

Service Delivery in Academic/ Tertiary Libraries

Improving Quality over Time

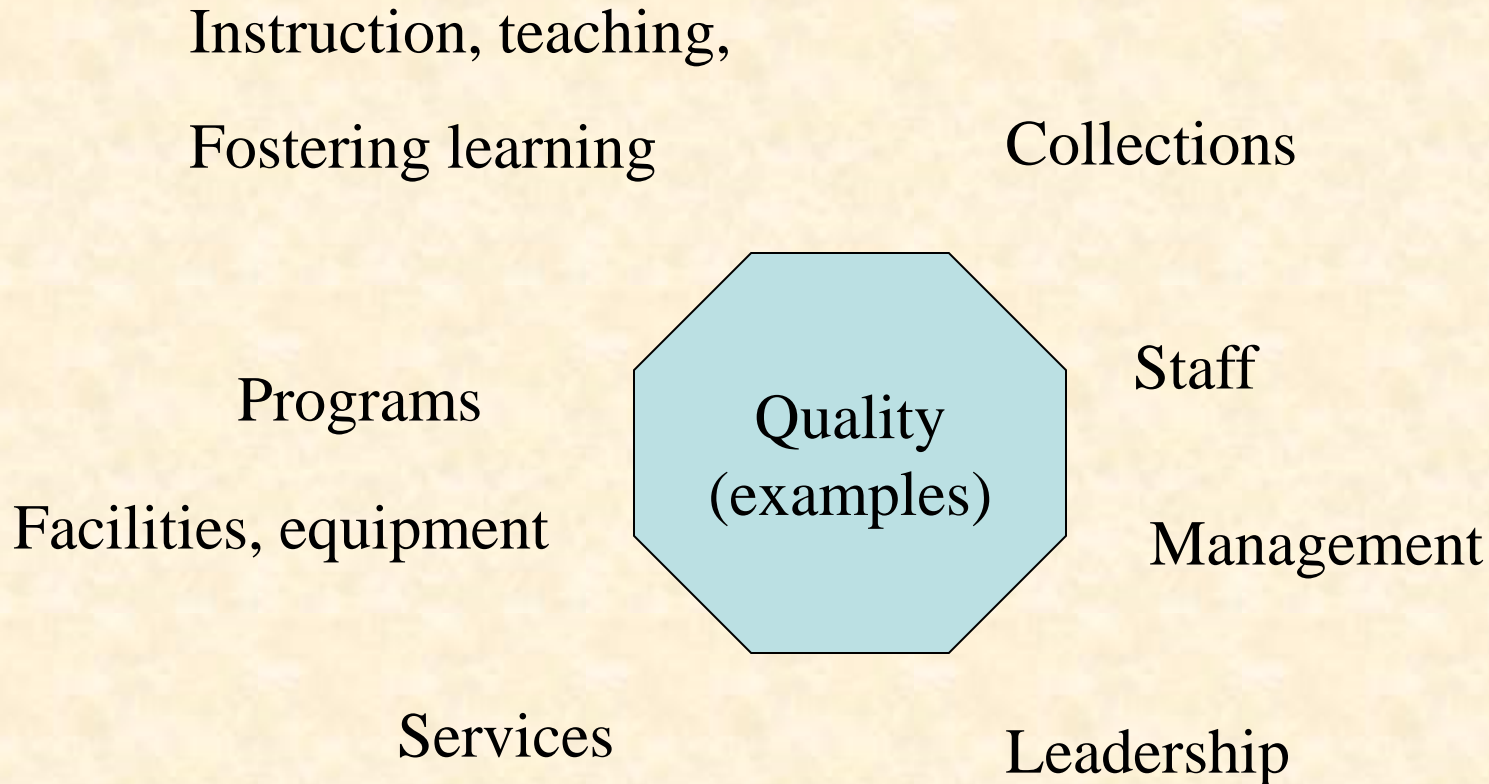
Four Perspectives

1. The institution and the communities served **in the life of the library**
2. The library and academic departments and programs **in the life of the institution**
3. The library, department/program, and institution **in the life of the user/customer**
4. The library, program/department, and institution **in the life of stakeholders**

