

LibQual+ Results

April 16, 2024

Faculty Senate

Goals

- SLU last participated in 2006
- Participated now to:
 - Get baseline quantitative and qualitative data
 - Inform the Libraries & Museums strategic planning process
 - Shape the Libraries & Museums priorities, goals, and objectives
- Goals
 - Help the Libraries better understand our communities perceptions of library service quality
 - Provide the Libraries with comparable assessment information from peer institutions
 - Help identify best practices

What are the elements of LibQual+?

The survey comprises:

- 22 core questions
- 5 optional questions
- Demographic questions
- A comments box

Note: Measures users minimum, desired, and perceived level of service for each question



Total responses

Respondents	Overall	Pius	MCL
Undergraduate	185	175	2
Graduate	146	105	19
Faculty	196	139	38
Staff	52	40	5
L&M	22	17	4
Total	601	476	68

Core Questions

Affect of Service

- AS-1 Employees who instill 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 or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed information
- IC-6 Easy-to-use access tools that allow me to find things on my own
- IC-7 Making information easily accessible for independent use
- IC-8 Print and/or electronic journal collections I require for my work

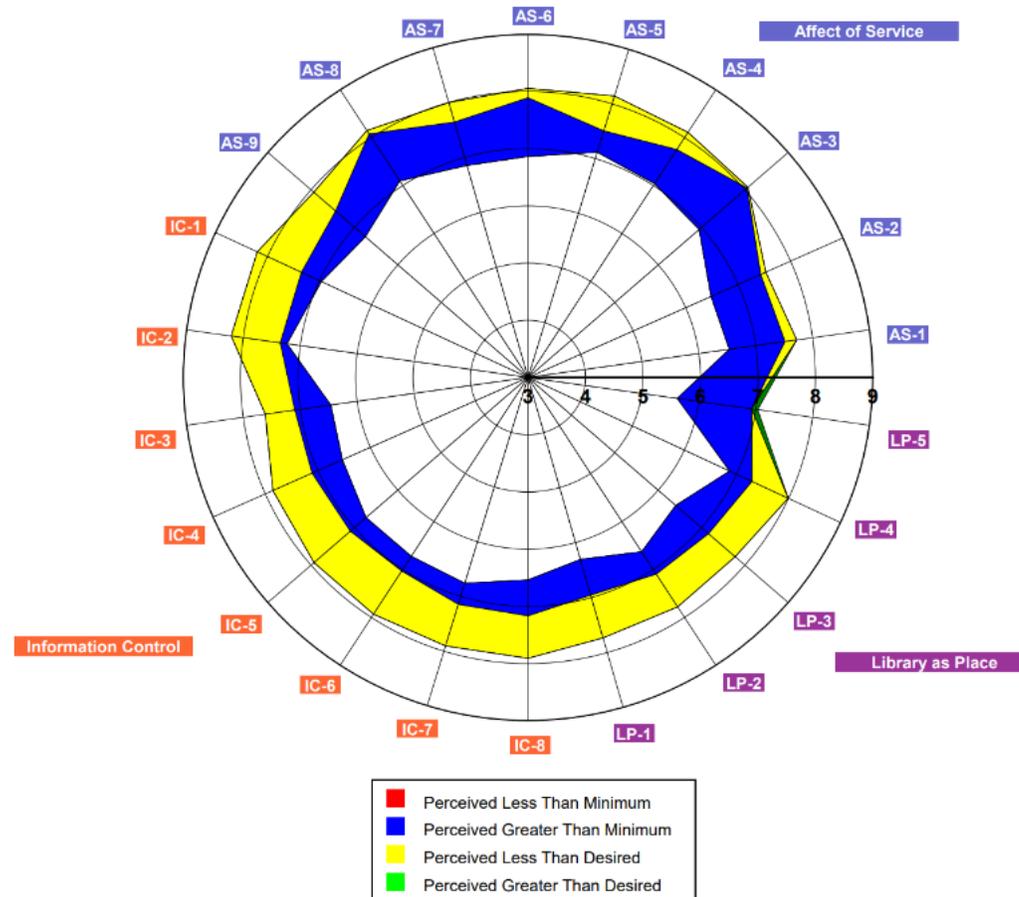
Library as Place

- 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

Interpreting Radar Charts

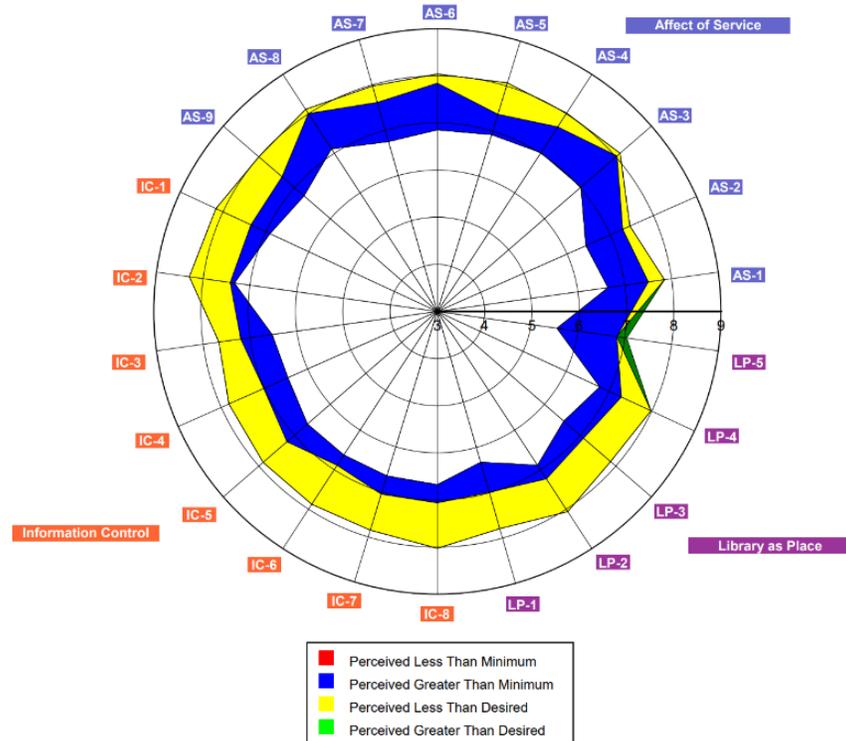
- Respondents' minimum, desired, and perceived levels of service quality are plotted on each axis of the radar charts.
- Areas shaded **blue** and **yellow** indicates that users' perceptions of service fall within the "zone of tolerance"
- The distance between minimum expectations and perceptions of service quality is shaded in **blue**, and the distance between their desired and perceived levels of service quality is shown in **yellow**.
- When users' perceptions fall outside the "zone of tolerance," the graph will include areas of **red** and **green** shading.
 - If the distance between users' minimum expectations and perceptions of service delivery is represented in **red**, that indicates a negative service adequacy gap score.
 - If the distance between the desired level of service and perceptions of service delivery is represented in **green**, that indicates a positive service superiority gap score.

