PCOM LibQUAL+® 2012 Survey Summary Report

This review summarizes combined responses from all users, and the specialized analyses by campus and by discipline. The companion document, *PCOM LibQUAL+® 2012 Survey – Adequacies, Inadequacies & Proposed Actions*, identifies areas that require study and improvement. The desired outcome of LibQUAL+® is an action plan for development of library services and resources. *PCOM LibQUAL+® 2012 Survey – Adequacies, Inadequacies & Proposed Actions* will provide a basis for that plan.

The LibQUAL+® survey was conducted for three weeks in early spring 2012. Useable surveys were completed by 956 individuals:

- 837 students - 35 percent of enrollment
- 72 faculty - 41 percent of paid faculty, the only faculty solicited to complete the survey
- 47 staff - 19 percent

Responses are representative of the breakdown of users by campus; PA campus users accounted for 78 percent of responses and 72 percent of total enrollment, and GA campus users for 22 percent of responses and 28 percent of total enrollment.

These response rates are high (in 2007, student response rate was 25 percent). "Research indicates that Web-based surveys typically have low response rates (around 15-20 percent). Libraries that achieve response rates above 30 percent are considered libraries with high response rates for a Web-based survey" (LibQUAL+® 2011 Procedures Manual p. 27).

A number of factors may account for the high response rate, chief among them a change in survey format to a "Lite" version that made completing the survey less onerous. The Lite protocol uses item sampling methods to gather data on all 22 LibQUAL+® core items, while only requiring a given single user to respond to a subset of the 22 core questions. A typical response time for the completion of the full survey is nine minutes compared to five minutes for the Lite version. All 2012 PCOM respondents were given the Lite format. Other possible factors were timing of the survey at the start of the term rather than toward the end when time pressures are heightened, aggressive promotion via frequent targeted emails, and attractive incentives.
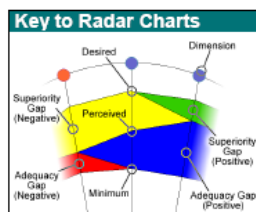

Radio Chart Explanation: Summary radar charts show the aggregate results for core survey questions in the three broad areas of **Affect of Service, Information Control, and Library as Place**. Each axis represents one question. On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted.
Red indicates service inadequacy – service is perceived as less than the minimum.
Blue indicates service adequacy – service is perceived as more than the minimum.
Yellow indicates the gap between adequacy and desired service.
Green indicates service superiority – perceived as exceeding the desired.

The *Adequacy score* is calculated by subtracting the minimum score from the perceived score on any given question for each user. In general, service adequacy is an indicator of the extent to which the Library meets the minimum expectations of users. A negative service adequacy score indicates a failure to meet minimum expectations.

Overall Responses – Both Campuses, All Disciplines

The Library exceeded users' minimum expectations in the areas of service [Affect of Service] and information and collection resources [Information Control]. Failures to meet minimum expectations related to space and equipment. Summary 2012 results are similar to 2007 with an Adequacy mean of 0.47 in 2012 and 0.46 in 2007. A complete listing of the 2012 survey questions and their dimensions can be found in Appendix A.

2012   **2007**
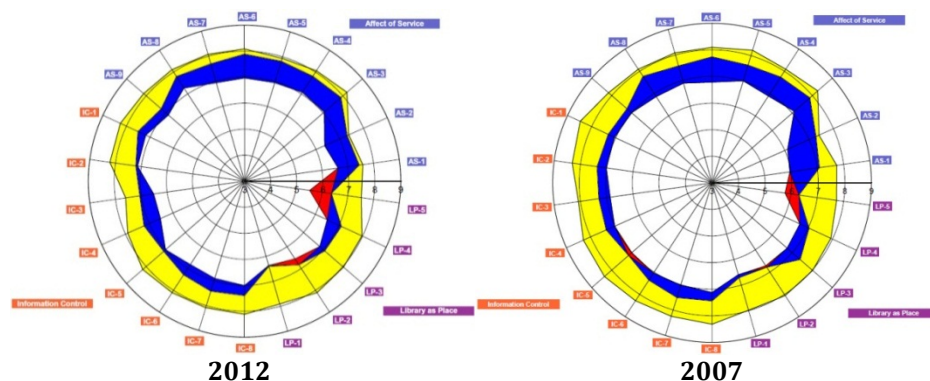
Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.92	7.99	7.71	0.80	-0.28	944
Information Control	6.80	8.02	7.25	0.46	-0.76	948
Library as Place	6.50	7.90	6.51	0.01	-1.39	922
Overall	6.78	7.98	7.26	0.47	-0.72	950

Affect of Service: The depth of blue penetration for Affect of Service questions in both 2012 and 2007 indicates strong satisfaction with library services (Adequacy Mean of 0.80 in both years). Adequacy scores were very high, ranging from 0.53 [AS-8] Willingness to help users to 0.95 [AS-2] Giving users individual attention. The lowest adequacy score (a respectable 0.37 for [AS-9] Dependability in handling users' service problems) warrants investigation and amelioration.

