UNIVERSITY OF TENNESSEE
2009 RESULTS

February 3, 2010
ARL Comparisons added April 27, 2010

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Background
LibQUAL+

• LibQUAL+ is a standardized customer service survey offered through the Association of Research Libraries (ARL).

• The survey is intended to measure respondents’ perception of service received from the Libraries in relation to the minimum acceptable and desired levels of service in various categories.

• Since the year 2000 over 1,000 libraries world-wide have participated in LibQUAL+.
A link to the online LibQUAL+ questionnaire was sent via a listserv to all faculty, graduate students, and library staff and a sample of undergraduates and campus staff on 10/26/09.

Reminders were sent 11/2, 11/8, and 11/16. The survey was closed on 11/24.

Because of a low response from undergraduates, the survey invitation was sent to all remaining undergraduates on 11/8 with a reminder 11/16.
Based on how ARL tabulates the data, library staff are excluded in overall results because they represent a different perspective than other user groups.

The demographic profile of respondents in 2004 is different than other years and heavily weighted toward faculty. When comparing data across years, some differences in 2004 responses may be due to demographic differences.
Respondents
UT Total Valid Responses: 10.08% in 2009

Valid Response = All core questions answered, <12 NA answers, & <10 invalid answers (desired lower than minimum).
ARL Response Rates, Fall 2009
(of 22 research libraries)

Columbia: 21.57%
Vanderbilt: 12.47%
Tennessee: 10.08%
19 others (mean): 2.69%

Range = 0.87% - 4.65%
UT Response Rate by Status – 2009
(Respondents as % of University user groups)

Based on valid responses only
UT Responses by Status
(Over Time: User group as % of all respondents)
Library Used Most Often


UT LibQUAL+ 2009
Core/Local Items
LibQUAL+ Core/Local Items

- 22 core items for 3 dimensions:
  - Affect of Service (9 items)
  - Information Control (8 items)
  - Library as Place (5 items)
- 5 local items, may change each time
- Participants rate each item on (1=Low, 9=High)
  - Minimum service level
  - Desired service level
  - Perceived (actual) service level
### Core/Local Items - 2009

#### Affect of Service
- AS-1: Employees who install confidence in users
- AS-2: Giving users individual attention
- AS-3: Employees who are consistently courteous
- AS-4: Readiness to respond to users questions
- AS-5: Employees who have the knowledge to answer user questions
- AS-6: Employees who deal with users in a caring fashion
- AS-7: Employees who understand the needs of their users
- AS-8: Willingness to help users
- AS-9: Dependability in handling users service problems

#### Information Control
- IC-1: Making electronic resources accessible from my home/office
- IC-2: A library website enabling me to locate info on my own
- IC-3: The printed library materials I need for my work
- IC-4: The electronic info resources I need
- IC-5: Modern equipment that lets me easily access needed info
- IC-6: Easy to access tools that allow me to find things on my own
- IC-7: Making info easily accessible for independent use
- IC-8: Print and/or electronic journal collections I require for my work

#### Library as Place
- LP-1: Library space that inspires study and learning
- LP-2: Quiet space for individual activities
- LP-3: A comfortable and inviting location
- LP-4: A getaway for study, learning or research
- LP-5: Community space for group learning and group study

#### Local Questions
- LQ-1: Teaching me how to access, evaluate, and use information
- LQ-2: Ready access to computers / Internet / software
- LQ-3: Making me aware of library resources and services
- LQ-4: Ability to navigate library Web pages easily
- LQ-5: An online catalog that is user-friendly for finding materials
Reading the Bar Charts

- From bottom of bar (Minimum) to top of bar (Desired) is the “Zone of Tolerance”
- We like to see the Perceived service within the Zone of Tolerance and as close to Desired as possible
  - If Perceived service is BELOW Minimum (below the bar), that is an opportunity for improvement (Priority 1)
  - Large gaps between Desired service (top of bar) and Perceived service are also potential areas for improvement (Priority 2)
UT Service Level Dimensions – 2009

- Biggest opportunity for improvement: Information Control (Highest rating, but also highest expectation)
UT Service Level Dimensions – 2009
Compared to 22 ARL Libraries