Results for all libraries

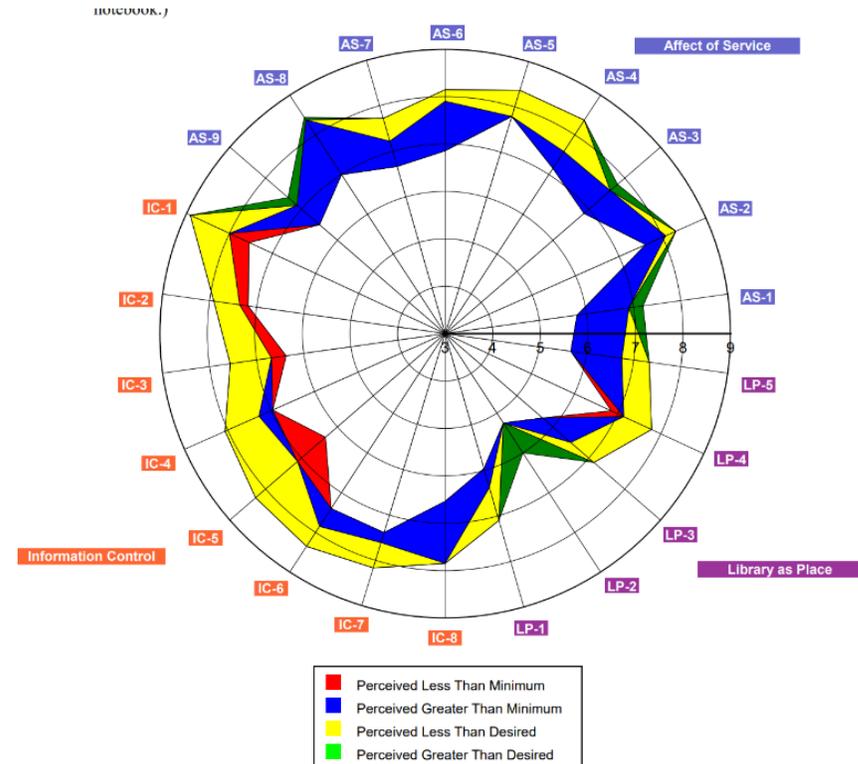


Results by library

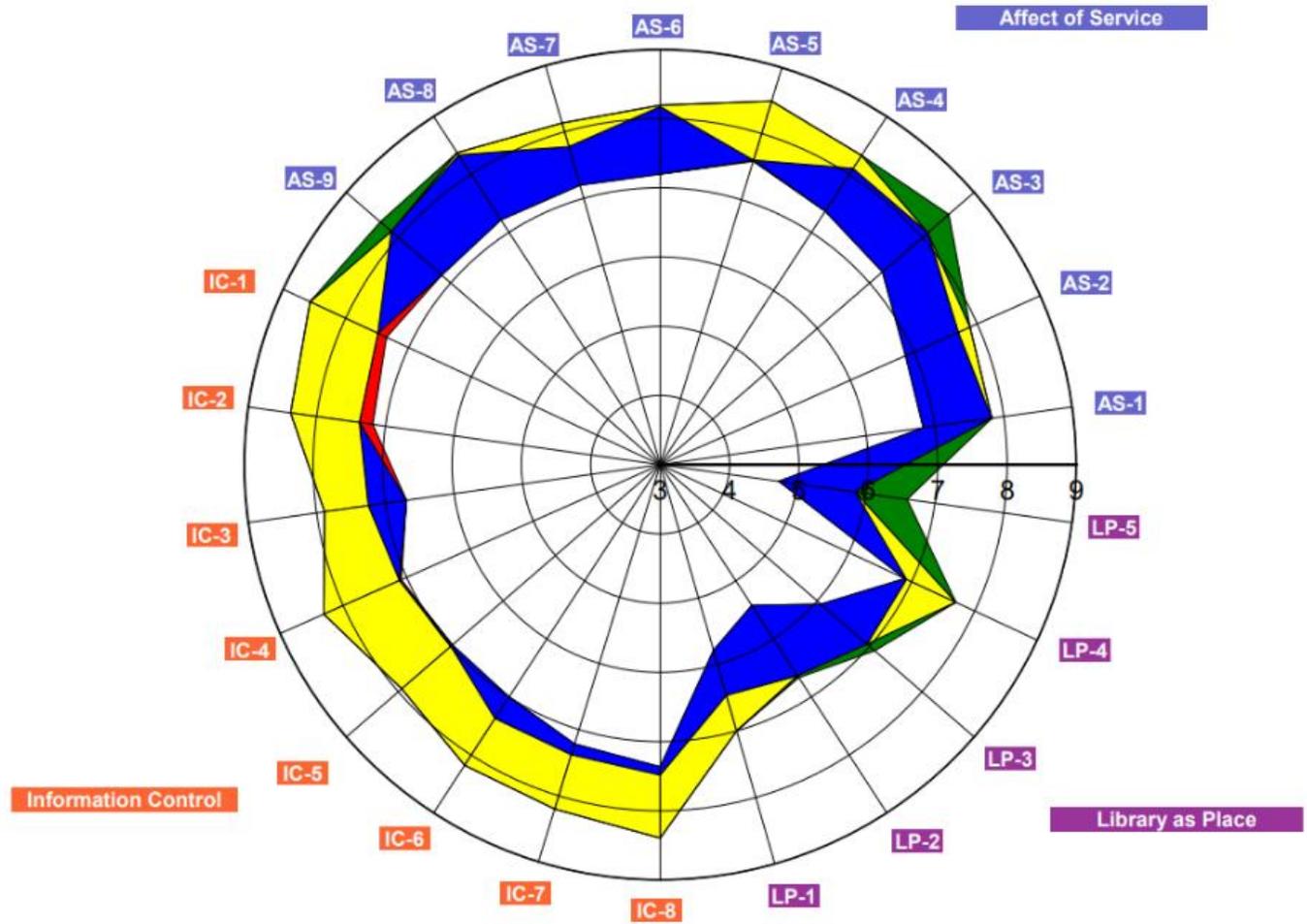
Pius



MCL

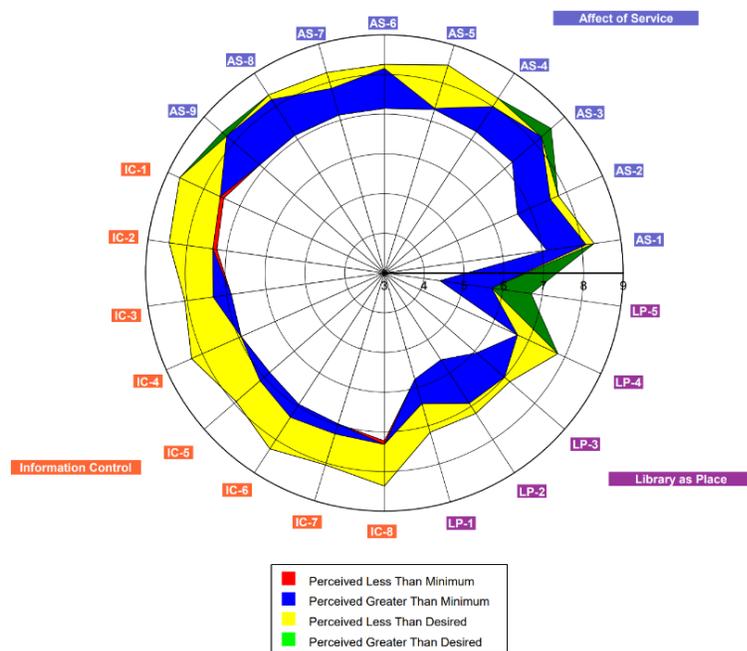


Results: All Faculty

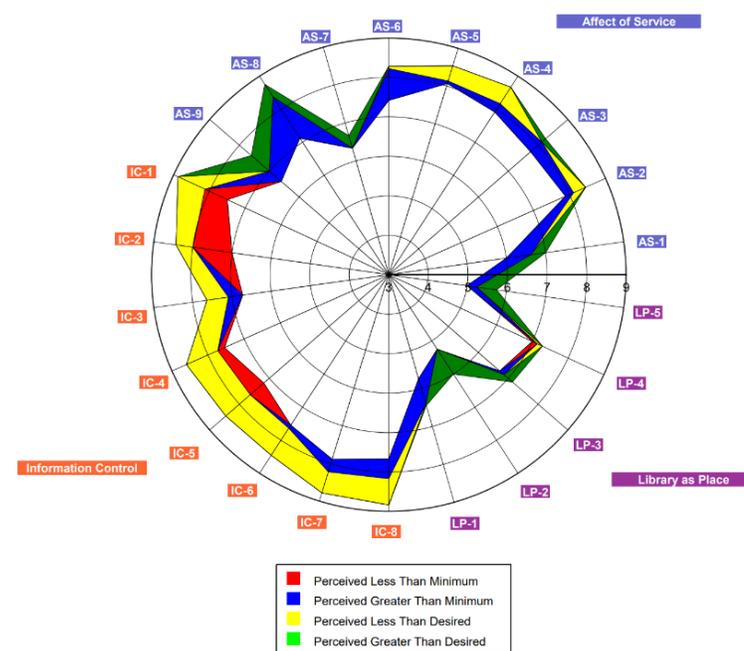


Faculty by library

Faculty Pius



Faculty MCL



Specialized questions we asked

	Meet Expectations?	Pius	MCL	Exceed Expectations?	Pius	MCL
Access to specialized collections that support my work	Y	Y	Y	N	N	Y
Accessing library resources through Canvas or online courses	Y	Y	N	N	N	N
Availability of subject specialist assistance from librarians	Y	Y	Y	N	N	Y
Research and publishing support	Y	Y	N	N	N	N
The library as an environment that fosters diversity, equity, inclusion, and belonging	Y	Y	Y	N	N	Y

What you liked (core questions)

Undergraduate students:

- A getaway for study, learning, and research
- Willingness to help users

Graduate students:

- Employees who install confidence in users
- Community space for group learning and group study

Faculty:

- Employees who are consistently courteous
- Dependability in handling users' service problems

Staff

- Giving users individual attention

What you said

Theme: Staff and librarians