Information Control: Information Control questions exceeded minimum expectations in all areas and improved from an Adequacy Mean of 0.28 in 2007 to 0.46 in 2012. Satisfaction increased for [IC -3 & IC-4] Electronic and print resources, [IC-6] Easy to access tools, [IC-7] Easily accessible information. There was a decline in one area, [IC-2] Library web site that enables me to find information on my own (from 0.33 in 2007 to 0.07 in 2012). This decline and low level of satisfaction with the library web site are red flags and a cause for review and action.

Library as Place: Satisfaction with Library as Place declined from an overall Adequacy Mean of 0.17 in 2007 to 0.01 in 2012. Library space failed to meet minimum expectations for [LP-2] Quiet space for individual activities and [LP-5] Community space for group learning and study. An action plan for space is essential.

Additional Questions
The Library had the option to include additional questions (not represented on the Radio charts). Users' minimum expectations were met in all areas; they expressed satisfaction with information resources for patient care, interlibrary loan services, hours of service and online guides and tutorials.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Access to information resources that support patient care	7.18	8.14	7.56	0.38	-0.58	149
Adequate hours of service	6.75	7.96	7.41	0.66	-0.55	174
Collections of online full-text articles sufficient to meet my needs	7.17	8.23	7.36	0.19	-0.87	178
Efficient interlibrary loan / document delivery	7.00	7.95	7.85	0.85	-0.10	134
Helpful online guides and tutorials	6.33	7.37	6.89	0.56	-0.49	185

Information Literacy

Information literacy questions asked users to rate their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree". The responses show a positive view of the library's efforts.

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.66	1.72	402
The library aids my advancement in my academic discipline or work.	7.28	1.62	404
The library enables me to be more efficient in my academic pursuits or work.	7.16	1.59	374
The library helps me distinguish between trustworthy and untrustworthy information.	6.65	1.67	355
The library provides me with the information skills I need in my work or study.	7.23	1.40	365

General Satisfaction

General satisfaction questions asked users to rate their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree". Users strongly agreed that they are satisfied with how they are treated, library support for their needs, and overall library service.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.93	1.19	459
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.50	491
How would you rate the overall quality of the service provided by the library?	7.55	1.28	950

Responses by User Group: Students, Faculty, Staff

Student   Faculty   Staff
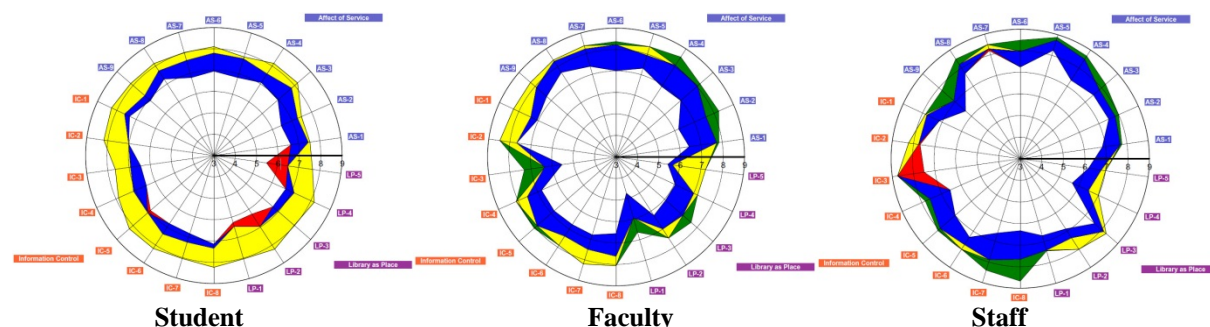
The unique interests and needs of the 3 user groups are reflected in the radio charts.
Students care most about library study space and equipment. They viewed as deficit modern equipment, and three of the five space dimensions. Both library staff and Administration anticipated student dissatisfaction with space. A plan was proposed and funded for 2013 repurposing of collection space to user space on the PA campus. Dissatisfactions with GA campus space will be investigated in 2013 review.