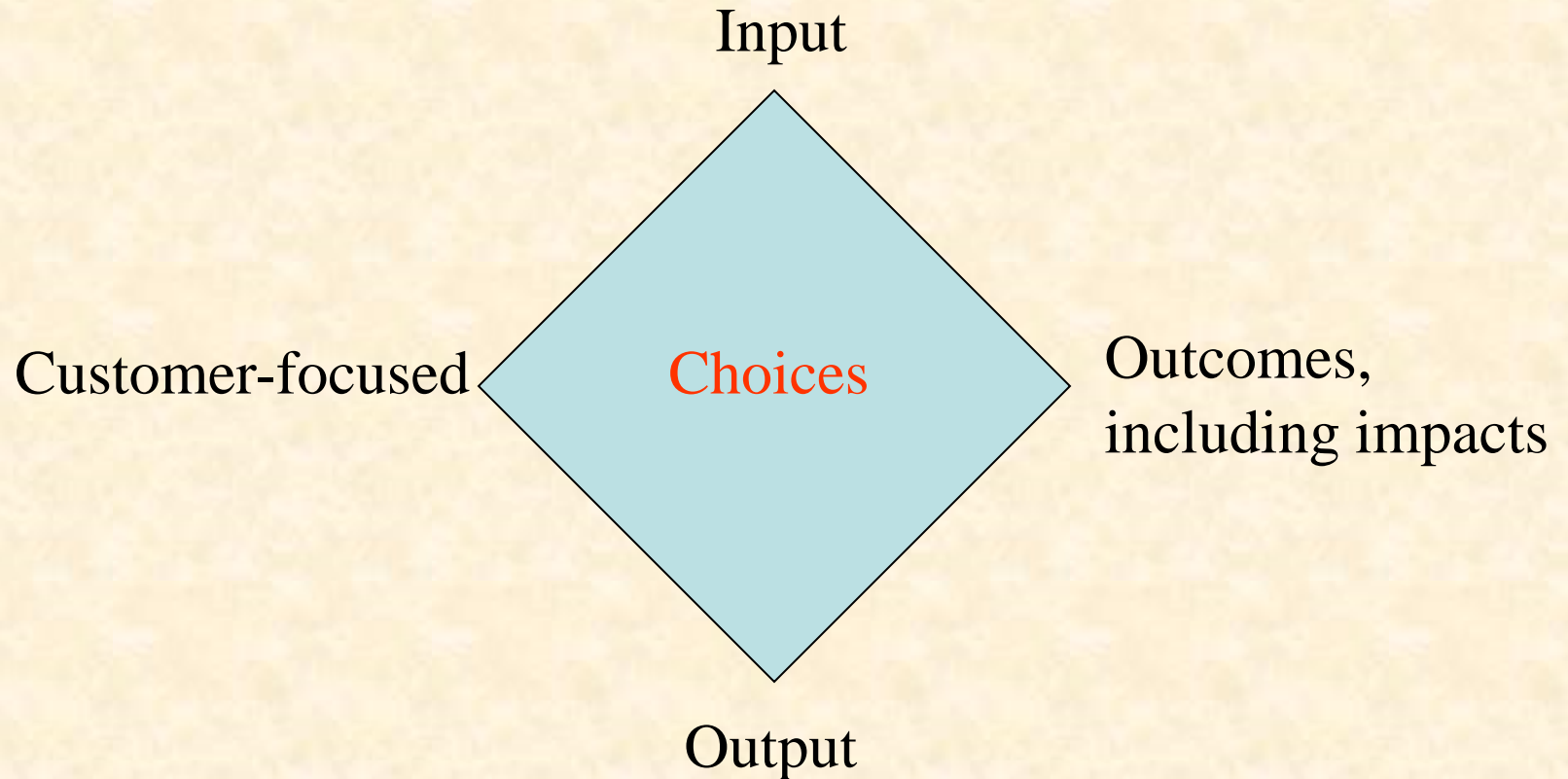
Measurement Questions

1. How much?
2. How many?
3. How economical?
4. How prompt?
5. How accurate?
6. How responsive?
7. How well?
8. How valuable?
9. How reliable?
10. How courteous?
11. How satisfied?

