LibQual Spring 2009

Jan Lewis, Associate Director
Joyner Library
East Carolina University
August 31, 2009 presentation
1,103 responses

• Undergraduate students:
  – Completed 672 surveys (61% of all surveys)
  – Constitute 71.7% of the population

• Graduate students:
  – Completed 348 surveys (31.5% of all surveys)
  – Constitute 22.7% of the population

• Faculty
  – Completed 76 surveys (7% of all surveys)
  – Constitute 5.5% of the population
First year: 7%
Second year: 13%
Third year: 16%
Fourth year: 19%
Fifth year + above: 6%
Non-degree undergraduate: 1%
Masters: 28%
Doctoral: 2%
Non-degree graduate: 1%
Assistant Professor: 3%
Associate Professor: 2%
Professor: 1%
Lecturer / Other: 1%

2009 Survey Respondents by User Group
2009 General Satisfaction

- I am satisfied with the way I am treated at the library
- 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?
General Satisfaction - Students

- I am satisfied with the way I am treated at the library.
- I am satisfied with library support for my learning, research, and/or teaching needs.
- How would you rate the overall quality of service provided at the library.
I am satisfied with the way I am treated at the library.
I am satisfied with library support for my learning, research, and/or teaching needs.
How would you rate the overall quality of service provided at the library.
What is Most Important to Undergraduate Students:

- Modern equipment that lets me access needed information: 8.11
- A library Web site enabling me to locate information on my own: 8.07
- A gateway for study, learning, or research: 8.07
- Making electronic resources accessible from my home or office: 8.04
- Employees who are consistently courteous: 8.04
What is Most Important to Graduate Students?

- Making electronic resources accessible from my home or office: 8.52
- Print and/or electronic journal collections I require for my work: 8.49
- Easy-to-use access tools that allow me to find things on my own: 8.43
- A library Web site enabling me to locate information on my own: 8.41
- The electronic information resources I need: 8.41
What is Most Important to Faculty?

- Making electronic resources accessible from my home or office: 8.55
- Using the library for research: 8.44
- Library Web site enabling me to locate information on my own: 8.37
- Making information easily accessible for independent use: 8.37
- The electronic information resources I need: 8.34
Student Information Literacy Outcomes

- Library enables me to be more efficient in my academic pursuits.
- Library provides me with the information skills I need.
- Library aids my advancement in my discipline.
- Library helps me distinguish between trustworthy and untrustworthy information.
- Library helps me stay abreast of developments in my field(s).
Outcomes for Faculty

- Library helps me stay abreast of developments in my field(s)
- Library aids my advancement in my discipline
- Library helps me be more efficient
- Library helps me distinguish between trustworthy & untrustworthy info
- Library provides me with the info skills I need
Affect of Service Desired Means

- Average
- Employees who instill confidence
- Give users individual attention
- Consistently courteous
- Readiness to respond to questions
- Knowledge to answer questions
- Deal with users in caring fashion
- Understand users’ needs
- Willingness to help users
- Dependability in handling problems

Faculty

Graduate

Undergraduate
Information Control Desired Means

Remote access to electronic resources
Library Web site enables me to locate information
Printed library materials
Electronic information resources
Modern equipment
Easy-to-use access tools
Making information easily accessible
Print and/or electronic journal collections

Faculty
Graduate
Undergraduate
Library as Place Desired Means

- Library as Place Average
- Using library for research (local)
- Access to equipment not readily available in my dept. (local)
- Center for intellectual stimulation (local)
- Place for reflection & creativity (local)
- Materials available for browsing in open stacks (local)
- Library space inspires study & teaching
- Quiet space for individual activities
- Comfortable & inviting location
- Gateway for study, learning or research
- Community space for group learning & group study

- Faculty
- Graduate
- Undergraduate
2009 Superiority Gaps by User Group

<table>
<thead>
<tr>
<th>User Group</th>
<th>Affect of Service</th>
<th>Information Control</th>
<th>Library as Place</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
<td>0.41</td>
<td>0.55</td>
<td>0.65</td>
<td>0.52</td>
</tr>
<tr>
<td>Grad</td>
<td>0.46</td>
<td>0.84</td>
<td>0.58</td>
<td>0.63</td>
</tr>
<tr>
<td>Faculty</td>
<td>0.36</td>
<td>0.94</td>
<td>0.52</td>
<td>0.63</td>
</tr>
</tbody>
</table>
Quiet space for individual activities
Library space that inspires study & learning
The printed library materials I need for my work
Print and/or electronic journal collections
Community space for group learning & study
Graduate Student Superiority Gaps for Service Dimensions

