **Affect of Service (AS)** questions. **AS** questions most closely correspond to a users' expectations and perceptions of a library's service in a "customer service" sense, and all the respondents including in the following data indicated their discipline was either "Health Science ($n=14$)," "Biology ($n=34$)," "Chemistry ($n=15$), or "Psychology ($n=26$)." Therefore, as close as possible, this data represents users' expectations and perceptions of the Science Library's service. This data was combined because these collections are all housed in the Science Library, but they can be disaggregated and are available on our website or by contacting a member of the Committee.

The data is an aggregate of responses to the following statements:

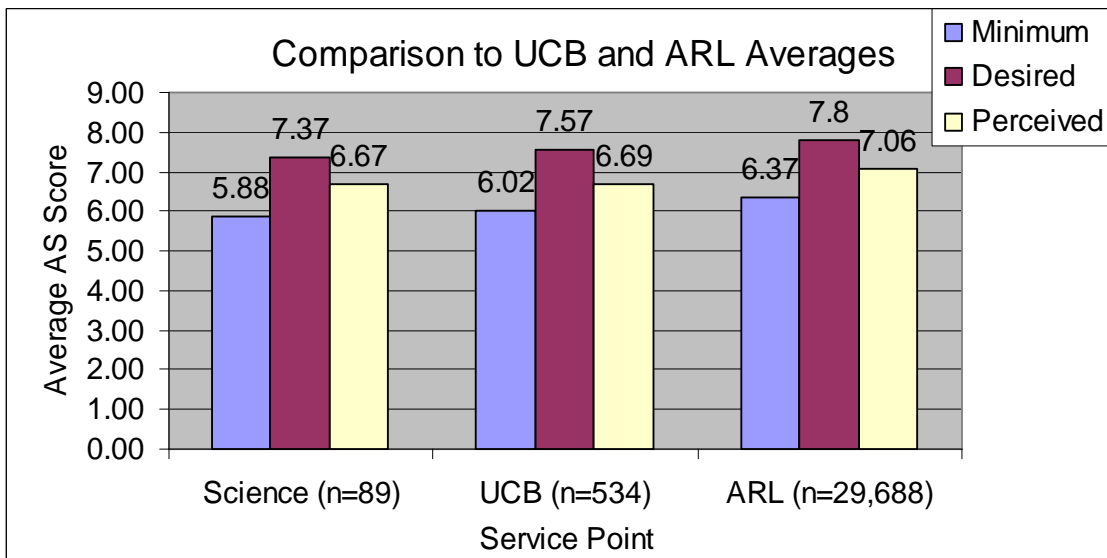
- AS-1* Employees who instill confidence in users
- AS-2* Giving users individual attention
- AS-3* Employees who are consistently courteous
- AS-4* Readiness to respond to users' questions
- AS-5* Employees who have the knowledge to answer user questions
- AS-6* Employees who deal with users in a caring 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

Obviously, not all of these statements measure your unit's service. There are any factors that contribute to a respondent's perception of these statements. Some of them may be of more interest to you than others. If you would like response data for a single or several of these questions, please do not hesitate to contact any member of the Assessment Committee.