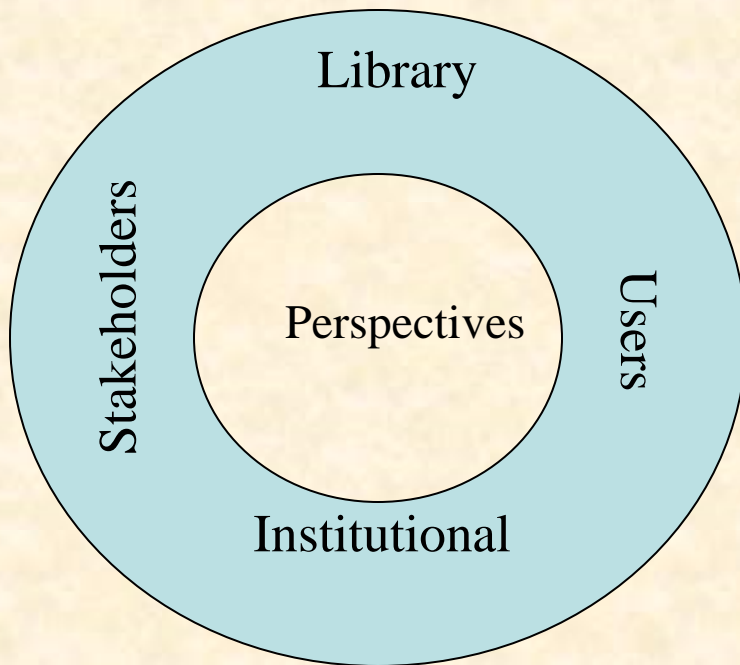
Examples of Quality Areas for Libraries



Measurement Indicators of Quality



Key Questions and Indicators



How well?

How satisfied?

How response?

Etc.

Libraries

(user perspective)

service quality

satisfaction

Expectations

- Subjective
- Comprise desired wants, or the extent to which customers believe a particular service attribute is essential for an excellent service provider
- Expectations change over time
- *Perceptions are judgments about service performance*

Evaluation/Assessment Cycle

Continuous Quality Improvement



Two Types of Expectations

- Service Quality

- Global judgment or attitude about the superiority of service
- The interaction between users and the library (see next slide)
- Setting *expectations* that library *will “resource” to meet*

- Satisfaction

- Emotional reaction, impression, or feeling to a service transaction or encounter
- An actual experience or that of someone you know
- Influenced by overall experience and “experience of the moment”

Wright State University Libraries

<http://www.libraries.wright.edu/about/vision/commitment.html>

In the following slides what would
be of particular interest to

“Users”
and is measurable

Commitment to Excellence

- **We will**

- Provide courteous, prompt, and accurate service to every patron
- Listen carefully to your needs and respond to them appropriately
- Do our best to provide resources to meet your research needs
- Offer opportunities for instruction about our resources and services
- Provide an environment that is conducive to study and research
- Not give you the runaround. We will provide the assistance you need, or we will put you in contact with someone who can.

GENERAL SERVICES

- provide users with the tools and training to enable access to the University Libraries' collections and to resources available nationally
- publicize changes in our services and provide opportunities for training for new services
- maintain designated quiet study areas
- provide a clean and comfortable study environment

REFERENCE AND INSTRUCTION

- provide professional reference assistance to help patrons use the Libraries' collections and resources
- assist faculty by developing instructional presentations tailored to the needs of a class
- provide reference and instructional support for faculty for specific assignments

COLLECTION DEVELOPMENT (1)

- ensure that the Libraries' collections support the instructional and research mission of Wright State University and maintain the reliability of the Libraries' web site (including the provision of workstations capable of efficient printing and/or downloading)
- catalog materials accurately and promptly

COLLECTION DEVELOPMENT (2)

- make new books available within 4 weeks of receipt and provide rush delivery when necessary
- locate acceptable substitutes immediately or provide copies within 48 hours when requested materials are at the bindery
- respond to faculty book orders within 5 working days
- review academic needs with university departments every academic quarter

INFORMATION DELIVERY

- check out and check in all books and materials accurately
- place interlibrary loan requests within 2 days
- shelve current periodicals within 24 hours of receipt
- re-shelve books and bound periodicals within 24 hours of use
- re-shelve current periodicals within 1 hour of use
- initiate searches for missing materials