Biggest opportunity for improvement: Information Control
(Highest rating, but also highest expectation)
Undergrads most value Information Control/Library as Place
Grad students most value Information Control
Faculty most value Affect of Service/Information Control
UT Service Level Dimensions
By Status – 2009

Perceived service level

High
9
8
7
6
5

1=Low

Affect of Service
Information Control
Library as Place

Ugrad
Grad
Faculty
Ugrad
Grad
Faculty
Ugrad
Grad
Faculty

UT LibQUAL+ 2009
## UT Service Level Dimensions Over Time

<table>
<thead>
<tr>
<th>High</th>
<th>Affect of Service</th>
<th>Information Control</th>
<th>Library as Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7.82</td>
<td>8.20</td>
<td>7.70</td>
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<td></td>
<td>7.85</td>
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<td></td>
<td>7.10</td>
<td>7.18</td>
<td>6.92</td>
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<td>6.98</td>
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<tr>
<td></td>
<td>6.50</td>
<td>6.94</td>
<td>6.30</td>
</tr>
</tbody>
</table>


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UT LibQUAL+ 2009
Overall, responses are within the “Zone of Tolerance” (100%).

Needs Improvement:
- LQ-4 Ability to navigate library Web pages easily
- LQ-5 Online catalog that is user-friendly for finding materials
Core Question Service Level
Undergraduates – 2009

Perceived service level

- Within the “Zone of Tolerance” for most items
- IC-5: Modern equipment that lets me easily access needed information (highest absolute perceived rating)
- Priority 1 Improvements: LQ-2: Ready access to computers, Internet, software
- Priority 2 Improvements: LP-2: Quiet space for individual activities and LP-1: Library space that inspires study and learning
Core Question Service Level
Graduate Students – 2009

Perceived service level

- 24 of 27 within the “Zone of Tolerance” (89%)
- Priority 1 Improvements: LQ-4, LQ-5
- Priority 2 Improvements: IC-2, IC-6, IC-8, LP-2
Core Question Service Level
Faculty – 2009

23 of 27 within the “Zone of Tolerance” (85%)

- Priority 1 Improvements: LQ-4, LQ-5, IC-8
- Priority 2 Improvements: IC-2, IC-4
Core Question Service Level
Staff – 2009

Perceived service level

- 21 of 27 within the “Zone of Tolerance” (78%)
- Priority 1 Improvements: IC-2, 3, 6, 7; LQ-4, 5
- Priority 2 Improvements: AS-7, 9; IC-3, 4, 8

UT LibQUAL+ 2009
Core Question Service Level
Library Staff – 2009

Perceived service level

➢ 18 of 27 within the “Zone of Tolerance” (67%)

➢ Priority 1 Improvements: IC-2, 3, 6, 7; LQ-4, 5
➢ Priority 2 Improvements: AS-2, 7, 9; IC-2, 6, 7; LP-2; LQ-4, 5
What Matters Most
(Top 5 – Highest Desired Service Level)

All
• Print and/or electronic journal collections I require for my work
• Making electronic resources accessible from my home/office

Undergraduates
• Ready access to computers, Internet, software
• Modern equipment that lets me easily access needed information
• A getaway for study learning or research

Graduate Students/Faculty
• The electronic information resources I need
• An online catalog that is user-friendly for finding materials
• Ability to navigate library Web pages easily (Grads)
• A library website enabling me to locate information on my own (Fac)
What We Do Best
(Top 5 – Highest Perceived Service Level)

Undergraduates
• A comfortable and inviting location
• Making information easily accessible for independent use
• Print and/or electronic journal collections I require for my work
• The printed library materials I need for my work
• Modern equipment that lets me easily access needed information (Ugrad/Grad)

Graduate Students/Faculty
• The electronic information resources I need (Grad)
• Making electronic resources accessible from my home/office
• Employees who have the knowledge to answer users questions
• Employees who are consistently courteous

Faculty
• Willingness to help users
• Readiness to respond to users questions
Most Needed Improvements  
(Perceived Service Level Is Below Minimum)

**Undergraduates**
- Ready access to computers, Internet software (-0.06)

**Graduate Students**
- An online catalog that is user-friendly for finding materials (-0.13)
- Ability to navigate library Web pages easily (-0.04)

