



Atlanta University Center
Robert W. Woodruff Library

2011

Fall 2010 LibQUAL+® User Survey Results:
Atlanta University Center (AUC)



www.auctr.edu

Prepared by:

Carolyn Hart – Assistant Director
Planning, Assessment & Communications
chart@auctr.edu
5/3/2011



Table of Contents

Executive Summary.....	3
Survey Components.....	6
Assessment Strategy.....	7
Statistics by Audience.....	8
General Satisfaction Ratings.....	8
Information Literacy & Library Use Statistics.....	9
Ratings by Service Dimension.....	11
Comparison Ratings: RWWL & Association of Research Libraries (ARL).....	12
Detailed Statistics.....	13
What Matters Most to Undergraduates.....	22
What Matters Most to Graduates.....	23
What Matters Most to Faculty.....	24
Why LibQUAL+® Survey Results Matter to the Library.....	25

Executive Summary

2010 LibQUAL+® User Survey Results

At a time when information access and learning technologies have set new and higher expectations for library users, the AUC Woodruff Library's user satisfaction ratings have improved!

During the Fall of 2010 (November 1-December 6), the Library administered the LibQUAL+® web-based user survey to AUC students and faculty. LibQUAL+® was designed by the Association of Research Libraries (ARL)¹ and Texas A&M University Libraries and is part of a global initiative to define and measure service quality across libraries. It assesses users' perceptions of nearly all aspects of the library and yields both quantitative *and* qualitative information.

To-date, more than 1,100 libraries have used the LibQUAL+® survey tool, providing a large data repository of benchmark statistics. We last conducted the survey in 2007.

With strong support and involvement by student groups, campus champions and Library staff in both planning and implementation, 14% participation was achieved (1,402 of AUC's 9,852 students and faculty took the survey). This exceeded the 10% objective established for the project.

The feedback from this survey will be used to refresh the "RWVL 2010-2015 Strategic Plan: Building a 21st Century Learning Community – Advancing the Academic Village."

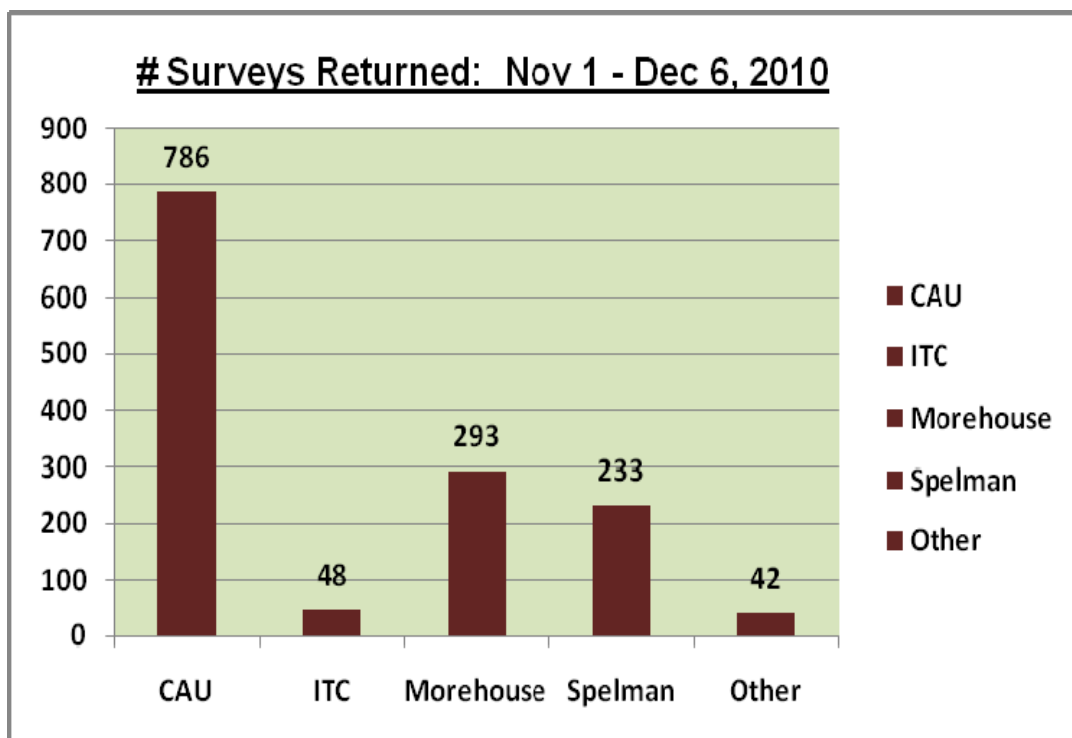
Demographic Summary: Segmentation of AUC users surveyed

AUC User Group	AUC Population	% of AUC Population	Survey Respondents	% of Respondents
Undergraduate	8028	81%	1060	75.6%
Graduate	1083	11%	133	9.5%
Faculty	742	8%	156	11.1%
Other (Library & Admin Staff)			53	3.8%
Total	9,853	100%	1,402	100%

Note: "Undergraduate" and "graduate" students are slightly under sampled. "Faculty" and "other" user group categories are slightly oversampled.

¹ Association of Research Libraries (<http://www.arl.org>)

Institutional Summary: # Surveys Completed/Returned Per AUC School



Note: "Other" is defined as Library & Administrative Staff

2010 LibQUAL+® Survey Highlights: Using Rating Scale of 1(Low) -9 (High):

- Received a 7.59 user satisfaction rating for "overall quality of service provided by the library". This is an increase of over 1 percentage point when contrasted to 2007 (7.59 vs. 6.58). See page 7.
- Achieved higher user satisfaction scores than the Association of Research Libraries (ARL) (7.59 vs. 7.29). See page 7.
- Use of "resources on library premises" has increased markedly by AUC graduate and undergraduate students. Compared to 2007 LibQUAL+® results, undergraduate use increased by over 4 percentage points (23.30% vs. 19.18%). See pages 9 and 10.
- User expectation ("Desired" service level) has increased compared - 8.16 vs. 7.81 in 2007. See Page 13.
- RWWL is narrowing the gap between users' "Desired" versus "Perceived" levels of service - 0.72 vs. -1.07 in 2007. See Page 13.

