# Using LibQUAL+ Data for an Accreditation Review

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## INTRODUCTION

East Carolina University is preparing for its SACS reaffirmation of accreditation. Among other things, it must show that services to its large distance education student population are equivalent to those provided to on-campus students. LibQUAL+ results will be one indicator of how the library assesses the effectiveness of the services and adequacy of the resources it provides to both groups of students.

ECU's most recent administration of LibQUAL+ was in 2009. The results notebook did not distinguish DE students. How could we manipulate the data so that we could compare DE students' responses and satisfaction levels to those of on-campus students?

We decided that the best proxy was the response to the item, "The library you use most." Students who chose the response "Online only use of ECU Library resources" were treated as DE students for the purpose of survey analysis. Their responses were compared with the results for students who chose the response "Joyner Library."

This poster will show how we used the Excel results file to conduct the analysis, what we found, and how the data will be used in our SACS compliance report.

## EXCEL FILE MODIFICATIONS

1. Sort the "Demo082" column.

2. Select all 18505 "Joyner Library" responses. Copy and paste to a new spreadsheet.

3. Repeat Step 2 for all 18507 "Online only use of ECU Library resources" responses.

4. Delete records with 0 in "Complete" column.

5. Delete records from faculty and staff respondents.

6. Delete records with > 8 invalid responses.

7. Delete records with > 20 N/A responses.

8. Delete all instances of -1 from core item responses.

9. Calculate mean valuss.

## RADAR CHARTS FOR 22 CORE ITEMS



ECU Students Who Say They Only Use Online Resources
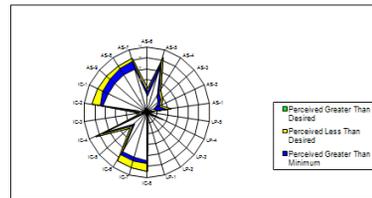
ECU Students Choosing "Use Joyner Library Most Often"
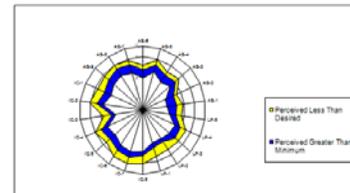
DE students had higher minimum, perceived and desired scores for six *Information Control* items – all except "modern equipment" and "printed library materials." They had higher negative superiority gap scores for four of these items. We predicted that their minimum and desired scores would be higher for these particular items; we were pleased that their perceived scores were also higher.

The very low scores for all *Library as Place* items and two *Information Control* items account for the spiky look of the radar chart. Desired scores for *Library as Place* items ranged from 2.88 to 4.62.

*Affect of Service* scores show that DE students value the online reference, document delivery and other services provided by library staff. "Employees who have the knowledge to answer user questions" received the 5th highest desired score overall, and had a lower negative superiority gap than seen with on-campus students.

Mean minimum, desired and perceived scores for the following *Affect of Service* items were higher than for on-campus students and had lower negative superiority gaps:

• Dependability in handling service problems
• Willingness to help
• Employees who understand the needs of their users
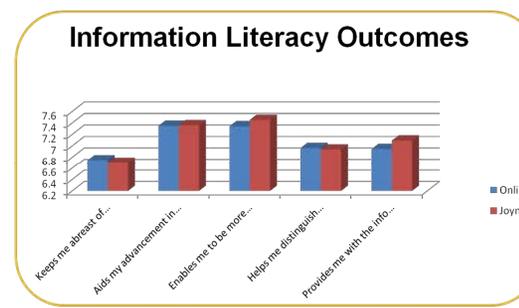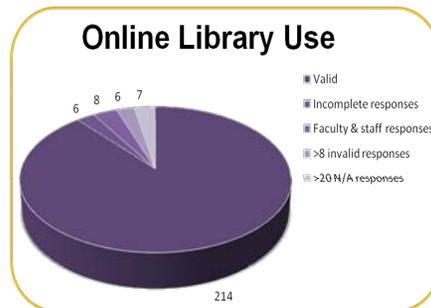
## SACS REAFFIRMATION

LibQUAL+ dimension mean values are often used for comparison purposes. That does not work in this case because the dimension mean values hide wide variations in the mean values for individual core items. Instead, our SACS documentation compares mean values for specific items. This lets us focus on the services most important to DE students.

**C.S. 3.8.1 Learning/Information Resources**

Compare mean perceived scores for specific *Affect of Service* items.

Compare mean *General Satisfaction* scores.

Discuss differences in what is most important to DE v. on-campus students and how the library tailors its services accordingly.

**C.S. 3.8.2 Instruction of Library Use**

Compare mean information literacy responses for the two user groups.

**C.R. 2.9 Learning Resources and Services**

Compare mean perceived scores for specific *Information Control* items that are relevant for assessing the adequacy of our collections.

Compare general satisfaction means.



Online Library Use



Information Literacy Outcomes



General Satisfaction