- “My experience with librarians and library staff has been excellent.” - Faculty member
- “Staff are very friendly and helpful.” - Faculty member
- “I have been really impressed in the work that archival staff and subject librarians have provided me in my time here.” - Graduate student
- "Our assigned librarian is great! She knows the ins and outs of the discipline specific databases I utilize. Provides assistance with scholarly searching. Facilitates two class sessions for the Ignite seminar I teach and is enthusiastically available to students. I appreciate having a dedicated, discipline specific librarian” Faculty member [MCL]
- “So much appreciate the ability to access library resources from my desk and the terrific help the staff provides!” Staff [MCL]

What you said

Theme: Electronic delivery

- Appreciate that I can get most articles I need via the web. - faculty [MCL]
- Good turnaround time on getting copies of articles not carried in our system – faculty [MCL]

Theme: Space

- I am pleased with the open spaces that now exist in the immediate area near the entrance to the library. The ease of printing is much improved comparatively and I applaud the individual(s) who ultimately implemented this change. - graduate student [MCL]
- “I really enjoy the diversity of study spaces such a quiet spaces, social spaces, and private group spaces.” - undergraduate student
- “The ATC areas have had a great impact on the library. Many great spaces to meet and work or collaborate. That has really transformed Pius.” - staff member

Addressing Concerns: Cleanliness

Sample Comments:

- “I think that the library is unclean and we should hold students at a higher level of responsibility to clean up after themselves.” - Undergraduate Student
- “The single rooms are dirty and disgusting, the walls are written all-over and it's clearly not clean.” - Undergraduate student

Library Response:

- The Dean summarized the large number of complaints about the cleanliness of Pius and met with the head of housekeeping in December.
- Daily focus for cleaning is restrooms and common areas.
- Study rooms are challenging because of their constant use, especially at peak times like finals. To help with this situation, there are now self-service cleaning stations on each floor in Pius, which can be used for cleaning a table before or after use in between formal cleanings.