- Library orientation/instruction sessions exceeded faculty expectations (Desired service level = 7.73; Perceived service level = 7.77). *See page 20.*
- Customer service, quiet space for individual study and an easy-to-navigate web site are top priorities for undergraduate students. *See page 22.*
- Quiet space for individual study, a web site that enables location of information independently and customer service are top priorities for graduate students. *See page 23.*
- Accessibility of e-resources from home or office, print & electronic journal collections for work, and a secure and safe environment are top priorities for faculty. *See page 24.*
- Verbatim comments reinforced the above statistical feedback. Recurring themes were:
 - love the renovated space;
 - want even more computers, outlets, tables;
 - want 24/7 hours of operation; and
 - WOODI Rocks!

End of Executive Summary

LibQUAL+® Survey Components and Assessment Strategy

Survey Components

The LibQUAL+® survey instrument collects user information on:

1. **Library Service Dimensions** (22 questions):

- Affect of service - empathy with which the library deliver service to its users; responsiveness, assurance, reliability
- Information control – access to resources (equipment, collections); convenience of use; ease of navigation
- Library as a place - inspiring, comfortable space for study, learning and research

2. A set of **locally-selected or “customized” questions** (which are also incorporated into the above service dimension categories) – 5 questions

3. **Information Literacy** – our users’ demonstrated ability to locate, evaluate and use information (5 questions)

4. General or **overall user satisfaction** (3 questions)

5. Library use patterns, demographics, and **includes** a **“Comment” box**.

For the “service dimension” questions only, users are asked to provide three answers, a rating each for the:

- “Minimum” acceptable level of service
- “Desired” (i.e. expected) level of service and the
- “Perceived” (i.e., currently provided) level of service

Note: The **rating scale** for all questions is **1(lowest) to 9 (highest)**.

Assessment Strategy: How Results Were Analyzed

The **rating scale** for all questions is **1(lowest) to 9 (highest)**.

User ratings for the “Minimum”, “Desired” and “Perceived” levels of service enable the Library to perform gap analysis – calculate the difference between the services the user expects to receive and the service s/he actually experiences.

Gap Score Calculations:

- “**Perceived**” Rating **Minus** “**Desired**” Rating or (P – D) = **Superiority Gap**
- “**Perceived**” Rating **Minus** “**Minimum**” Rating or (P – M) = **Adequacy Gap**

The gap between desired and perceived ratings (Superiority Gap) is the most critical piece of information because it is thought to determine satisfaction. When expectations are met or exceeded, the gap is positive and our users are satisfied with our services. Conversely, if perceived performance falls short of expectations, the gap is negative and our users are not satisfied with our services.

The following chart represents feedback from AUC Faculty from the 2010 and 2007 LibQUAL+® surveys. The 2010 Superiority Gap score indicates that **the Library is exceeding AUC faculty desired expectations for orientation and instruction by 0.04 points**. In 2007, the Library was close to meeting desired expectations, missing the mark by -0.93 points.

	AUC FACULTY	<u>Desired</u> 2007	<u>Perceived</u> 2007	<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Local Questions							
1	Library orientations and instructions sessions	7.82	6.89	7.73	7.77	-0.93	0.04

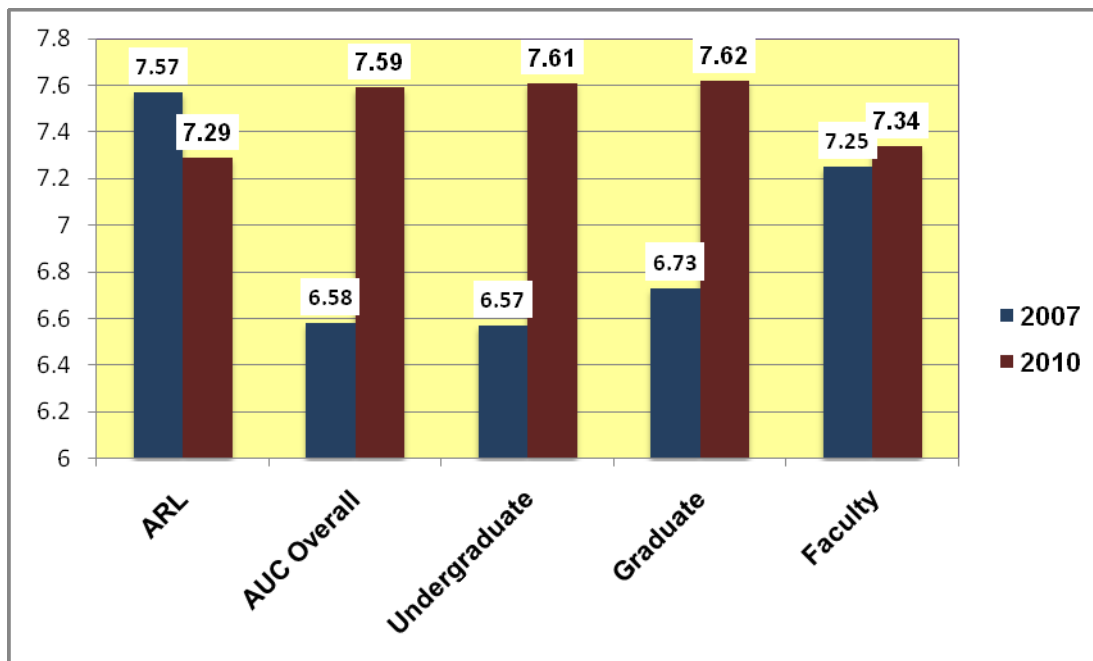
See pages 19-20 for detailed faculty ratings.