SPECIAL COLLECTIONS

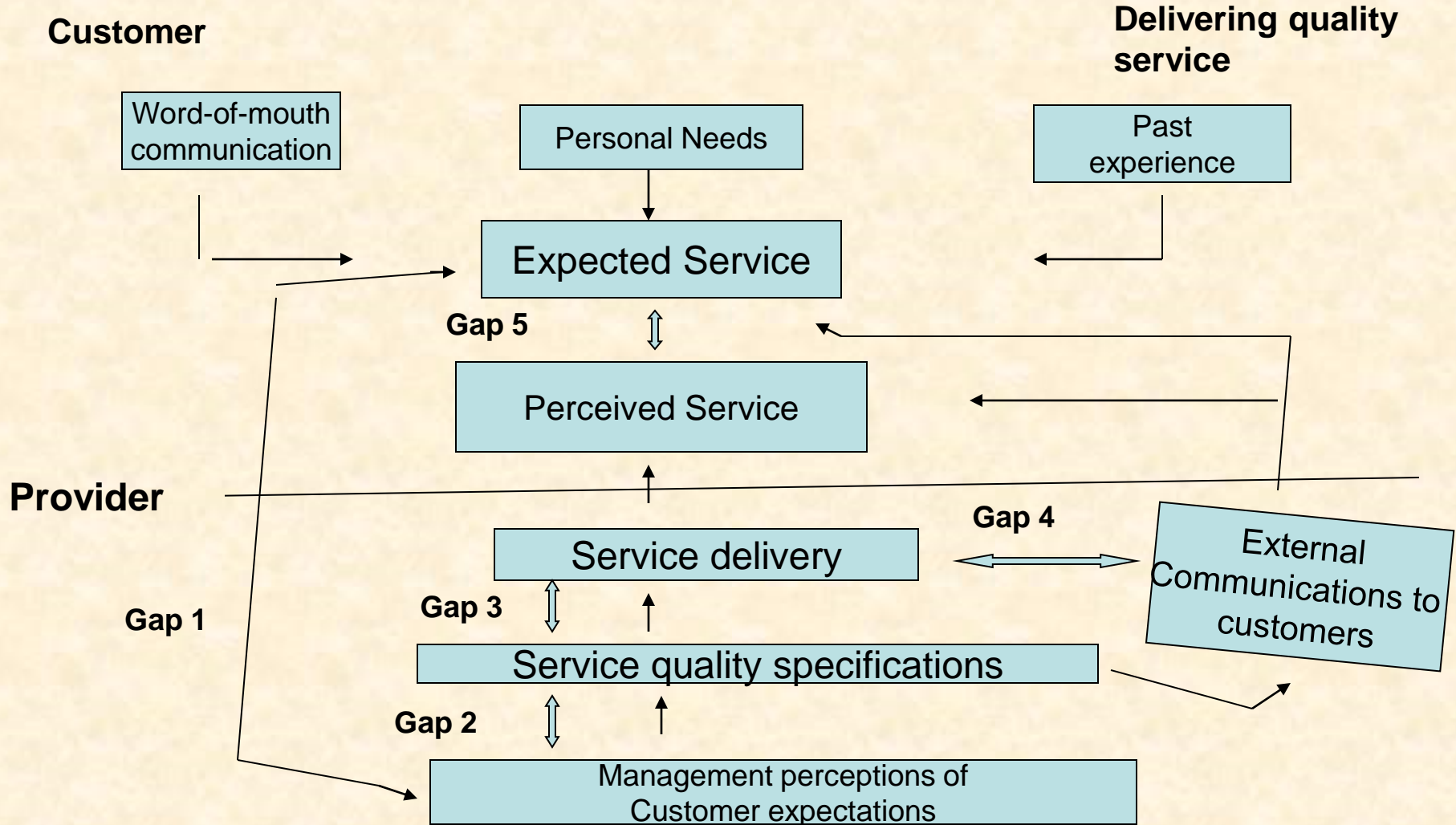
- offer personalized assistance for patron research needs
- locate materials housed on-site within 5 minutes
- complete photocopies of special collection materials within 48 hours
- respond to in-person, telephone, and electronic mail queries

Service Quality

(Gaps Model)

- Gap 1: Customer expectations of service and management's perspective on these expectations
- Gap 2: Service quality specifications and management's perspective of customer expectations
- Gap 3: Service quality expectations and service delivery
- Gap 4: Service delivery and external communication to customers about that delivery
- *Gap 5: Customers expectations of service AND perceived service delivery*