Faculty was very satisfied with all three areas; their expectations were exceeded on dimensions of service, information control, and space.

Staff reported dissatisfaction with the library web site and with print materials; their expectations were exceeded on most dimensions of service, information control, and space. Library staff will undertake a critical review and redesign of the website, and plan to move to a more flexible content management system in 2013.

Campus Analysis Summary

In 2007, striking differences between PA and GA results were a cause for concern. The PA Campus Overall Adequacy Mean was 0.56; the GA Campus Adequacy Mean was -0.06. Despite the fact that PA and GA users access the same web site and electronic resources, GA users were dissatisfied with information resources. Follow-up focus groups and discussions suggested that significant dissatisfaction stemmed from users being unaware of available resources rather than from a lack of resources. The GA Librarian responsibilities were refocused to emphasize education and outreach. The 2012 responses testify to the effectiveness of that strategy.
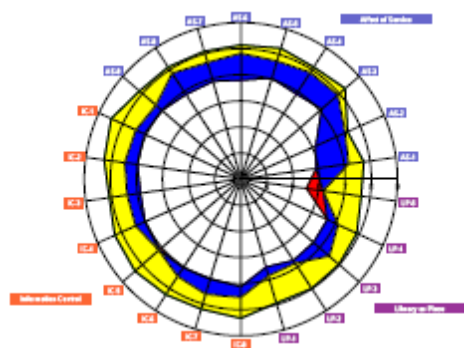
PA Campus 2007   **GA Campus 2007**
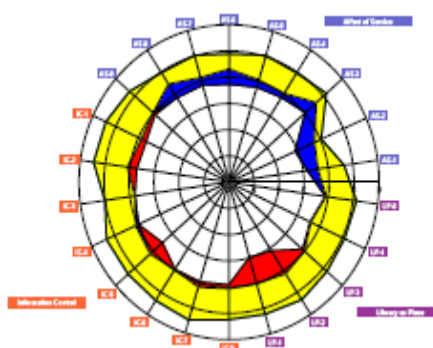
In 2012, PA and GA results are more similar than dissimilar with significant improvement in the GA Campus responses. The PA Campus Overall Adequacy Mean is 0.53; the GA Campus Adequacy Mean is 0.27.
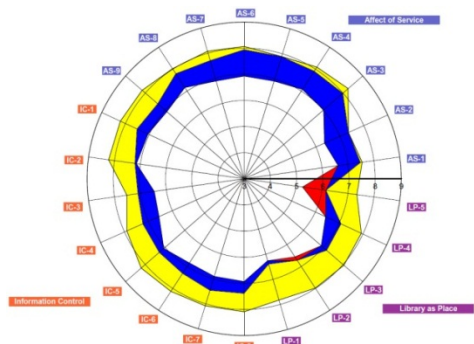
PA Campus 2012   **GA Campus 2012**
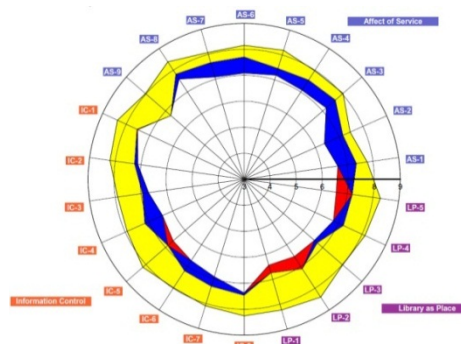

PA users perceived **service adequacy for 20 of the 22** core questions. PA users perceived failure to meet the minimum level of service for only 2 of the 22 core questions, both related to space: [LP-2] Quiet space for individual activities, and [LP-5] Community space for group learning and group study.

GA users perceived **service adequacy for 17 of the 22** core questions in 2012 compared to only 12 in 2007. GA users perceived inadequacy for 5 of the 22 questions. Inadequacies in **Information Control** related to access and equipment: [IC-1] Making electronic resources accessible from my home or office, [IC-5] Modern equipment that lets me easily access needed information. GA users concurred with PA users about inadequacies in **Library as Place**: [LP-1] Library space that inspires study and learning, [LP-2] Quiet space for individual activities [LP-5] Community space for group learning and group study.

GA faculty perceptions improved significantly. Many 2007 "failed-to-meet-minimum" expectations were converted to cases of "exceeded" expectations in 2012.