During our feedback analysis, we concluded that the “**Superiority Gap**” scores provide **the best indicator** of how close we actually are to meeting and/or exceeding our users’ expectations of excellence (**success**). This assessment strategy supplies statistical evidence as to where the Library must focus its efforts (with precision) to exceed our users’ expectations vs. simply achieving acceptable service level standards. Therefore, “Minimum” ratings and adequacy gap scores were excluded from this report!

In addition to providing LibQUAL+® scores from 2007 and 2010 AUC survey results by service dimensions (Chart 1), we also ranked the “superiority Gap” scores to determine “What Matters Most” to each AUC audience (undergraduates, graduates, and faculty). These rankings are reflected in Chart 2. Shaded areas in Charts 2-4 indicate the largest service gaps. Gap analysis scores will help the Library prioritize year two annual strategic objectives.

STATISTICS BY AUDIENCE (User Group)

Overall Satisfaction Rating: Quality of Library Service (2010 vs. 2007)



Rating Scale: 1 (lowest) - 9 (highest)

Note: See page 19 for additional Association of Research Libraries (ARL) Ratings.

General satisfaction questions (2010 vs. 2007): Indicates satisfaction with treatment, academic support and with overall quality of service based on scale of 1 (lowest) to 9 (highest).

General Satisfaction Questions	Year	AUC Overall	AUC Undergraduate	AUC Graduate	AUC Faculty
In general, I am satisfied with the way in which I am treated at the library	2010	7.56	7.56	7.69	7.41
	2007	6.59	6.56	6.65	6.88
In general, I am satisfied with the library support for my learning, research and/or teaching needs	2010	7.41	7.46	7.45	7.00
	2007	6.44	6.43	6.56	7.38
How would you rate the overall quality of the service provided by the Library	2010	7.59	7.61	7.62	7.34
	2007	6.58	6.57	6.73	7.25

Information Literacy Outcomes questions (2010 vs. 2007): Users rated their level of satisfaction on a scale of 1 (strongly disagree) to 9 (strongly agree).

Information Literacy Outcomes	Year	AUC	Under-graduate	Graduate	Faculty
The library helps me stay abreast of developments in my field(s) of interest	2010	6.47	6.54	6.28	5.95
	2007	5.68	5.76	5.90	6.75
The library aids my advancement in my academic disciplines	2010	7.30	7.28	7.95	6.76
	2007	6.15	6.10	6.63	7.13
The library enables me to be more efficient in my academic pursuits	2010	7.41	7.48	7.71	6.75
	2007	6.36	6.35	6.56	7.00
The library helps me distinguish between trustworthy and untrustworthy information	2010	6.82	6.87	6.97	6.27
	2007	5.99	5.99	6.11	6.50
The library provides me with the information skills I need in my work or study	2010	7.30	7.32	7.67	6.80
	2007	6.27	6.28	6.35	6.88

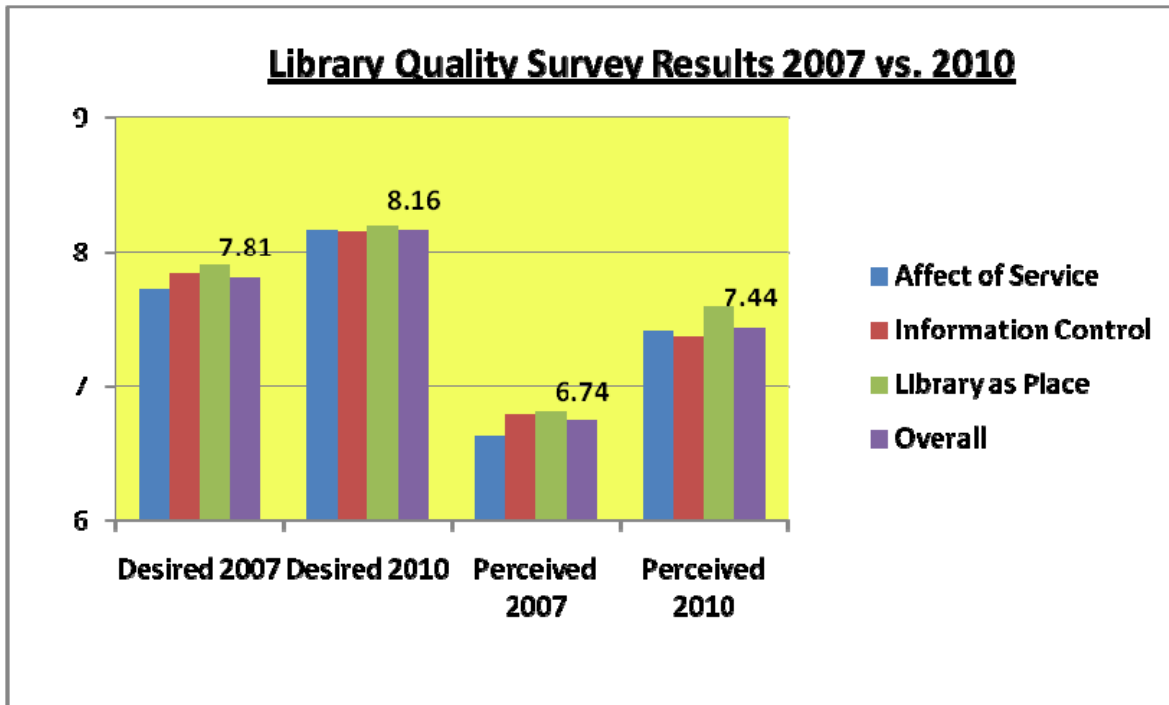
Library Use Patterns (2010): the following table gives a representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo and Google. It gives the frequency with which respondents report using resources (Daily, Weekly, etc.). **Compared to 2007 “AUC-Overall” ratings, daily access to resources via the Library’s web page increased by over 3 percentage points and on premise use by 1.45 percentage points.**