Gap Model Framework



- Service quality is not a fact; it is perception

- Service quality is often defined in terms of **exceeding** customer expectations. Yet, there is no universally accepted definition of service quality
- Service quality is not a number on a scale. It is not a ranking. It is not something produced to specifications, or replicated identically across different libraries. Rather, service quality refers to the relationships between library customers and the library organization, between **expectations for excellent services** and **perceptions of service delivered**

Service Quality Dimensions

- **Affect of service** (empathy, responsiveness, and knowledge and courtesy of staff)
- **Ubiquity and ease of access** (timely, ready, and easy access to relevant material; convenient hours of operation, and improved remote access to collections)
- **Reliability** (ability to perform the promised services dependably and accurately)
- **Library as a physical place**
- **Adequate or comprehensiveness of collections**
- **Self-sufficiency or self-reliance**
- **Tangibles** (appearance and functionality of the physical facilities and equipment)

Possible Dimensions for e-service

- Ease of use (e.g., navigation)
- Web site aesthetics (e.g., colors and graphics)
- Linkage (e.g., broken links)
- Collections (e.g., depth and relevance)
- Reliability (e.g., frequency of updating)
- Support (e.g., help pages)
- Security/privacy/trust (e.g., personal information protected)
- Ease of access (e.g., log on/off quickly)
- Flexibility (e.g., basic and advanced searching)
- Customization/personalization (e.g., receipt of e-mail announcements)

Some Methods of Listening to Customers

- Mystery shopper (unobtrusive testing)
- Surveys (internal and external customers)
- Focus group interviews
- Customer advisory panels
- Service reviews
- Self-reports
- Customer complaint, comment, and inquiry capture
- Employee field reporting
- Web site usability studies
- Service operating data capture
 - Transactional log analysis

Measuring Service Quality

- SERVQUAL
 - Continuous quality improvement
- LibQUAL+
 - More benchmarking than continuous quality improvement
- Neither = *outcomes* nor *satisfaction*
- Standardized or flexible survey form
- Self-reporting
- Benchmarking
- E-services
- Disabilities and other special audiences

A Question (Example of e-service instrument)

- The library communicates with me effectively through
 - Internet chat
 - E-mail
 - The online catalog
 - Text messaging

Another Question

- The library provides access to a wide range of electronic resources in my subject area, in particular
 - E-books
 - Full-text e-journals
 - Online databases
 - Online indexes
 - Other electronic files (e.g., music files and art slides)

Satisfaction

- Emotional response (sense of contentment that arises from an actual experience in relation to an expected experience)
- Frames willingness to revisit and customer loyalty
- Complementary to service quality
- Applies to **all** or **certain** library service area
- Focuses **overall** or on **specific** transactions

Confirmation/Disconfirmation

- Expectations become a basis against which to compare actual performance
- Do expectations and service performance match?
- Do expectations exceed performance?
- Does performance exceed performance?
- Note: Confirmation/disconfirmation = basis for *satisfaction*

Listening to Customer's Voice

- **Passive Approach**

- Casual comments
- Comment cards
- Compliant/compliment analysis
- Surveys on homepage

- **Proactive Approach**

- Satisfaction surveys*
- Focus group interviews

*Diagnostic tools (like taking the temperature—a general reading)

