

How is Cowles Library serving your needs?

9/12/06

You let us know. (And, yes, we did listen.)

The staff of Cowles Library is committed to maintaining a highly responsive and efficient library service for the Drake community. There are a number of elements that sustain that commitment, but one of the most important is a **Process of Assessment** that leads to the highest levels of customer satisfaction and continuous improvement of library service. The LibQUAL survey is one means for formally reviewing how you rate library services.

During October/November of 2005 Cowles Library once again conducted the web-based LibQUAL+ survey which is used to measure library service quality and identify best practices across university and special libraries world-wide. Historically library surveys have been number-oriented – that is, how many books are in the library’s collection?, how many items are checked out?, and the budget for these services, etc. Now we need to know what your needs are as library users, how well we are doing our jobs, and how much information you are provided with and are able to use.

LibQUAL+ provides a wealth of data, so much data that we will just touch on the highlights of the results and provide web links for you to view at your convenience.

Cowles Library was one of 308 institutions participating in the 2003 LibQUAL+ survey. Two hundred and fifty-six institutions participated in 2005. Shown below are the numbers of Drake respondents to these two surveys (the numbers in bold type are from the 2005 survey.)

<u>User Group</u>	<u>Total Population</u>	<u>Number Responding</u>	<u>Percentage Participating</u>
Undergraduate	3164 (3602)	512 (205)	16% (6%)
Graduate	2057 (1480)	78 (24)	3% (2%)
Faculty	264 (244)	64 (46)	24% (19%)
Totals	5485 (5326)	654 (275)	12% (5%)

(Numbers in parentheses are from 2003. Law and Pharmacy counted as Graduates in 2005 and Library Faculty included in Faculty count in 2005.)

The library staff was very pleased that the number of students and faculty taking the survey increased by 7%. This was due in part to an incentive – the possibility to win one of three \$50 gift certificates to Jordan Creek Town Center. As well, we publicized the

survey in the TD, posted flyers, set up an information table at Hubbell, and enlisted the aid of the departmental faculty liaisons to the library to “spread the word” in their classes.

Construction of the survey

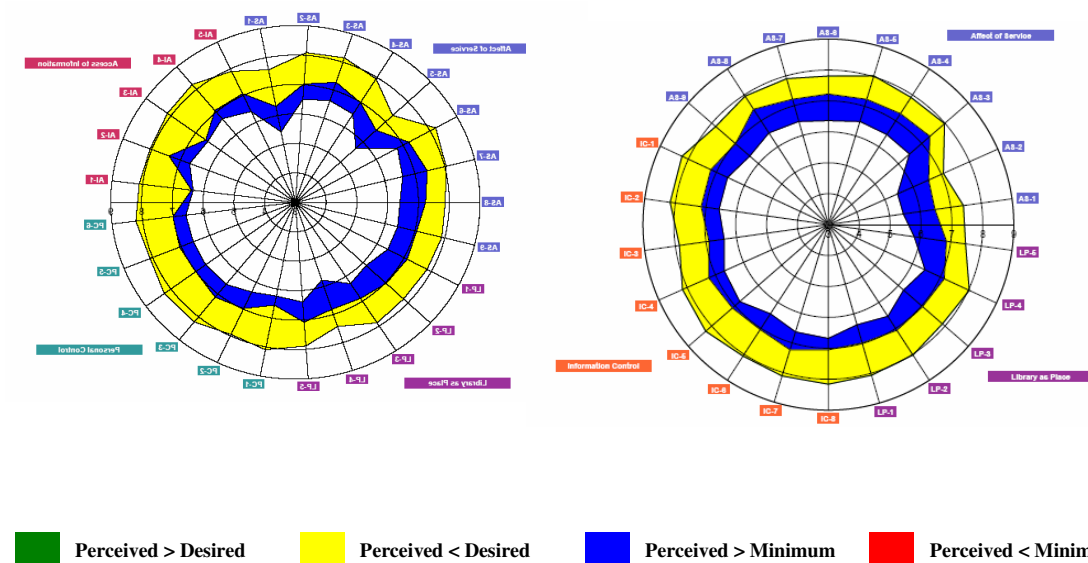
The survey has been refined since it was first developed in the 1990s by the Association of Research Libraries (ARL) and asked 100 questions. Respondents are now asked 22 core questions concerning three levels of service that are measured in three dimensions. The service levels are *Minimum* (what I can get by with), *Desired* (what I really want), and *Perceived* (what I believe I received). The dimensions are *Affect of Service* (knowledgeable librarians and staff who show a willingness to help users), *Information Access* (convenient access to collections, modern and easy to use equipment, collections that provide needed information, easy to use web site), and *Library as Place* (a haven for quiet and solitude, sufficient and comfortable study space, convenient business hours). There were also satisfaction, usage, and demographic questions, and an opportunity for comments.