AUC - Overall	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	19.81%	39.19%	21.90%	15.42%	3.67%
Access resources via Library web page?	12.10%	35.66%	27.45%	12.82%	11.96%
Use Yahoo, Google or non-library gateway?	79.60%	12.55%	3.53%	2.09%	2.24%
AUC - Undergraduate	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	23.30%	43.21%	21.79%	9.06%	2.64%
Access resources via Library web page?	12.17%	36.13%	26.60%	11.42%	13.68%
Use Yahoo, Google or non-library gateway?	84.09%	10.19%	3.40%	1.13%	1.23%
AUC - Graduate	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	16.54%	51.13%	16.54%	14.29%	1.50%
Access resources via Library web page?	18.80%	44.36%	27.07%	7.52%	2.26%
Use Yahoo, Google or non-library gateway?	76.52%	17.42%	2.27%	1.52%	2.27%
AUC - Faculty	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	2.56%	11.54%	24.36%	50.64%	10.90%
Access resources via Library web page?	8.33%	30.77%	30.77%	21.15%	8.97%
Use Yahoo, Google or non-library gateway?	56.41%	23.72%	5.13%	7.69%	7.05%

Library Use Patterns (2007):

AUC - Overall	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	18.36%	36.85%	23.24%	16.51%	4.84%
Access resources via Library web page?	15.18%	33.03%	24.40%	15.36%	12.04%
Use Yahoo, Google or non-library gateway?	76.34%	15.31%	3.87%	2.35%	2.12%
AUC - Undergraduates	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	19.18%	36.58%	22.98%	16.55%	4.71%
Access resources via Library web page?	15.43%	31.71%	24.58%	15.21%	13.07%
Use Yahoo, Google or non-library gateway?	78.09%	14.57%	3.43%	2.14%	1.77%
AUC - Graduate Students	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	15.08%	41.67%	26.19%	14.29%	2.78%
Access resources via Library web page?	12.70%	41.67%	22.62%	16.67%	6.35%
Use Yahoo, Google or non-library gateway?	63.10%	21.43%	7.54%	3.57%	4.37%
AUC - Faculty	Daily	Weekly	Monthly	Quarterly	Never
Use resources on Library premises?	2.33%	18.60%	30.23%	25.58%	23.26%
Access resources via Library web page?	13.95%	41.86%	25.58%	16.28%	2.33%
Use Yahoo, Google or non-library gateway?	74.42%	13.95%	2.33%	4.65%	4.65%

AUC STATISTICS BY SERVICE DIMENSION*

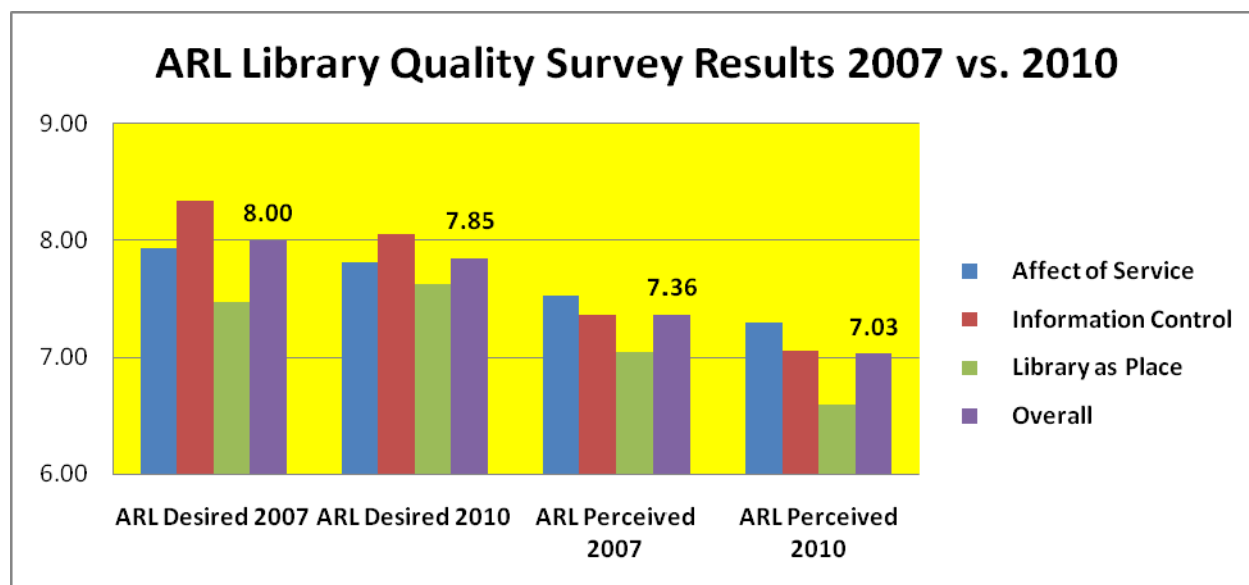


Service Dimension	Desired 2007	Desired 2010	Perceived 2007	Perceived 2010
Affect of Service	7.73	8.16	6.63	7.42
Information Control	7.84	8.15	6.8	7.36
Library as Place	7.9	8.19	6.82	7.59
Overall	7.81	8.16	6.74	7.44