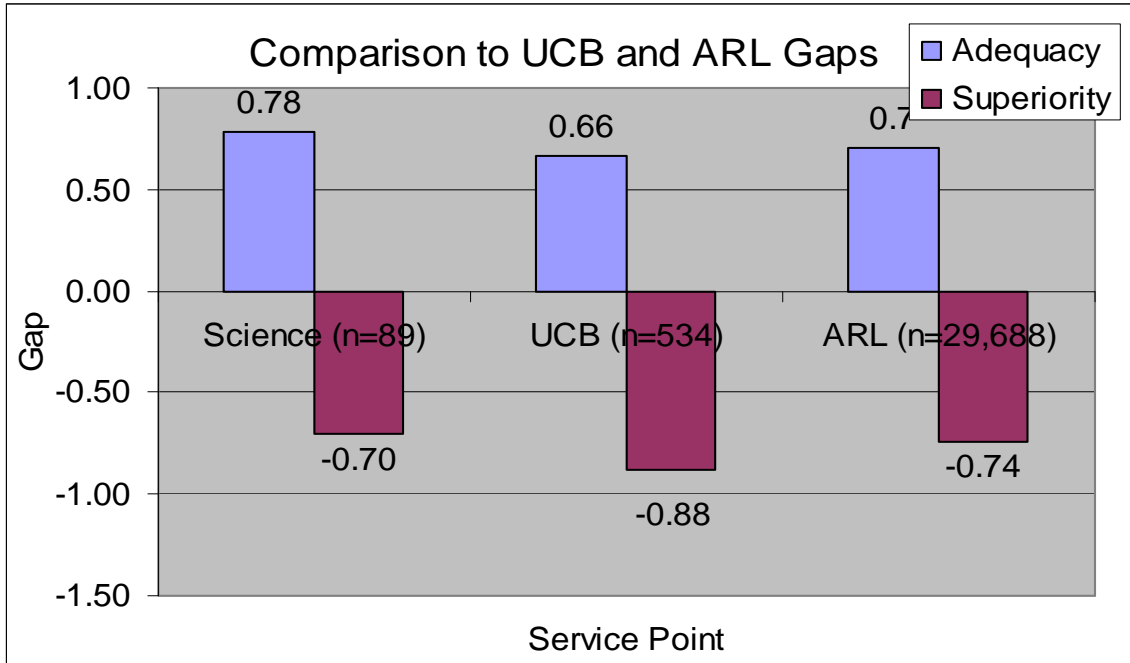
Results

LibQUAL+ data is unique in that allows you to analyze users' perceptions of service relative to their expectations of it. In three broad areas of library service—information control, library as place, and affect of service—respondents are asked to rate the **minimum**, **desired**, and **perceived** levels of service on a scale of 1-9.

Minimum is defined on the survey as “the number that represents the minimum level of service you would find acceptable.” **Perceived** is defined as “the number that represents the level of service that you believe the library currently provides.” **Desired** is defined as “the number of the service that you personally want.”

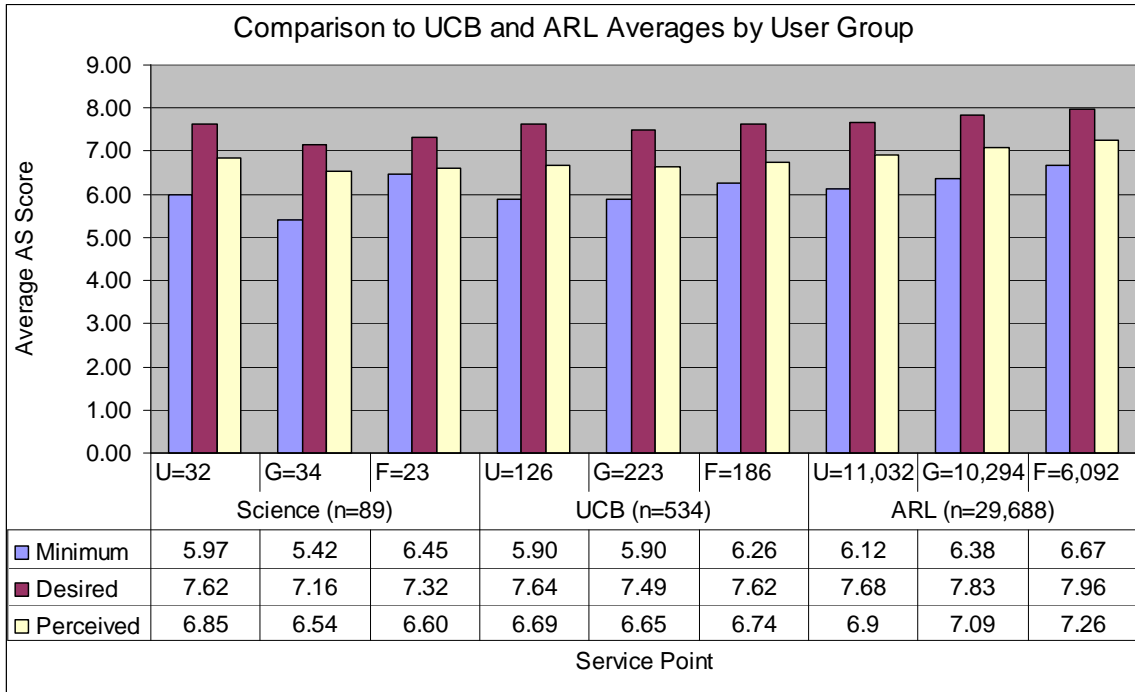


The resulting “gaps” between the ratings allow you to see how far from **adequate** users perceive the service, and also how far from **desirable**. In other words, the difference between minimum and perceived (the “**adequacy gap**”) is how adequate or inadequate the service is rated; and the difference between perceived and desired (the “**superiority gap**”) is how far the service is from the optimal levels of service users desire. The larger (on the positive side) the gap number, the better. Generally, positive adequacy gaps are indicative of adequate service, negative adequacy gaps are indications of perceived inadequacy, and negative superiority gaps are common and can only be sought to be minimized.