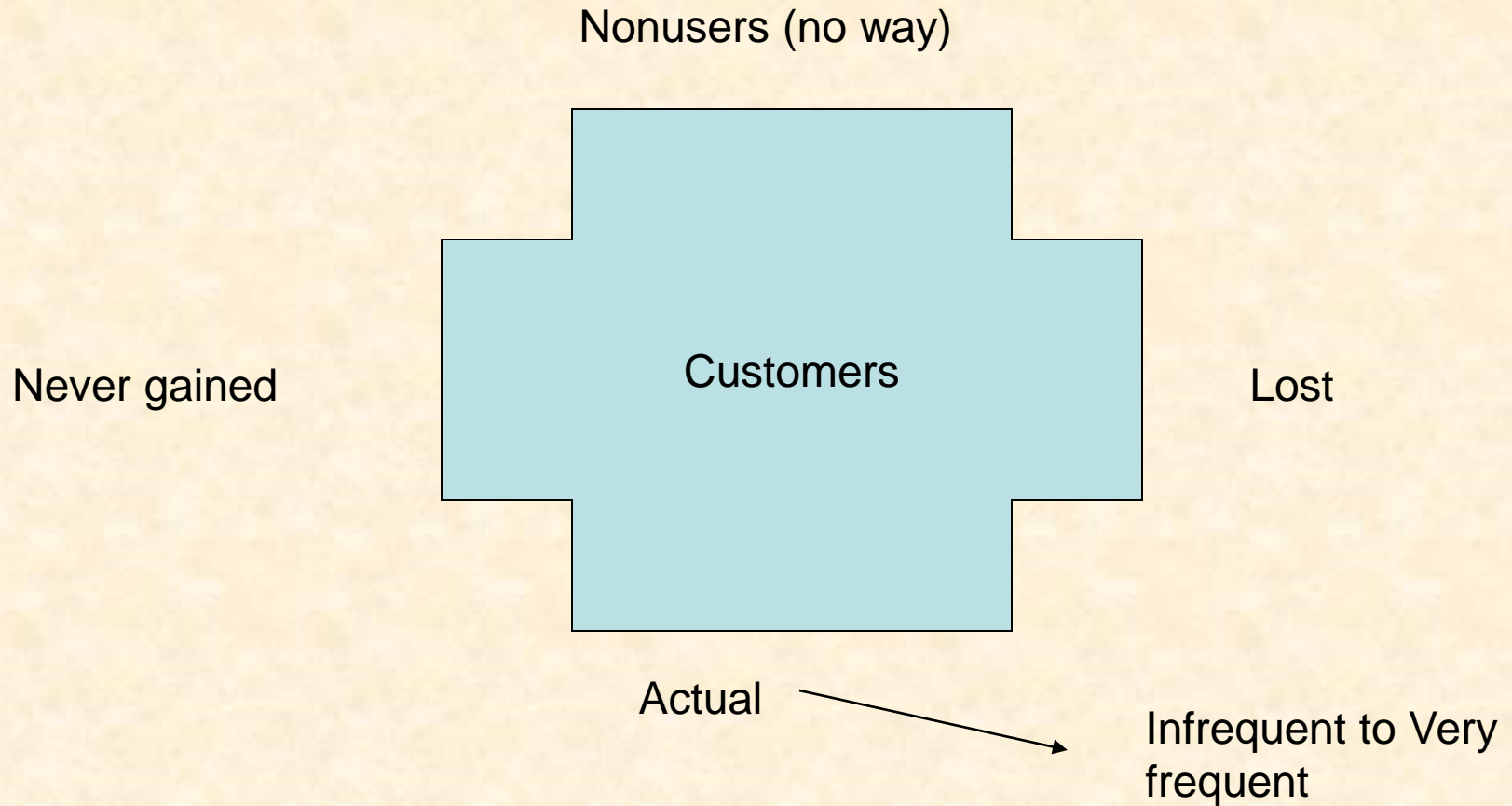
Satisfaction

Going beyond **self-reporting** and looking, for instance, at

repeat users

recommendations made to others to use library services

Options



Issues

- Which group study?
 - What is an acceptable response rate?
 - How do we deal with imposition on respondents and how do we repay them for an imposition?
 - What “dimensions” are probed?
 - When is the best time to gather data/
- What is method of data collection?
 - Mailed instrument
 - In-house completion
 - Web survey
 - E-mail survey
 - other

More Issues

- Do we re-survey users: how often and with same instrument (no change in expectations probed?)
- Do we benchmark?
 - Locally over time
 - Peer institutions
- Dealing with
 - Cultural diversity
 - Individuals with disabilities

Even More Issues

- Do we rely on **one** method of data collection or **triangulation** (multi-methods)