*Service Dimensions:

- Affect of service - empathy with which the library deliver service to its users; responsiveness, assurance, reliability
- Information control – access to resources (equipment, collections); convenience of use; ease of navigation
- Library as a place - inspiring, comfortable space for study, learning and research

ARL Overall Results by Service Dimension*



* Service Dimension	ARL Desired 2007	ARL Desired 2010	ARL Perceived 2007	ARL Perceived 2010
Affect of Service	7.93	7.81	7.53	7.30
Information Control	8.34	8.05	7.36	7.06
Library as Place	7.47	7.63	7.05	6.60
Overall	8.00	7.85	7.36	7.03

Note: ARL = Association of Research Libraries

*Service Dimensions:

- Affect of service - empathy with which the library deliver service to its users; responsiveness, assurance, reliability
- Information control – access to resources (equipment, collections); convenience of use; ease of navigation
- Library as a place - inspiring, comfortable space for study, learning and research

Detailed Statistics

Population and Respondent Summary

AUC: Breakdown of Survey Respondents by User Groups

User Sub-Group	Population N	Population %	Respondents N	Respondents %
First Year (Undergraduate)	2,637	26.69	336	24.91
Second Year (Undergraduate)	2,040	20.65	217	16.09
Third Year (Undergraduate)	1,768	17.89	232	17.20
Fourth Year (Undergraduate)	1,543	15.62	226	16.75
Fifth Year and Above (Undergraduate)	34	0.34	48	3.56
Non-Degree (Undergraduate)	6	0.06	1	0.07
Masters	863	8.73	109	8.08
Doctoral (Graduate)	241	2.44	24	1.78
Non-Degree or Undecided (Graduate)	6	0.06	0	0.00
Adjunct (Faculty)	301	3.05	35	2.59
Fulltime (Faculty)	441	4.50	121	9.00
Total:	*9,880	100.00	*1,349	100.00

AUC: Breakdown of Survey Respondents by Discipline

User Sub-Group	Population N	Population %	Respondents N	Respondents %
Biological Sciences	995	10.10	137	10.17
Business & Economics	1,802	18.29	264	19.60
Chemistry and Biochemistry	291	2.95	38	2.82
Computer & Information Science	272	2.76	34	2.52
Education	448	4.95	39	2.90
Engineering	179	1.82	25	1.86
English, Literature & Languages	659	6.69	115	8.54
Mass Media Arts, Theater/Speech	968	9.82	105	7.80
Performing & Fine Arts	236	2.40	47	3.49
Physical Science & Mathematics	318	3.23	34	2.52
Political Science & History	810	8.22	113	8.39
Psychology	1,009	10.24	162	12.03
Social Science & Criminal Justice	422	4.28	96	7.13
Social Work	395	4.01	52	3.86
Theology & Philosophy	551	5.59	68	5.05
Undeclared	458	4.65	18	1.34
Total:	*9,853	100.00	*1,347	100.00

***Note:** Population totals by User Groups” and “by Discipline” are not an exact match, as some survey respondents did not select a discipline when completing the survey.

Table 1: 22 Core Questions – AUC Overall (2007 vs. 2010)

		<u>Desired</u> 2007	<u>Perceived</u> 2007	<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.51	6.08	7.94	7.15	-1.43	-0.79
AS-2	Giving users individual attention	7.42	6.23	7.69	7.12	-1.19	-0.57
AS-3	Employees who are consistently courteous	7.85	6.73	8.30	7.43	-1.12	-0.87
AS-4	Readiness to respond to users' questions	7.75	6.76	7.97	7.44	-0.99	-0.53
AS-5	Employees who have the knowledge to answer user questions	7.84	6.83	8.26	7.58	-1.01	-0.68
AS-6	Employees who deal with users in a caring fashion	7.80	6.79	8.26	7.41	-1.01	-0.85
AS-7	Employees who understand the needs of their users	7.84	6.80	8.14	7.38	-1.04	-0.76
AS-8	Willingness to help users	7.81	6.81	8.28	7.76	-1.00	-0.52
AS-9	Dependability in handling users' service problems	7.86	6.83	8.24	7.53	-1.03	-0.71
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.83	6.52	8.04	7.25	-1.31	-0.79
IC-2	A library web site enabling me to locate information on my own	7.83	6.92	8.14	7.38	-0.91	-0.76
IC-3	The printed library materials I need for my work	7.76	6.54	7.99	7.22	-1.22	-0.77
IC-4	The electronic information resources I need	7.83	6.88	8.14	7.27	-0.95	-0.87
IC-5	Modern equipment that lets me easily access needed information	7.92	6.98	8.28	7.84	-0.94	-0.44
IC-6	Easy-to-use access tools that allow me to find things on my own	7.88	6.89	8.14	7.28	-0.99	-0.86
IC-7	Making information easily accessible for independent use	7.86	6.94	8.14	7.56	-0.92	-0.58
IC-8	Print and/or electronic journal collections I require for my work	7.86	6.77	8.22	7.31	-1.09	-0.91
Library as Place							
LP-1	Library space that inspires study and learning	7.93	6.72	8.23	7.56	-1.21	-0.67
LP-2	Quiet space for individual activities	7.93	6.78	8.13	7.32	-1.15	-0.81
LP-3	A comfortable and inviting location	7.90	6.88	8.24	7.89	-1.02	-0.35
LP-4	A gateway for study, learning, or research	7.93	6.81	8.20	7.48	-1.12	-0.72
LP-5	Community space for group learning and group study	7.88	6.99	8.16	7.87	-0.89	-0.29
Overall		7.81	6.74	8.16	7.44	-1.07	-0.72