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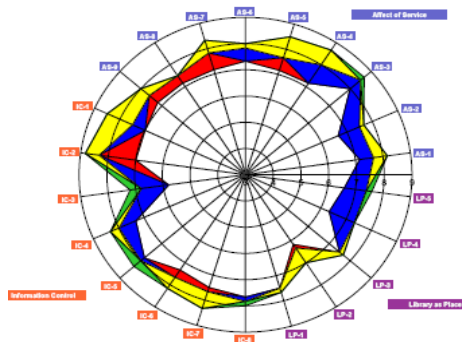
GA Faculty 2007

GA Faculty 2012
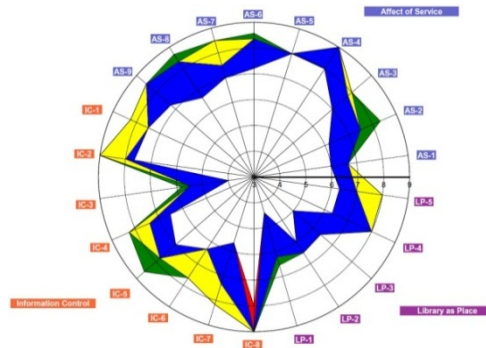
GA students were less satisfied than PA students; the library failed to meet minimum expectations on seven questions in GA, compared to three in PA. Students on both campuses were dissatisfied with space. GA students were also dissatisfied with equipment (printers and wireless printing were frequently mentioned in comments) and print resources.

PA Students
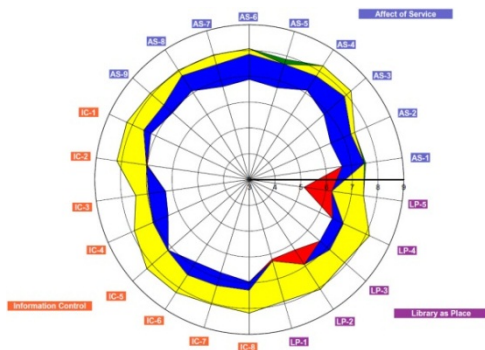


GA Students
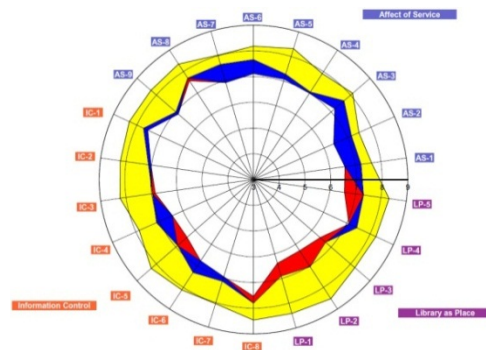
Discipline Analysis Summary

Individual discipline analysis is based on the following number of responses:

Biomedical Graduate	87
Forensic Medicine	14
Osteopathic Medicine	563
Pharmacy	59
Physician Assistant	68
Psychology	112
Staff	52
N = 955	

Discipline analysis does not identify respondents by role (faculty or student).

Biomedical Sciences

Biomedical graduate program users gave strong positive ratings for service, indicating that library staff exceeds expectations for knowledge and caring. Information access and resources were also rated highly. They echoed the dominant student ratings of inadequacies related to space. A space plan will address those concerns.
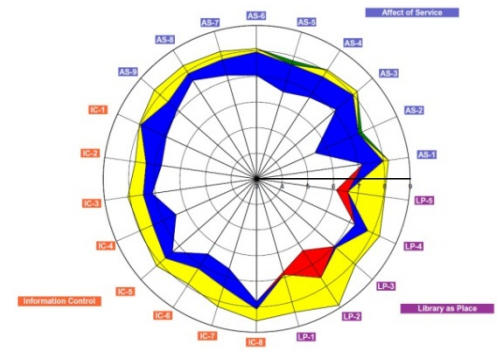

Forensic Medicine

Forensic Medicine gave "superiority" ratings for print and electronic resources, rating them as exceeding expectations. Despite a "superiority" rating for staff courtesy, there were inadequacy ratings related to service. Staff were viewed as pleasant but not helpful. Library staff will make a concentrated effort to reach out to faculty and student in the Forensic Medicine program.
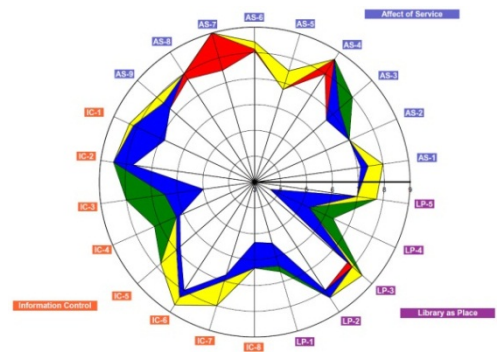