Self-reporting

- Focus group interviews
- Customer advisory panels

Actual use

transactional log analysis

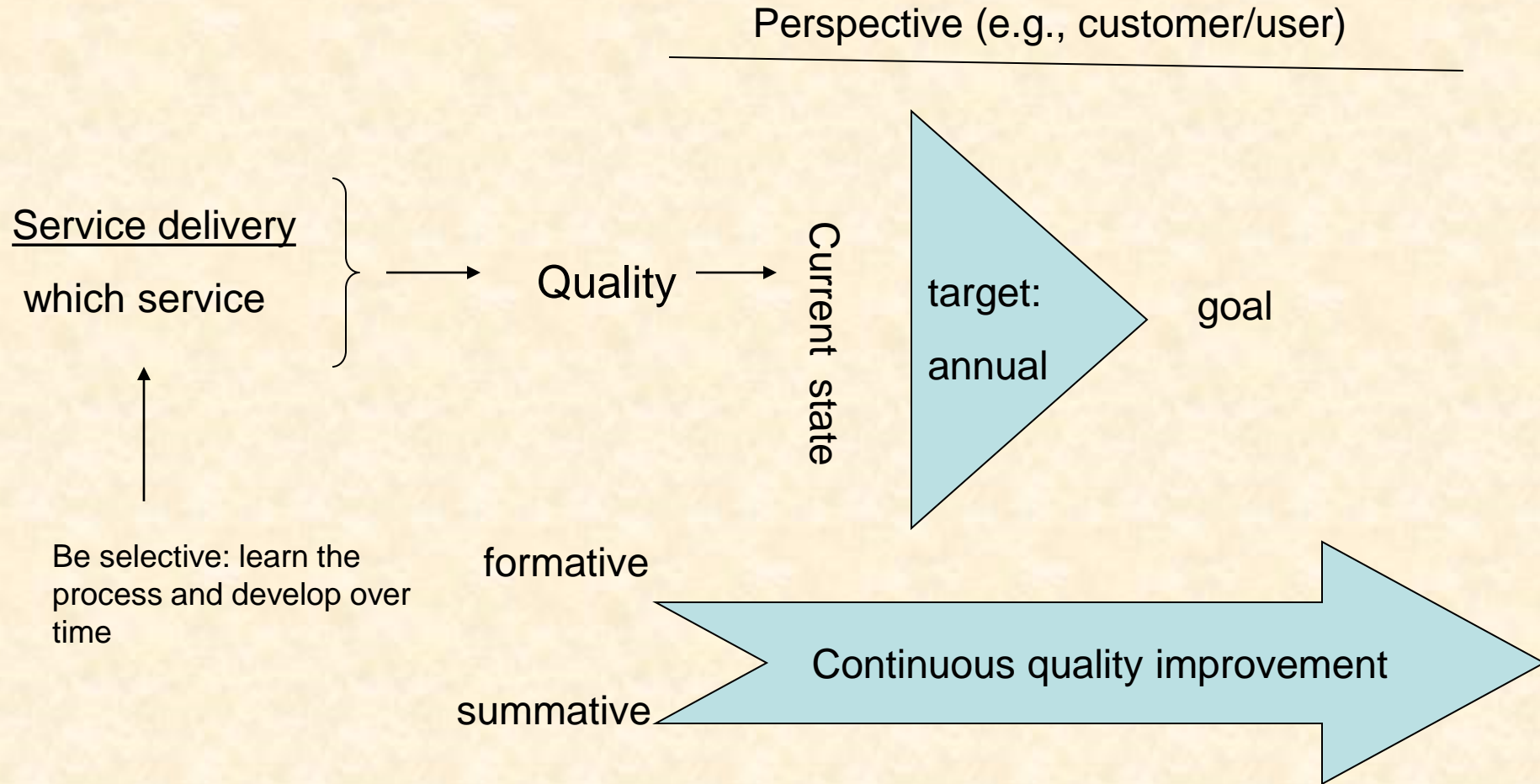
complaint/compliment analysis

Generalizability of Findings.