Table II: 5 Customized Questions added by RWWL: AUC Overall (2007 vs. 2010)

	Desired 2007	Perceived 2007	Desired 2010	Perceived 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Local Questions						
1 Library orientations/instructions sessions	7.16	6.40	7.60	7.45	-0.76	-0.15
2 Helpfulness in dealing with users' IT problems	7.64	6.52	8.09	7.38	-1.12	-0.71
3 Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.62	6.2	7.78	7.22	-1.42	-0.56
4 Ability to navigate library Web pages easily	7.91	7.08	8.26	7.41	-0.83	-0.85
5 A secure and safe place	8.09	7.11	8.6	7.82	-0.98	-0.78

Table III: 22 Core Questions – AUC Undergraduate (2007 vs. 2010)

		<u>Desired</u> 2007	<u>Perceived</u> 2007	<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.48	6.06	7.85	7.03	-1.42	-0.82
AS-2	Giving users individual attention	7.4	6.2	7.63	7.09	-1.20	-0.54
AS-3	Employees who are consistently courteous	7.84	6.71	8.24	7.36	-1.13	-0.88
AS-4	Readiness to respond to users' questions	7.73	6.75	7.95	7.37	-0.98	-0.58
AS-5	Employees who have the knowledge to answer user questions	7.83	6.84	8.32	7.62	-0.99	-0.70
AS-6	Employees who deal with users in a caring fashion	7.78	6.79	8.23	7.31	-0.99	-0.92
AS-7	Employees who understand the needs of their users	7.81	6.79	8.08	7.32	-1.02	-0.76
AS-8	Willingness to help users	7.78	6.79	8.28	7.72	-0.99	-0.56
AS-9	Dependability in handling users' service problems	7.83	6.83	8.19	7.47	-1.00	-0.72
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.8	6.55	7.99	7.33	-1.25	-0.66
IC-2	A library web site enabling me to locate information on my own	7.79	6.92	8.13	7.48	-0.87	-0.65
IC-3	The printed library materials I need for my work	7.75	6.54	8.03	7.24	-1.21	-0.79
IC-4	The electronic information resources I need	7.8	6.89	8.11	7.29	-0.91	-0.82
IC-5	Modern equipment that lets me easily access needed information	7.89	6.99	8.29	7.83	-0.90	-0.46
IC-6	Easy-to-use access tools that allow me to find things on my own	7.86	6.9	8.15	7.36	-0.96	-0.79
IC-7	Making information easily accessible for independent use	7.85	6.94	8.09	7.51	-0.91	-0.58
IC-8	Print and/or electronic journal collections I require for my work	7.84	7.79	8.24	7.39	-0.05	-0.85
Library as Place							
LP-1	Library space that inspires study and learning	7.93	6.76	8.28	7.55	-1.17	-0.73
LP-2	Quiet space for individual activities	7.93	6.81	8.19	7.32	-1.12	-0.87
LP-3	A comfortable and inviting location	7.89	6.9	8.35	7.92	-0.99	-0.43
LP-4	A gateway for study, learning, or research	7.92	6.82	8.25	7.59	-1.10	-0.66
LP-5	Community space for group learning and group study	7.9	7.03	8.28	7.97	-0.87	-0.31
Overall		7.8	6.74	8.15	7.44	-1.06	-0.71

Table IV: 5 Customized Questions added by RWWL: AUC Undergraduate (2007 vs. 2010)

		<u>Desired</u> 2007	<u>Perceived</u> 2007	<u>Desired</u> 2010	<u>Perceived</u> 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Local Questions							
1	Library orientations/instructions sessions	7.1	6.35	7.54	7.4	-0.75	-0.14
2	Helpfulness in dealing with users' IT problems	7.64	6.55	8.07	7.4	-1.09	-0.67
3	Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.63	6.25	7.83	7.24	-1.38	-0.59
4	Ability to navigate library Web pages easily	7.89	7.08	8.21	7.36	-0.81	-0.85
5	A secure and safe place	8.08	7.11	8.61	7.96	-0.97	-0.65

Table V: 22 Core Questions – AUC Graduate (2007 vs. 2010)

		Desired 2007	Perceived 2007	Desired 2010	Perceived 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.67	6.23	8.06	7.64	-1.44	-0.42
AS-2	Giving users individual attention	7.48	6.39	8	7.38	-1.09	-0.62
AS-3	Employees who are consistently courteous	7.84	6.8	8.42	7.53	-1.04	-0.89
AS-4	Readiness to respond to users' questions	7.81	6.8	8.09	7.94	-1.01	-0.15
AS-5	Employees who have the knowledge to answer user questions	7.9	6.81	8.2	7.34	-1.09	-0.86
AS-6	Employees who deal with users in a caring fashion	7.89	6.73	8.48	7.69	-1.16	-0.79
AS-7	Employees who understand the needs of their users	7.98	6.91	8.57	8	-1.07	-0.57
AS-8	Willingness to help users	7.9	6.91	8.26	7.42	-0.99	-0.84
AS-9	Dependability in handling users' service problems	7.96	6.85	8.41	7.76	-1.11	-0.65
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.9	6.31	8.44	7.82	-1.59	-0.62
IC-2	A library web site enabling me to locate information on my own	7.98	6.91	8.22	7.34	-1.07	-0.88
IC-3	The printed library materials I need for my work	7.71	6.73	8.22	7.72	-0.98	-0.50
IC-4	The electronic information resources I need	7.91	6.91	8.34	7.65	-1.00	-0.69
IC-5	Modern equipment that lets me easily access needed information	8	6.93	8.16	7.87	-1.07	-0.29
IC-6	Easy-to-use access tools that allow me to find things on my own	7.89	6.85	8.11	7.24	-1.04	-0.87
IC-7	Making information easily accessible for independent use	7.84	6.9	8.46	8.08	-0.94	-0.38
IC-8	Print and/or electronic journal collections I require for my work	7.86	6.75	8.27	7.51	-1.11	-0.76
Library as Place							
LP-1	Library space that inspires study and learning	7.98	6.56	8.27	7.61	-1.42	-0.66
LP-2	Quiet space for individual activities	8.01	6.65	8.36	7.03	-1.36	-1.33
LP-3	A comfortable and inviting location	8	6.84	8.23	8.23	-1.16	0.00
LP-4	A gateway for study, learning, or research	7.97	6.79	8.39	7.26	-1.18	-1.13
LP-5	Community space for group learning and group study	7.78	6.75	8.13	7.94	-1.03	-0.19
Overall		7.87	6.74	8.31	7.66	-1.13	-0.65