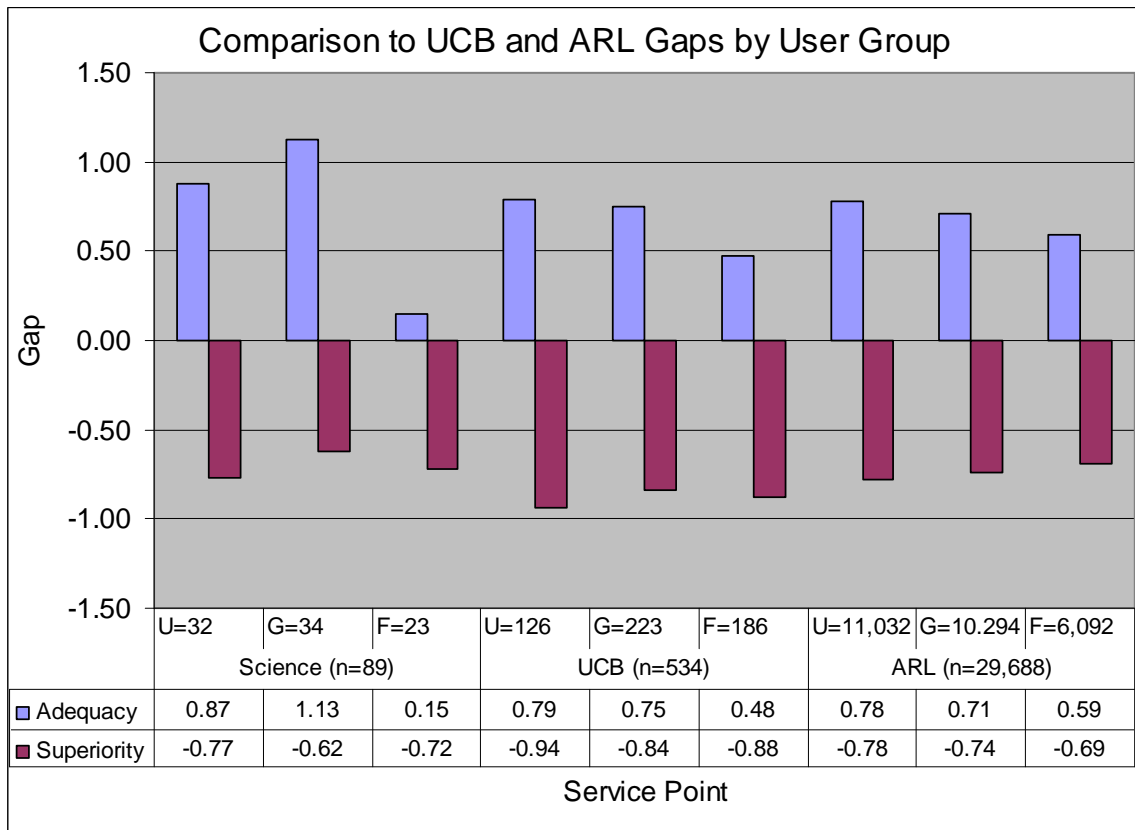


Here is a non-library example to help you understand these numbers: Imagine you go to a restaurant and order a taco. You expect at the least to receive a taco (this is your **minimum** score). Now you would really like to have a good taco, one with all your favorite toppings (this is your **desired** score). The taco that comes to the table has sour cream. Your opinion of the taco before you is the **perceived** score. Now I like my tacos without sour cream, so I will perceive that my taco is less **adequate**, whereas you may be fond of sour cream and so view such a taco as **superior**. This example highlights one of the important features to keep in mind when examining this data: this is an examination of user’s expectations and those can differ greatly from person to person.

The following graphs are the same scored disaggregated by “user group” (undergraduate, graduate, and faculty respondents).



Note: U is the number of undergraduates, G is graduate students, and F is faculty.



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Cautionary Notes to Analysis

Please note that there is no definitive way of ascertaining what library, or what service within a library, a respondent is evaluating in this data.

Students and faculty routinely use several libraries on campus. The Committee feels this is a very important note to LibQUAL+ analysis, especially in regards to AS.