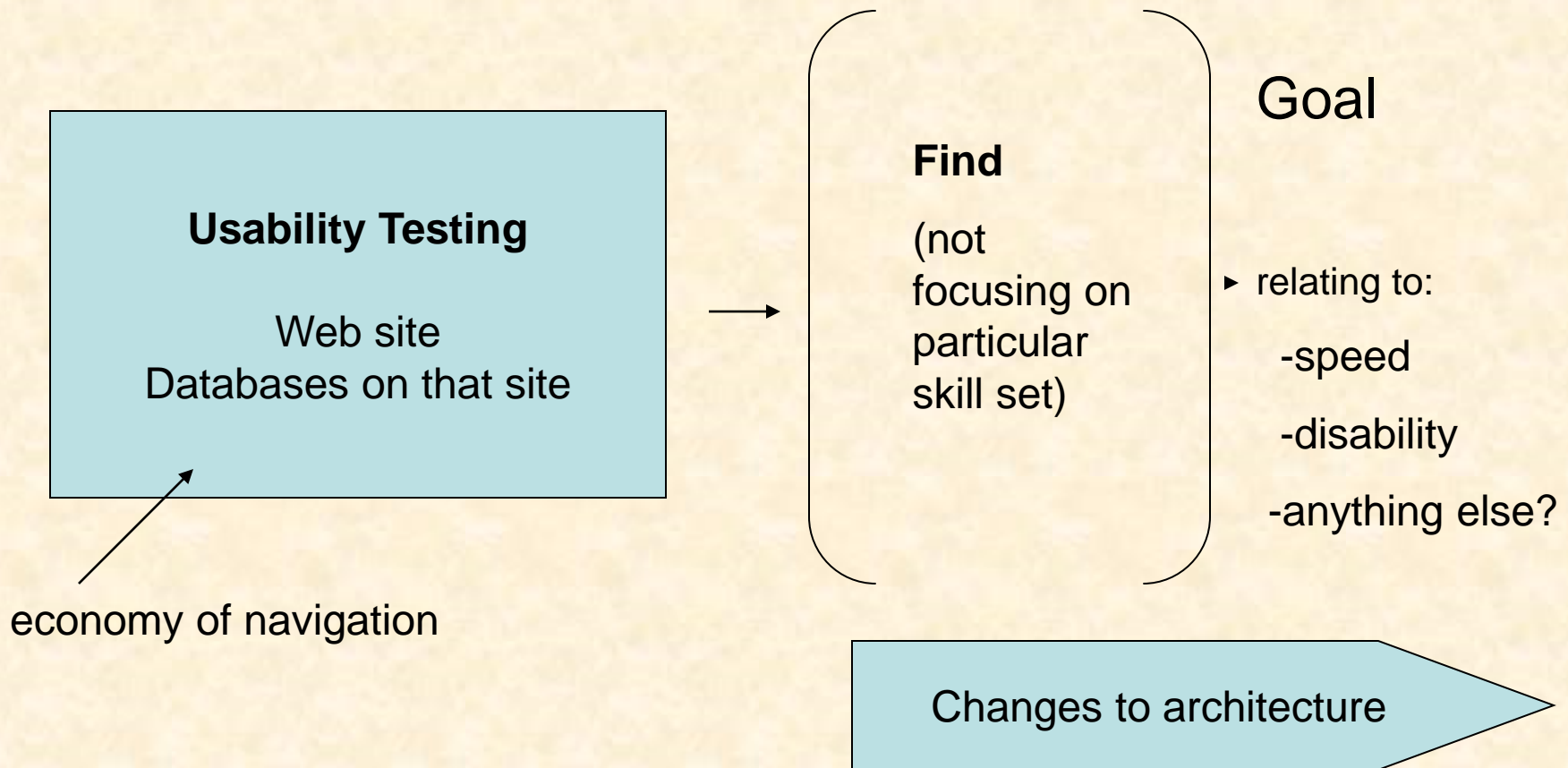
- If few of the designated customers choose to respond, they are essentially self-selected, and the representativeness of results is questionable in either event. This is because the possibility of non-response bias is directly proportional to the rate of non-response. Non-response bias means that respondents could be systematically different from the rest of the customer population. The responses may be overly positive, overly negative, or simply not typical of the library's [or archives'] customers. Perhaps those who respond have more time and motivation than do other customers

- Could even combine service quality instrument and satisfaction survey
 - Some questions relevant to each

Conclusion



Example



Some Readings

- *Assessing Service Quality*, by Peter Hernon and Ellen Altman (ALA, 1998)
- *Delivering Satisfaction and Service Quality*, by Peter Hernon and John R. Whitman (ALA, 2000)
- “Measuring Service Quality” *Library Trends*, 59 (4) (Spring 2001): entire issue

More Readings

- Applegate, Rachel, “Models of Satisfaction: Understanding False Positives,” *RQ* 32 (summer 1993): 525-539
- Applegate, Rachel, “Models of Satisfaction,” in *Encyclopedia of Library and Information Science*, vol. 60, supplement 23, edited by Allen Kent (Marcel Dekker, 1997), pp. 199-227
- *State Agency Use of Customer Satisfaction Surveys* (Saint Paul: Minnesota, Office of the Legislative Auditor, Program Evaluation Division, October 1995)
- Terry G. Vavra, *Improving Your Measurement of Customer Satisfaction* (1997)

QUESTIONS