Table VI: 5 Customized Questions added by RWWL: AUC Graduate (2007 vs. 2010)

		Desired 2007	Perceived 2007	Desired 2010	Perceived 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Local Questions							
1	Library orientations/instructions sessions	7.43	6.63	8.31	7.77	-0.8	-0.54
2	Helpfulness in dealing with users' IT problems	7.62	6.43	8.22	7.44	-1.19	-0.78
3	Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.55	6	7.92	7.69	-1.55	-0.23
4	Ability to navigate library Web pages easily	8	7.08	8.34	7.74	-0.92	-0.6
5	A secure and safe place	8.16	7.23	8.55	8.1	-0.93	-0.45

Table VII: 22 Core Questions – AUC Faculty (2007 vs. 2010)

		Desired 2007	Perceived 2007	Desired 2010	Perceived 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Affect of Service							
AS-1	Employees who instill confidence in users	7.93	6.1	8.35	7.35	-1.83	-1.00
AS-2	Giving users individual attention	7.61	6.71	8	7.06	-0.90	-0.94
AS-3	Employees who are consistently courteous	8.37	7.17	8.5	7.74	-1.20	-0.76
AS-4	Readiness to respond to users' questions	8.33	6.93	8.08	7.38	-1.40	-0.70
AS-5	Employees who have the knowledge to answer user questions	8.26	6.54	7.78	7.5	-1.72	-0.28
AS-6	Employees who deal with users in a caring fashion	8.08	7.18	8.33	7.7	-0.90	-0.63
AS-7	Employees who understand the needs of their users	8.29	6.74	8.21	7.24	-1.55	-0.97
AS-8	Willingness to help users	8.41	7.03	8.33	8.17	-1.38	-0.16
AS-9	Dependability in handling users' service problems	8.37	6.71	8.47	7.86	-1.66	-0.61
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.53	6.42	8.11	6.3	-2.11	-1.81
IC-2	A library web site enabling me to locate information on my own	8.33	6.71	8.08	6.66	-1.62	-1.42
IC-3	The printed library materials I need for my work	8.26	5.47	7.53	6.69	-2.79	-0.84
IC-4	The electronic information resources I need	8.35	6.37	8.2	6.73	-1.98	-1.47
IC-5	Modern equipment that lets me easily access needed information	8.51	6.7	8.26	7.91	-1.81	-0.35
IC-6	Easy-to-use access tools that allow me to find things on my own	8.41	6.61	8.21	6.74	-1.80	-1.47
IC-7	Making information easily accessible for independent use	8.33	6.68	8.29	7.42	-1.65	-0.87
IC-8	Print and/or electronic journal collections I require for my work	8.39	6.07	8.02	6.51	-2.32	-1.51
Library as Place							
LP-1	Library space that inspires study and learning	7.97	5.89	7.86	7.5	-2.08	-0.36
LP-2	Quiet space for individual activities	7.5	6.33	7.51	7.29	-1.17	-0.22
LP-3	A comfortable and inviting location	7.98	6.18	7.4	7.35	-1.80	-0.05
LP-4	A gateway for study, learning, or research	7.76	6.15	7.74	6.81	-1.61	-0.93
LP-5	Community space for group learning and group study	7.44	6.44	7.23	7.2	-1.00	-0.03
Overall		8.17	6.5	8.08	7.21	-1.67	-0.87

Table VIII: 5 Customized Questions added by RWWL: AUC Faculty (2007 vs. 2010)

		Desired 2007	Perceived 2007	Desired 2010	Perceived 2010	Superiority Gap 2007 (P-D)	Superiority Gap 2010 (P-D)
Local Questions							
1	Library orientations/instructions sessions	7.82	6.89	7.73	7.77	-0.93	0.04
2	Helpfulness in dealing with users' IT problems	7.88	6.03	8.05	6.91	-1.85	-1.14
3	Access to equipment that I not readily available in my department, e.g. scanners, CD burners, PDAs, syncing stations	7.2	4.6	7.21	6.57	-2.6	-0.64
4	Ability to navigate library Web pages easily	8.28	6.85	8.41	7.14	-1.43	-1.27
5	A secure and safe place	8.43	6.36	8.51	7.03	-2.07	-1.48

Chart 1: What Matters Most to Undergraduates (See pages 16-17)

Service Dimension	Desired (D) Service Level	Perceived (P) Service Level	Service Gap (P-D)
A secure and safe place	8.61	7.96	-0.65
A comfortable and inviting location	8.35	7.92	-0.43
Employees who have the knowledge to answer user questions	8.32	7.62	-0.70
Modern equipment that lets me easily access needed information	8.29	7.83	-0.46
Library space that inspires study and learning	8.28	7.55	-0.73
Community space for group learning and group study	8.28	7.97	-0.31
Willingness to help users	8.28	7.72	-0.55
A gateway for study, learning and research	8.25	7.59	-0.66
Print & electronic journal collections I require for my work	8.24	7.39	-0.85
Employees who are consistently courteous	8.24	7.36	-0.88
Employees who deal with users in a caring fashion	8.23	7.31	-0.92
Ability to navigate library web pages easily	8.21	7.36	-0.85
Quiet space for individual activities	8.19	7.32	-0.87

*Based on highest "Desired" rating scores (Descending order)

Shaded areas indicate largest gap between Desired expectations and Perceived performance.