Of particular note to the Science Library Report is that because the Library is housed within Norlin, the above caution is particularly pronounced; much of users' perceptions are most certainly influenced by other points of service within Norlin.

What can be done with this data?

LibQUAL+ data is best considered as an assessment of what further assessment might be done. If you feel any aspects of the report are problematic, you might consider conducting more specific surveys, conversing with constituents, or reviewing internal procedures. If you feel aspects are indicative of positive service, you might consider using the data as promotional material. Either way, communicating these results back to the users could facilitate a valuable dialogue. The data may confirm your anecdotal beliefs, or it may lead you to new realizations of your unit's service.

On the other hand, you might do nothing with it. LibQUAL+ data will increase in value over time, and future reports may bring more actionable data to light.

If you have any questions regarding LibQUAL+ whatsoever, please do not hesitate to contact the Assessment Committee.

User Comments

Because "Science Library" was not an option in the comments section as it was for most stand-alone branches, responses below are based on discipline. Those for "chemistry" and "biology" are included in the Chemistry/Biology Bibliographers report. Therefore, only those for "health science" and "psychology" are included here.

Health Science:

- Copy machines are always broken or out of paper on weekends. This gets annoying when trying to do research.
- It is extremely difficult to find your way around in the library. The people are helpful, but they give you directions based on the assumption that you know a little about the library ie "Go to the science stacks, take a left at the second

door, through the hall to the law and you're there." I don't know the library hardly at all. It's very intimidating to learn it.

Psychology:

- I love the CU VPN software that allows me to log into the library from home. I could not imagine research without it!
- I don't ever feel that Norlin has staff available to help me. It would be nice if it wasn't so lonely, and I didn't have to spend hours finding the answers to my questions myself. This is especially important since I am an undergraduate trying to learn the skills I'll need for graduate school, one of which is library research. Also, I'm conducting my honors thesis this year and am very frustrated by the fact that the library does not have print copies of the journal "Appetite" and only has online access to the most recent volumes. My area is in food cravings and this is one of my best journal sources, therefore, I've had to purchase some of the articles I need from Science Direct.
- Your electronic access continues to improve. I use it all the time and love it. I think you guys are great. My only problem is access to some journals, but I understand that budget cuts have made that unavoidable. Keep pushing for more money! I supported the A & S vote on the libraries.
- The conversations, cell phones, and other noise in the supposed quiet zones are quite distracting in Norlin. I've talked to security and administrative personal and they tell me that all I can do is attempt to reserve a group tech room, but these are not always available and are sometimes no better. I grew up under norms that a library should be a quiet place to read and study, not an office building or a social lounge. A small collage that I transferred from at least had a reading room that asked people to leave if they were talking, rather than open rooms and corridors where high school students can be heard talking a mere 20 feet or so away in any section of the building every other day I m at Norlin.
- The electronic services are incredible and keep improving. They are most important to me. The actual hard-copy volumes in the library and journal subscriptions are sometimes lacking. The staff members are courteous and knowledgeable.
- I will be doing more research as time goes on, currently I have not had to use much of what the library has to offer. I appreciate the computer labs, and I would like to see improvement on the quality of the chairs. Many that I have had to use are pretty deteriorated and uncomfortable and even painful to sit on.
- I don't know that my opinion on these matters is so important because I don't go to the library for more than just a place to study.

Resources

Assessment Committee:

Website: <http://ucblibraries.colorado.edu/internal/assessment/index.htm>

Members: Brice Austin, John Culshaw (Ex-officio), Deborah Fink (Co-Chair, Ex-officio), Jennifer Gerke, Matthew Hamilton, Lindsay Steussy, Jack Maness (Co-Chair), Scott Seaman, Heather Wicht.

Selected Bibliography:

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Overview of LibQUAL+ Survey

Demographic Questions:

- User Group (also subgroups by year or status)
Undergraduate, Graduate, Faculty
- Age (by range)
- Sex
- Discipline
- Locally customized discipline

Core Questions:*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
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- [AS-7] Employees who understand the needs of their users
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- [AS-9] Dependability in handling users' service problems

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

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

Local Questions:

- Teaching me how to access, evaluate, and use information
- Librarians teaching me how to effectively use the electronically available databases, journals, and books
- A library environment that is hospitable and conducive to finding and using information
- Enabling me to find information myself 24 hours a day

- Facilitating self-directed research

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?

Information Literacy 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 or study.

Library Use Questions:

- How often do you use resources on library premises?
- How often do you access library resources through a library Web page?
- How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?