- Affect of Service
- Information Control
- Library as Place
- Overall

- 2009
- 2007
- 2003

Values:
- 1.4
- 1.2
- 1
- 0.8
- 0.6
- 0.4
- 0.2
- 0
Largest Superiority Gaps: Graduate Students
2009
Faculty Superiority Gaps by Service Dimension

- Affect of Service
- Information Control
- Library as Place
- Overall

Comparison between 2009 and 2003 data.
Print and/or electronic journal collections
The printed library materials I need for my work
Using the library for research
Library materials being available for browsing in open stacks
Library Web site enabling me to locate info on my own
Easy-to-use access tools that allow me to find things on my own
Employees who instill confidence in users
Graduate Student Dimensions 2009

Affect of Service    Info Control    Library as Place    Overall

Minimum     Perceived     Desired

- Minimum
- Perceived
- Desired
Affect of Service Ratings

Minimum
Perceived
 Desired

Faculty  Graduate  Undergrad
Information Control Ratings

Minimum
Perceived
Desired

Faculty
Graduate
Undergraduate
Library as Place Ratings

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Graduate</th>
<th>Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- **Minimum**
- **Perceived**
- **Desired**
# Adequacy Gaps

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

- Faculty were not surveyed in 2007.
- 6 adequacy gaps for graduate students in 2007.
- 0 for undergraduate students in 2007.
- 2 overall adequacy gaps in 2007.
<table>
<thead>
<tr>
<th>Year</th>
<th>Adequacy Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>• 7 adequacy gaps for faculty</td>
</tr>
<tr>
<td></td>
<td>• 0 for graduate students</td>
</tr>
<tr>
<td></td>
<td>• 0 for undergraduate students</td>
</tr>
<tr>
<td></td>
<td>• 0 overall</td>
</tr>
<tr>
<td>2003</td>
<td>• 15 adequacy gaps for faculty</td>
</tr>
<tr>
<td></td>
<td>• 6 adequacy gaps for graduate students</td>
</tr>
<tr>
<td></td>
<td>• 0 for undergraduate students</td>
</tr>
<tr>
<td></td>
<td>• 1 overall adequacy gap</td>
</tr>
</tbody>
</table>
Print and/or electronic journal collections I require for my work
Printed library materials I need for my work
Using the library for research
Library Web site enabling me to locate info on my own
Library materials available for browsing in open stacks
Making info easily accessible for independent use
Modern equipment that lets me easily access needed information

<table>
<thead>
<tr>
<th>Series</th>
<th>Print and/or electronic journal collections</th>
<th>Printed library materials</th>
<th>Using the library</th>
<th>Library Web site</th>
<th>Library materials available</th>
<th>Making info easily accessible</th>
<th>Modern equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series1</td>
<td>-0.58</td>
<td>-0.49</td>
<td>-0.4</td>
<td>-0.24</td>
<td>-0.18</td>
<td>-0.08</td>
<td>-0.04</td>
</tr>
</tbody>
</table>
Some comments from students

• Online databases are great resources (Grad)
• The staff at Joyner Library are very helpful and kind (Grad)
• Book request and shipping service for distance learners is awesome and unexpected (Grad)
• The library is a great place to study (UG)
• The online library has been vital to me (UG)
Actions Taken: Library as Place

- Added more quiet study space
  - 29 new individual student studies
  - 1101 will be a quiet study room
- Added more collaborative/group spaces
  - 6 new group study rooms
  - Redesign of first floor area
  - 1415 will be a viewing/presentation practice space
Actions Taken: Information Control

• New online/video tutorials
• New library catalog allows searching of both Joyner and Laupus materials
• LibGuides (more than 50)
• Distance Education pages redesigned
• E-books added to E-Journal/E-Book Portal
• Upgraded catalog records for manuscript collections, retrospective Gov Docs cataloging, cataloging project for Special Collections maps
• More Digital Collections added
More Actions to Come

• Department and committee actions in response to the LibQual results
• Enhanced functionality of online finding aids for manuscript collections
• Library web site redesign
• Integration into our next strategic plan
• Follow up on specific areas of concern
• SPSS analysis
• What else? Please share your ideas.
Questions? Comments? Contact Jan Lewis, Robert James or Angela Whitehurst