Themes from Verbatim Comments:

- Absolutely love new renovations/improvements; increases urge to learn; new look inspires learning; feel academically empowered; student-centered; amazing; state-of-the art building
- More headphones for rentals
- Longer hours/open 24-hours/extended hours
- More computers, outlets and tables
- Easier way to find books – on shelf
- Staff availability for assistance on upper level
- Better web site
- Allow food on all floor of the library
- Inconsistency in customer service delivery
- Update collection – more books and e-resources
- Too noisy; need more "escape spots" for quiet study
- Want free parking; free copying
- It has become "Cool" to come to the library; Woodi ROCKS

Chart 2: What Matters Most to Graduates (See pages 18-19)

Service Dimension	Desired (D) Service Level	Perceived (P) Service Level	Service Gap (P-D)
Employees who understand the needs of their users	8.57	8.00	-0.57
A secure and safe place	8.55	8.10	-0.45
Employees who deal with users in a caring fashion	8.48	7.69	-0.79
Making information easily accessible for independent use	8.46	8.08	-0.38
Making electronic resources accessible from my home or office	8.44	7.82	-0.62
Employees who are consistently courteous	8.42	7.53	-0.89
Dependability in handling users' service problems	8.41	7.76	-0.66
A gateway for study, learning and research	8.39	7.26	-1.13
Quiet space for individual activities	8.36	7.03	-1.33
Ability to navigate library web pages	8.34	7.74	-0.61
Library orientation/instructions sessions	8.31	7.77	-0.31
Library space that inspires study and learning	8.27	7.61	-0.66
Print & electronic journal collections I require for my work	8.27	7.51	-0.76
Willingness to help users	8.26	7.42	-0.84
Library web site enabling me to locate information on my own	8.22	7.34	-0.88

*Based on highest "Desired" rating scores (Descending order)

Shaded areas indicate largest gap between Desired expectations and Perceived performance

Themes from Verbatim Comments:

- State-of-the art library; superb; impressed with renovations; great job updating facilities; excellent space, comfortable; feel valued
- Later, longer hours
- More user friendly web site
- More computers; specialized software on more computers
- More e-journals
- Alumni access afterhours/on weekends
- Impose hourly fee or flat fee for parking access
- Improve card-swipe entry system to Graduate Study Suite
- Inconsistency in customer service delivery
- Too loud
- Responsive staff
- Absolutely love coming to the library; my second home!

Chart 3: What Matters Most to Faculty (See pages 20-21)

Service Dimension	Desired (D) Service Level	Perceived (P) Service Level	Service Gap (P-D)
A secure and safe place	8.51	7.03	-1.49
Employees who are consistently courteous	8.50	7.74	-0.76
Dependability in handling users' service problems	8.47	7.86	-0.61
Ability to navigate library web pages easily	8.41	7.14	-1.28
Making information easily accessible for independent use	8.29	7.42	-0.87
Modern equipment that lets me easily access needed information	8.26	7.91	-0.35
Employees who deal with users in a caring fashion	8.33	7.70	-0.63
Willingness to help users	8.33	8.17	-0.17
Employees who have the knowledge to answer user questions	8.32	7.62	-0.70
Making information easily accessible for independent use	8.20	6.73	-1.47
Easy-to-use access tools that allow me to find things on my own	8.21	6.74	-1.46
Making electronic resources accessible from my home or office	8.11	6.30	-1.81
Readiness to respond to users	8.08	7.38	-0.69
Print & electronic journal collections I require for my work	8.02	6.51	-1.51

*Based on highest "Desired" rating scores (Descending order)

Shaded areas indicate largest gap between Desired expectations and Perceived performance.

Themes from Verbatim Comments:

- Excellent service
- Fabulous and inspiring work space
- Review parking policy for consistency
- More e-journals and better access to them; better coverage of scientific journals
- Pleased with CEO updates in faculty meetings; praises to CEO for making Woodruff a first-rate library
- Access to specific web sites from off campus
- More accessibility to special collections
- E-mail notification of resource availability (when resource is returned)
- Pleased with staff instruction to classes for assignment and project preparation

Why LibQUAL Results Matter to the Woodruff Library

Feedback from our AUC stakeholders enables the Library to evaluate its progress in implementing the “RWVL 2010—2015 Strategic Plan: Building a 21st Century Learning Community – Advancing the Academic Village.” The Strategic Plan outlines performance indicators that are linked to the Library’s vision, goals and objectives. These indicators tell us how successful we are in making progress towards achieving our organizational priorities.

As an industry standard assessment tool, LibQUAL allows RWVL to establish benchmarks on user perception and satisfaction with library services. The survey results provide statistical evidence, along with supporting verbatim comments, that helps the Library focus its efforts to not simply meet, but rather exceed our users’ expectations.

User feedback undergirds our work as we partner with the AUC institutions in building a 21st century teaching and learning environment that enhances the academic success of our students.

Please refer questions to: Carolyn Hart – Assistant Director, Planning, Assessment & Communications chart@auctr.edu