The graphic below compares the 2005 responses to the 2003 responses. Note: the 2003 survey had 25 core questions and four dimensions, making a true comparison difficult. Access to Information and Personal Control were combined to form the Information Access dimension. However, you will note that in 2005 respondents had higher expectations of service and felt that they received a higher level of service than in 2003.

Drake Comparison

2003

2005



(Yes, we do realize the 2003 image is reversed. ARL did not publish the radar chart in the same orientation both years. The image was reversed in order to create a better visual comparison).

The Cowles Library staff considers the comments you have provided to be the most meaningful result of this survey. The major concerns from the 2005 survey as expressed in your comments were (1) service assistance from student library workers; (2) noise level, specifically study groups and cell phone usage; (3) condition of the facility which includes furniture, lighting, available space for group, individual, and quiet study; (4) equipment which includes the age and number of computers and the print facilities; and (5) the reserve system is awkward and confusing. The issues will be addressed in the discussions of the comments as they relate to the three dimensions.

Major Concerns from the 2005 survey

Affect of Service – 64 comments. Most comments concerned the service given by librarians and their attitudes. About 75% were positive comments and respondents thought librarians were helpful and knowledgeable. Twelve comments were about student workers. Eleven were negative and respondents felt they were not properly trained.

Solutions: A new position was created -- Service and Training Coordinator. This person supervises student training and performance, as well as handling training needs for the entire library staff.

Information Control – 144 comments. This was a difficult area to analyze because many of the concerns were expressed in the form of suggestions or additions to the library. In general, respondents felt that the computers were out-of-date, the retrieval system for reserve items was unsatisfactory, and some respondents were satisfied with resources in their areas and some were not.

Solutions: OPAC terminals/computers were replaced near the Reference desk, Circulation desk, and on the 2nd floor. Also, the reserve filing system was reverted to the previous system for easier location of materials. Updated printing software was installed on the copiers before the fall 2006 semester began. Resources are always being reviewed and updated and are more readily available off-campus since a remote server is now in service in the library.

Library as Place – 139 comments. Most of the comments concerned the need for more study areas for individual, group, and quiet study. Noise was another factor, with loud study groups and cell phone usage cited as being the main problems. Also, the environment was a factor. This area included the condition/age of the furniture, the lighting, the heat/cold. Hours the library is open is frequently mentioned.

Solutions: Any improvements to or expansion of study areas in the library building is determined by the physical layout and condition of the building. At this time we are limited in many types of changes due to the lack of a bigger building and budget constraints. Signs have been posted concerning cell usage. We do expect and hope for cooperation by the cell phone users. The library is open 105 hours during a typical week, which is typical and even more than other academic libraries in Iowa.

Other – 45 comments. Eighty-seven percent were positive comments and compliments about the library and the staff. There were 5 negative comments about the survey.

What you liked about the library

“The staff has always been quick to help me any way they can.”

“Love the databases I can access from my room.”

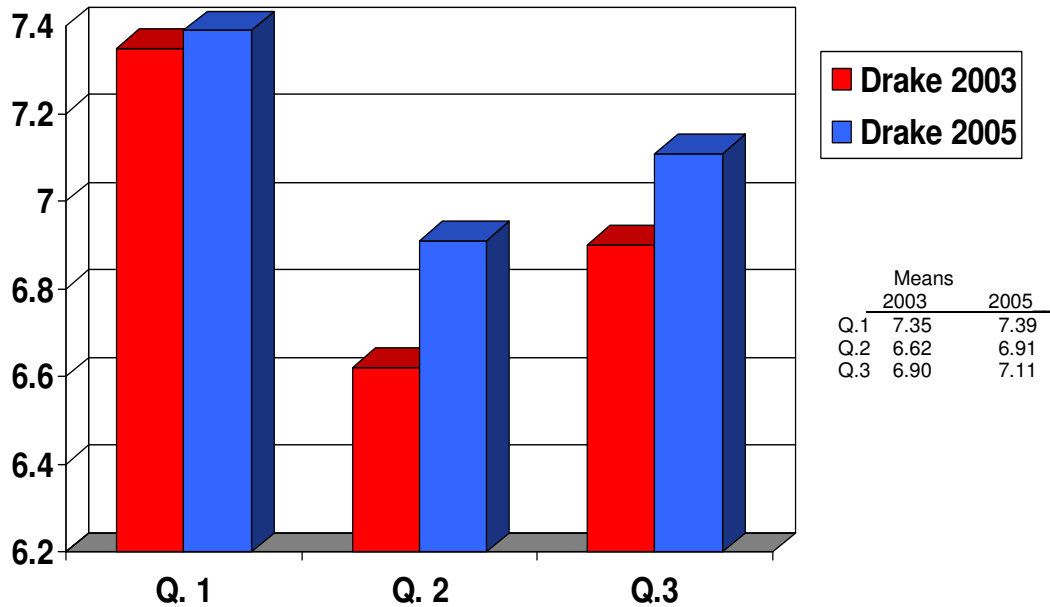
“The library has become one of the most important buildings for me on campus.”