Addressing Concerns: Subject Expertise

Sample Comments:

- “Without our reference librarian to help not only our students but our faculty, we would not be able to produce as much scholarship nor would our students become interested in lifelong learning and the pursuit of knowledge...” – Faculty member
- “I'm concerned that there is no subject specialist in my field. The last reference librarian really helped to support and advance both my research and my teaching.” – Faculty member

Library Response:

- Each department will always have a dedicated liaison to support their library needs. With retirements and departures, occasionally the designated librarian may change. Our librarian allocation is also evolving to provide more equitable service across disciplines.
- While it is not possible for librarians to have specific subject expertise for every discipline they cover, they all have advanced knowledge of library services and our collections.
- If you find you are not receiving the expected library support for your research or teaching, please reach out to your subject liaison with your specific issue or concern.

Addressing Concerns: Rare Books

Sample Comments:

- “I feel uncertain about making appointments in Rare Books because I do not know what level of service and assistance I can expect ...” - Faculty Member
- “We also need a librarian whose training is in rare books who can also assist in the above areas, including in visits to see rare books by undergraduate classes (whose student evaluations often cite such classes as among their most valuable learning experiences)...” - Faculty Member

Library Response:

- The four members of the Archives and Rare Books department have subject expertise and are supporting instruction and research using the University’s Rare Books collection.
- They have worked to expand the collection to meet the needs of our faculty, staff, and students and are acquiring new materials that fit our University curricula and academic trends.
- The search for a new Rare Books Librarian is underway, with an anticipated start date of July 1 or after
- Questions? Contact us at rbk@slu.edu

Addressing Concerns: Systems and Interfaces

Sample Comments:

- “Online full-text access seems limited or hard to navigate at times.” – Faculty Member
- “Why is everything compartmentalized? I have to go to a "find at SLU" page instead of having the search results just take me to it. Then ILL is a separate page. It seems extremely decentralized and difficult to find...” – Faculty Member

Library Response:

- We recognize that our systems and interfaces are dated and do not always provide the best user experience. We are actively working to make improvement, but this involves large-scale infrastructure projects that will take significant time to complete and need to be rolled out gradually.
- We are currently working on a project to improve the user experience for our online full-text access.
- We have hired Stephanie Chinn, who started March 1 as our new Systems Librarian. She will help accelerate these systems and infrastructure updates.
- If you experience any access problems, you can contact our e-Resources team (eResourcesHelp@slu.edu).

Addressing Concerns: Collections

Sample Comments:

- “I've been frustrated by the lack of access to particular journals.” – Faculty Member
- “Near all the resources for classical humanities are not available online.” – Undergraduate Student

Library Response:

- We aim to provide comprehensive access to journals by direct subscriptions and rapid document delivery online through interlibrary loan. Our goal is to provide cost-effective access: access to higher-use titles is by subscription while lower use items are more economically obtained by interlibrary loan via our resources sharing networks.
- We are regularly evaluating our collections including their formats to better meet the needs of our faculty and students. We welcome feedback if you feel you are missing resources critical to your research or teaching.

Looking Forward: Open Access

Sample Comments (beyond LibQual):

- “Many of our colleagues at R1 institutions have institutional memberships to journals that allows them to publish without bearing the article publication fees.”
- "I'm considering publishing with a [journal name], I found they have an agreement with MOBIUS.... Could you clarify if SLU would be covered. I do not have funds to publish there otherwise..."

Library Approach:

- The Libraries and Museums is committed to exploring ways we can advance open access from both social justice and financial perspectives
- There are several different approaches that libraries can take including sponsorship of OA journals and negotiations with publishers to bundle APC costs with subscriptions costs. (Read and Publish Agreements)
- We are currently sponsoring one low-cost OA Journal (Brill Research Perspectives in Jesuit Studies) and investigating potential Read and Publish agreements as we renew publisher contracts.
- If you have journals you are interested in, or would like to have a deeper discussion, please let us know.



Reporting the results

- The full report, and reports for Pius and MCL, are available on our [LibGuide](#)
 - Results informed Libraries & Museums strategic planning
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Questions?