Osteopathic Medicine

Given the large number of DO respondents, the DO discipline chart is nearly identical to the overall chart. It shows satisfaction with services and information resources, slight dis-satisfaction with the library web site, and strong dis-satisfaction with space.
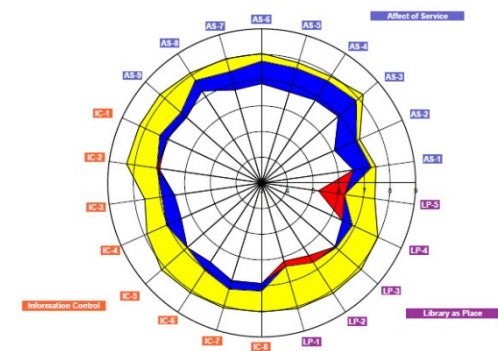

Pharmacy

Pharmacy had the lowest satisfaction scores of all disciplines with some inadequacies in all three areas (Affect of Service, Information Control, Library as Place.) It is clear that additional work and new initiatives will be required to meet the expectations of this new group of users.
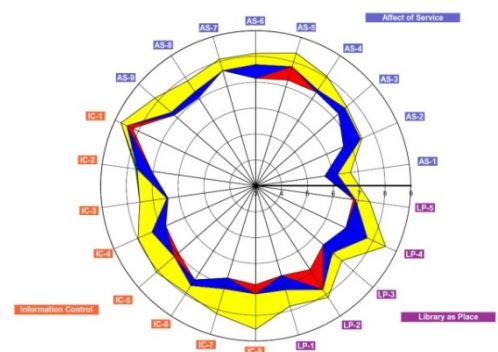
Physician Assistant Studies
Physician Assistant Studies ratings have the deepest penetration of adequacy of all disciplines. The library exceeded desired expectations in areas of service and resources. The Library failed to meet minimum expectations for L2-quiet space for individual activities and for L5 – community and group study space.
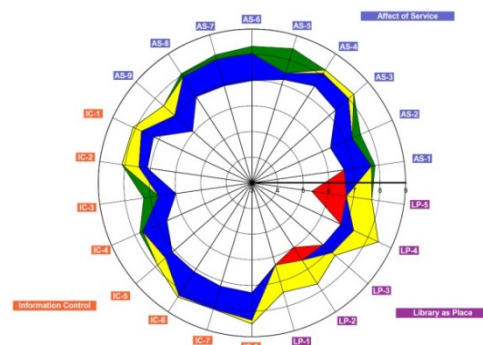
Psychology
Psychology ratings show high satisfaction with services (interlibrary loan was mentioned often in Comments). Psychology users expressed dissatisfaction with the usability of the library web site and access from off-campus locations. Quiet space for individual activities and community space for group activities failed to meet minimum expectations.
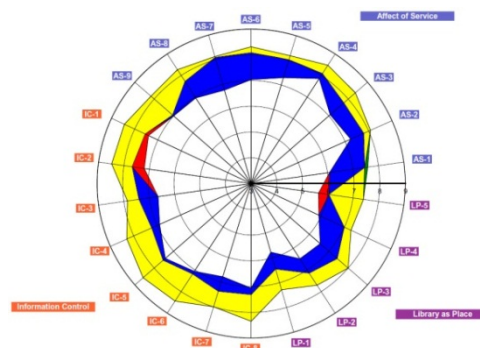
Report Distribution
This Summary Report and two additional documents 1) *PCOM LibQUAL+® 2012 Survey – Adequacies, Inadequacies & Proposed Actions*, and 2) *Minimum, Desired and Perceived Overall Scores for all PA, GA and Health Sciences Participants With Summary Results Posted Prior to August 1, 2012* will be distributed to the College Leadership.

Links to these documents and to the complete Analyses will be placed on the Library home page. Print copies of the complete Analyses will be available in the Libraries for circulation to all users.

Reference
1. Green, D., Kyrillidou, M. LibQUAL+® 2011 Procedures Manual. Washington, D.C., Association of Research Libraries, January 2011. http://www.LibQUAL+®.org/documents/LibQUAL+®/publications/2011_proceduresmanual.pdf

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