LibQUAL+ in the local context: results, action and evaluation

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Cranfield University at DCMT (RMCS)

- Quality Management Student Perspective Survey 1993
- Exit Questionnaires 1994-
- Information Services Survey 1996
  - Priority Search
- DTC MSc & MA Course Students 1997
  - Repeat of 1996 methodology
Continued ...

- Researchers Survey 1998
  - First Web-based survey; PR methodology
- SCONUL ACPI WGUS Survey 1999
  - Satisfaction vs importance template; PR analysis
- University Libraries Survey 2001
  - SCONUL template +; PR analysis
- LibQUAL+ Pilot 2003
- LibQUAL+ 2005
1. Results from LibQUAL+ 2003
LibQUAL+ 2003

• Ran LibQUAL+ March 2003
  - 538 Responses overall
  - 166 at DCMT

• Overall results were positive

• Further data analysis conducted by LISU
  - By campus
  - By gender
  - By discipline
  - Comparisons to UK Participants
  - Comparisons to US Libraries
DCMT Library Staff Results 2003
Library Staff Perceptions 2003

- Results from library staff were significantly different to those of our users
- Staff thought we exceeded expectations on providing electronic and paper-based resources, users were less satisfied
- Staff thought we performed badly on “Library Web site” & “easy-to-use access tools”, users were more satisfied
Benchmarking 2003
Overall Results

- Cranfield vs UK
  - Similar minimum & desired
  - Higher perceived

- Cranfield vs US
  - Lower minimum & desired, similar perceived

- UK vs US
  - Lower minimum, perceived and desired
2. Agenda for Change
RMCS Points for Action

• Information skills training
• Improving staff specialist skills
• Access to electronic resources
• Customer care to different users
Information skills training

• Information Literacy outcomes received the lowest score in the 2003 survey

Action:

• New Information Literacy project to provide software based tutorial to help students with IL, specifically to aid our distance learners
Improving staff specialist skills

- Very good at being nice
- Can improve on subject specialist assistance

Action:
- Increase staff training in subject areas
- Develop a new post of “Information Specialist” with a greater emphasis on subject support
Access to electronic resources

- Our Web site and providing electronic access to resources were seen as major opportunities for improvement

Action:

- Developing a new library Web site, replacing 6 static html pages with a portal.
Before
Launching September 2005

DCMT Digital Library

Friday, 19 August: Home » a-z

Home | Courses | Subjects | A-Z Resources | Help | About Us | World News

DCMT Library Catalogues

Library Reports
Section Catalogue
Library Catalogue

Other Library Catalogues

British Library
Netlibrary
Cybrary
COPAC
Kings Norton Library Catalogue

General Links

Opening Hours
General Information

A-Z Resources

A - Z of Medicinal Drugs
Information on medicines available today. It covers over-the-counter and prescription drugs, information about side effects, conditions, and the medicines used to treat them.

AACE Digital Library
Abstract of ten journals and five conference proceedings published by AACE

abebooks.com
Website for finding the location for suppliers and details of second-hand books.

A&I In-form
Major database of management information giving access to around 1700 magazines, newspapers and journals, many in full text. Subject coverage includes management theory, management techniques, business conditions, business trends, advertising, marketing, economics, human resources, finance and taxation. Includes A&I-INFORM Trade and Industry: over 700 publications on every major industry, including finance, insurance, transportation, construction. Full-text articles may include images and graphics

ACM Digital Library
Full text of all ACM publications: journals, transactions, proceedings, newsletters, special interest group and publications by affiliated organisations. **Please note** full-text is available ON CAMPUS only.
Customer care to different users

• Analysis by gender showed that our male users get better customer care than our female users

Action:

• Make staff aware of the issue, and reiterate the customer care training.
3. Results from LibQUAL+ 2005
LibQUAL+ 2005

• Ran LibQUAL+ February to April 2005
  - 768 Responses overall
  - 237 at DCMT
    • 15.8% Response rate

• Overall results were positive

• Further data analysis conducted Internally
  - By campus
    • By user group
    • By discipline
Overall DCMT Results 2005
DCMT Library Staff Results 2005
Library Staff Perceptions 2005

- Increase in expectations, especially in Information Control and Library as Place.
  - About 75% of questions saw an increase in Minimum and Desired Means
- Decrease in perceptions across all dimensions
  - 50% of questions saw a decrease in Perceived Means
- Only negative score received for “Library Web Site”
# Results of Actions - Information Literacy

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
<td>2005</td>
</tr>
<tr>
<td>The library helps me stay abreast of developments in my field(s) of interest.</td>
<td>5.98</td>
<td>6.04</td>
</tr>
<tr>
<td>The library aids my advancement in my academic discipline.</td>
<td>6.65</td>
<td>6.68</td>
</tr>
<tr>
<td>The library enables me to be more efficient in my academic pursuits.</td>
<td>6.65</td>
<td>6.76</td>
</tr>
<tr>
<td>The library helps me distinguish between trustworthy and untrustworthy information.</td>
<td>5.22</td>
<td>5.67</td>
</tr>
<tr>
<td>The library provides me with the information skills I need in my work or study.</td>
<td>5.72</td>
<td>5.95</td>
</tr>
</tbody>
</table>
## Results of Actions - Staff Specialist Skills

<table>
<thead>
<tr>
<th>Question</th>
<th>Superiority</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2003</strong></td>
<td><strong>2005</strong></td>
<td></td>
</tr>
<tr>
<td>Library staff who instill confidence in users</td>
<td>-0.42</td>
<td>-0.35</td>
</tr>
<tr>
<td>Dependability in handling users' service problems</td>
<td>-0.37</td>
<td>-0.25</td>
</tr>
<tr>
<td>Library staff who have the knowledge to answer user questions</td>
<td>-0.25</td>
<td>-0.23</td>
</tr>
<tr>
<td>Library staff who understand the needs of their users</td>
<td>-0.42</td>
<td>-0.23</td>
</tr>
</tbody>
</table>
## Results of Actions - Access to electronic resources

<table>
<thead>
<tr>
<th>Question</th>
<th>Superiority</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
<td>2005</td>
</tr>
<tr>
<td>Easy-to-use access tools that allow me to find things on my own</td>
<td>-1.36</td>
<td>-0.93</td>
</tr>
<tr>
<td>Making electronic resources accessible from my home or office</td>
<td>-1.34</td>
<td>-1.26</td>
</tr>
<tr>
<td>A library Web site enabling me to locate information on my own</td>
<td>-1.11</td>
<td>-1.13</td>
</tr>
</tbody>
</table>
4. Comparisons to Local Exit Survey
DCMT Exit Questionnaire 2003

- **Exit Questionnaire**
  - Conducted June 2003
  - Issued to all graduating students
  - Ratings calculated on a 6 point scale
  - Total responses at Shrivenham = 152

- **LibQUAL+**
  - Conducted March 2003
  - Issued to all staff and students
  - Rating calculated on a 9 point scale
  - Total responses at Shrivenham = 166
Comparison Conclusions

- Users Perceptions better in Exit Questionnaire if not closely matched
- Bigger difference between “importance” and “desired”
- LibQUAL+ sets a bigger agenda for chance, even when only considering nine questions
Acknowledgements

- Library and Information Statistics Unit
- All SCONUL LibQUAL+ Participants
- Staff and Users of DCMT Library
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