**Faculty**
- Print and/or electronic journal collections I require for my work (-0.26)
- An online catalog that is user-friendly for finding materials (-0.19)
- Ability to navigate library Web pages easily (-0.14)
Improvements Needed to Meet Desired Level
(Top 5 – Largest Gap between Desired & Perceived Service Level)

All
• An online catalog that is user-friendly for finding materials

Undergraduates
• Ready access to computers, Internet, software
• Library space that inspires study and learning
• Making electronic resources accessible from my home/office
• Quiet space for individual activities (Ugrad/Grad)

Graduate Students/Faculty
• Ability to navigate library Web pages easily
• Print and/or electronic journal collections I require for my work
• A library website enabling me to locate information on my own
• Easy to access tools that allow me to find things on my own (Fac)
UT Average Satisfaction Over Time

Way in which I am treated at the library
- 2002: 7.2
- 2004: 7.6
- 2006: 7.5
- 2009: 7.5

Library support for my learning, research, and/or teaching needs
- 2002: 6.9
- 2004: 7.3
- 2006: 7.2
- 2009: 7.3

Overall quality of service provided by the library
- 2002: 7.2
- 2004: 7.5
- 2006: 7.3
- 2009: 7.4
Comparison of Average Satisfaction: Tennessee vs. 22 ARL Libraries, Fall 2009

Way in which I am treated at the library

- Tennessee: 7.5
- 22 ARL Libraries: 7.4

Library support for my learning, research, and/or teaching

- Tennessee: 7.3
- 22 ARL Libraries: 7.1

Overall quality of the service provided by the library

- Tennessee: 7.4
- 22 ARL Libraries: 7.3
Rate the overall quality of service provided by the library

UT LibQUAL+ 2009

Extremely Good

Extremely Poor

Ugrad 2002 2004 2006 2009
7.06 7.17 7.37 7.4
Grad 2002 2004 2006 2009
7.1 7.37 7.4 7.7
Faculty 2002 2004 2006 2009
7.4 7.7 7.8 7.7
Staff 2002 2004 2006 2009
6.7 7.37 7.47 7.7
Lib Staff 2002 2004 2006 2009
7.7 7.4 7.7 6.7
Frequency of Use
How often do you use resources on library premises? How often do you access library resources through a library Web page? How often do you use Yahoo, Google, or non-library gateways for information?
How often do you use resources on library premises? How often do you access library resources through a library Web page? How often do you use Yahoo, Google, or non-library gateways for information?
How often do you use resources on library premises? How often do you access library resources through a library Web page? How often do you use Yahoo, Google, or non-library gateways for information?
Information Literacy Outcomes
Average Information Literacy Outcomes Over Time

The library ...

| Year | Helps me stay abreast of developments in my fields of interest | Aids my advancement in my academic discipline or work | Enables me to be more efficient in my academic pursuits or work | Helps me distinguish between trustworthy & untrustworthy info | Provides me with the information skills I need in my work or study |
|------|------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|------------------------------------------------ -------------|
| 2004 | 6.6                                                        | 7.2                                               | 7.3                                                      | 5.9                                                       | 6.6                                                       |
| 2006 | 6.3                                                        | 7.0                                               | 7.1                                                      | 6.1                                                       | 6.5                                                       |
| 2009 | 6.2                                                        | 7.2                                               | 7.3                                                      | 6.1                                                       | 6.6                                                       |

UT LibQUAL+ 2009
Average Info Literacy Outcomes By Status - 2009

The library...

UT LibQUAL+ 2009

<table>
<thead>
<tr>
<th>Helps me stay abreast of developments in my fields of interest</th>
<th>Aids my advancement in my academic discipline or work</th>
<th>Enables me to be more efficient in my academic pursuits or work</th>
<th>Helps me distinguish between trustworthy &amp; untrustworthy info</th>
<th>Provides me with the information skills I need in my work or study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>Graduate Students</td>
<td>Faculty</td>
<td>Undergraduates</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>5.8</td>
<td>6.3</td>
<td>6.8</td>
<td>6.2</td>
<td>6.6</td>
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<tr>
<td>7.0</td>
<td>7.4</td>
<td>7.6</td>
<td>7.4</td>
<td>6.6</td>
</tr>
<tr>
<td>7.1</td>
<td>7.4</td>
<td>7.6</td>
<td>7.1</td>
<td>6.6</td>
</tr>
<tr>
<td>6.2</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Extremely Good
Journal Collections - Detail
Print and/or electronic journal collections I require for my work
Avg. Minimum/Desired/Perceived Service Levels by Year

Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Desired</th>
<th>Perceived</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>7.3</td>
<td>8.7</td>
<td>7.3</td>
</tr>
<tr>
<td>2006</td>
<td>7.2</td>
<td>8.4</td>
<td>7.2</td>
</tr>
<tr>
<td>2009</td>
<td>7.4</td>
<td>8.6</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Faculty

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Desired</th>
<th>Perceived</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>8.5</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>2006</td>
<td>7.3</td>
<td>7.3</td>
<td>7.4</td>
</tr>
<tr>
<td>2009</td>
<td>7.6</td>
<td>8.6</td>
<td>7.4</td>
</tr>
</tbody>
</table>

UT LibQUAL+ 2009
Print and/or electronic journal collections I require for my work
Undergraduate Students – 2009

Minimum to Desired service level  Perceived service level


n=652
Print and/or electronic journal collections I require for my work
Graduate Students – 2009

Minimum to Desired service level
Perceived service level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum to Desired</th>
<th>Perceived</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag/Env Stud (34)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Architecture (6)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Business (51)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Comm/Journ (33)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Education (94)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Engin/CompSci (76)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Health Sci (55)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Humanities (62)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Law (19)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Perf &amp; Fine Arts (17)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Science/Math (61)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>SocSci/Psych (95)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Undecided (4)</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Other (43)</td>
<td>High</td>
<td>Low</td>
</tr>
</tbody>
</table>

n=652

UT LibQUAL+ 2009
Print and/or electronic journal collections I require for my work
Faculty – 2009

Minimum to Desired service level
Perceived service level

n=292
Appendix – More Data
## What Matters Most

<table>
<thead>
<tr>
<th>Top 5 – Highest Desired Service Level</th>
<th>Ugrads</th>
<th>Grads</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready access to computers, Internet, software</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern equipment that lets me easily access needed information</td>
<td>8.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A getaway for study, learning, or research</td>
<td>8.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making electronic resources accessible from my home/office</td>
<td>8.1</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Print and/or electronic journal collections I require for my work</td>
<td>8.1</td>
<td>8.6</td>
<td>8.6</td>
</tr>
<tr>
<td>The electronic information resources I need</td>
<td>8.4</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>An online catalog that is user-friendly for finding materials</td>
<td>8.5</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>Ability to navigate library Web pages easily</td>
<td>8.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A library website enabling me to locate information on my own</td>
<td>8.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How We Best Deliver on Needs

All
• Community space for group learning and group study

Undergraduates
• Modern equipment that lets me easily access needed information
• The printed library materials I need for my work

Undergraduates/Graduate Students
• Giving users individual attention
• Readiness to respond to users questions/Willingness to help users

Graduate Students/Faculty
• Teaching me how to access, evaluate, and use information
• Employees who are consistently courteous

Faculty
• A comfortable and inviting location
• Ready access to computers, Internet, software
• Employees who deal with users in a caring fashion

Top 5 – Smallest Gap between Desired & Perceived Service Levels
Core Question Service Level 2009

Perceived service level

High
Service Level Dimensions – By Year

Perceived service level

 UT LibQUAL+ 2009
Desired Service Level vs. Adequacy Gap
Undergraduates - 2009

Individual Quiet Space

Improving

Adequate-Most Desired

2nd priority

Adequate-Least Desired

Least Desired ... Most Desired

Least Adequate ... Most Adequate

UT LibQUAL+ 2009
Desired Service Level vs. Superiority Gap
Undergraduates - 2009

Individual Quiet Space
...inspires study & learning

2nd priority

Improve

Good Job!

Good-Least Des

Least Desired ... Most Desired

Least Superior ... Most Superior

UT LibQUAL+ 2009
Desired Service Level vs. Superiority Gap
Faculty - 2009

UT LibQUAL+ 2009
Desired Service Level vs. Superiority Gap
UT Staff - 2009

UT LibQUAL+ 2009