“The redo of the Information Commons is probably the best feature of the library.”

“I love the Reading Room...it’s so inviting and there’s this unspoken rule of not being loud.”

General Satisfaction Survey

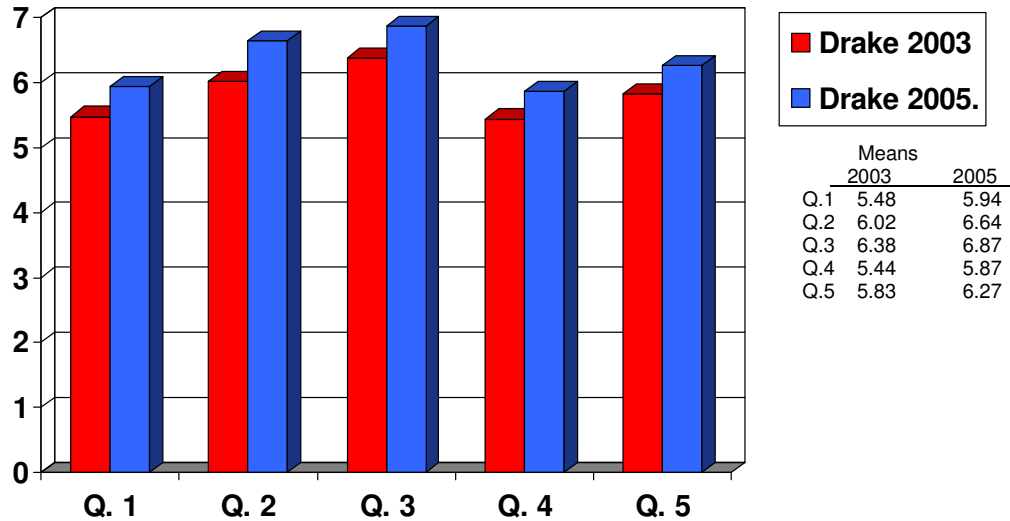
The library staff was very pleased with the results of the general satisfaction section of the survey.



- In general, I am satisfied with the way 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?
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Information Literacy Outcomes Summary

This graph shows that the library is providing the information you need.



- 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 proficient in my academic pursuits.
- The library helps me distinguish between trustworthy and untrustworthy information.
- The library provides me with information skills I need in my work or study.

How will we use the data?

From your responses to the core questions and especially your comments:

- The library is able to select priorities and activities needed to advance the mission of the library to allow its users to successfully access and use information
- Library units and individuals will be able to better formulate goals
- The library will be better able to liaison with Drake departments
- The library will be able to provide evidence documents for ongoing assessment

***** Thank you for participating in LibQUAL+ and sharing your thoughts. We look forward to hearing from you again. *****

Links of Interest

Drake Results

[http://www.lib.drake.edu/site/aboutCowles/LibQUAL/LibQUAL Drake 2005.pdf](http://www.lib.drake.edu/site/aboutCowles/LibQUAL/LibQUAL%20Drake%202005.pdf)

Discipline Results

<http://www.lib.drake.edu/site/aboutCowles/LibQUAL/LibQUAL%20Drake%20Disciplines%202005.pdf>

Comments (unedited)

<http://www.lib.drake.edu/site/aboutCowles/LibQUAL/LibQUAL+%202005%20Comments.pdf>

LibQUAL+

<http://www.libqual.org/index.cfm>

Library suggestion box

<http://www.lib.drake.edu/site/services/forms-siteFeedback.php>