Library services marketing with LibQUAL+®

Presented by

Martha Kyrillidou, PhD
Association of Research Libraries

Gulf Cooperation Council
Library Directors Meeting
Manama, Bahrain
April 10-11, 2012

www.libqual.org
ARL Member Institutions

www.libqual.org
Map data ©2011 AvanteLogic, CLiK Productions, Google – Map by MultiPlottr
ARL Member Institutions, FY 2010-11

• 115 ARL university libraries
  – 73 medical libraries
  – 77 law libraries
• 10,037 professional staff members
  – 974 staff members at medical libraries
  – 734 staff members law libraries
• 11 nonuniversity ARL members
  – 3,709 professional staff members

• Full List of Member Institutions:
  http://www.arl.org/arl/membership/members.shtml
ARL Statistics and Assessment

...To describe and measure the performance of research libraries and their contribution to teaching, research, scholarship and community service ...
In the beginning …

Statistics & Salaries
ARL Statistics and Assessment

...To describe and measure the performance of research libraries and their

contribution to teaching, research, scholarship and community service ...
Forces at work

- More competition
- More technology
- Libraries have a strong global brand
- Service excellence?
What’s the effect?

- **Bangor University considers removing librarians** posted by Blake on Thursday January 27, @07:30AM -753 hits

Ms Information writes "News from the University of Wales Bangor in the UK. senior management no longer feel that subject librarians / academic liaison librarians are needed in the modern academic library. They have made restructuring proposals which include removing all but one of the subject librarians and a tier of the library management, including the Head of Bibliographic Services. The university management thinks that technology has 'deskilled' literature searching. As far as I know, this proposal is unprecedented in the United Kingdom. In essence, there will remain 4 professional librarians serving a 'research-led' university of 8,000 plus FTEs and with 8 library sites. These will be the university librarian, cataloguing librarian, acquisitions librarian and Law librarian.

- Has anything like this happened anywhere that you know of? If so, what have been the effects?
Assessment Librarian?
Assessment is…

“…a structured process to learn about communities and evaluate how well the library supports them.”

- Steve Hiller, Director of Assessment & Planning University of Washington Libraries
How Using ARL Statistics the University of Washington (Seattle) Get More Money!

Steve Hiller
University of Washington Libraries
June 25, 2010
University of Washington Budget Process 2010-11

- Legislature cut UW budget by $20.6 million dollar (6.3%) after $80 million dollar appropriation reduction (25%) for 2009-10.
- Undergraduate resident tuition increased by 14%.
- All UW units given a 5% cut.
- Units submitted short reports on impact of 2009-10 budget and plans for 2010-11; met separately with Provost to discuss.
- University allocated new tuition dollars for first time using Activity-Based Budgeting (ABB) to mitigate 5% cut.
ARL Data Used to Show UW Lagging Behind Peers and Falling Fast

- Used ARL Statistics
- Median of top quartile used (where we have traditionally ranked)
- Period covered is from 2003-04 through 2008-09
  - “Good” funding years; no changes in ARL membership
- Expenditures are shown as annual averages of two year totals to minimize year to year changes and UW biennial spending pattern
- 2009-10 budget comparisons with 2008-09 final budget made with results from ARL special survey in Autumn 2009
Total Library Expenditures UW Seattle & ARL Median Top Quartile: 2003-05 to 2007-09

(Annual Average)

- UW Seattle:
  - 2003-05: $32,393,178
  - 2005-07: $34,873,653
  - 2007-09: $35,271,053

- ARL Median Top Quartile:
  - 2003-05: $35,696,135
  - 2005-07: $36,434,931
  - 2007-09: $41,983,454

- ARL Public:
  - 2003-05: $35,696,135
  - 2005-07: $35,696,135
  - 2007-09: $38,166,703

www.libqual.org
Base Budget Changes in ARL Libraries: 2009-10 Compared to 2008-09

74 ARL Libraries responding. Each dot represents one library.

UW – $3.6 million reduction

www.libqual.org
Personnel Budget Changes in ARL Libraries: 2009-10 Compared to 2008-09

63 ARL Libraries responding. Each dot represents one library.

UW – 29 positions lost
The Result?
2010-2011 UW Libraries Budget

- 5% institutional reduction ($1.353 million for Libraries)
- Mitigated by $1 million in “Provost reinvestment funds” (total of 1.3% cut)
- Libraries received highest amount of reinvestment money of any University unit (25% of total reinvestment funds)
- Some additional indirect cost recovery funds still anticipated

Was it all due to ARL statistics? Well, perhaps not all!

www.libqual.org
Budget overview – U of Virginia

<table>
<thead>
<tr>
<th>Description</th>
<th>Expenditures FY 2008/09</th>
<th>Percentage FY 2008/09</th>
<th>Expenditures FY 2007/08</th>
<th>Expenditures FY 2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections</td>
<td>$7,511,828</td>
<td>25.9%</td>
<td>$9,532,562</td>
<td>$7,235,077</td>
</tr>
<tr>
<td>Salaries, Wages, Fringe Benefits</td>
<td>$17,188,190</td>
<td>58.3%</td>
<td>$16,193,958</td>
<td>$14,304,243</td>
</tr>
<tr>
<td>Operating and Miscellaneous</td>
<td>$4,288,095</td>
<td>14.7%</td>
<td>$4,998,264</td>
<td>$4,708,318</td>
</tr>
<tr>
<td>Total</td>
<td>$28,988,113</td>
<td>100.0%</td>
<td>$30,724,774</td>
<td>$26,247,638</td>
</tr>
</tbody>
</table>

Expenditures by Major Category FY09:
- Operations: 15%
- Collections: 26%
- Personal Services: 59%
Assessment is…

“…a structured process to **learn** about communities and **evaluate** how well the library supports them.”

- Steve Hiller, Director of Assessment & Planning
  University of Washington Libraries

www.libqual.org
Assessment

“The difficulty lies in trying to find a single model or set of simple indicators that can be used by different institutions, and that will compare something across large groups that is by definition only locally applicable—i.e., how well a library meets the needs of its institution. Librarians have either made do with oversimplified national data or have undertaken customized local evaluations of effectiveness, but there has not been devised an effective way to link the two.”

Sarah Pritchard, Library Trends, 1996
Premises

Three *Seminal* Quotations
LibQUAL+® Premise #1: SERVQUAL

PERCEPTIONS ← SERVICE

“....only customers judge quality; all other judgments are essentially irrelevant”

LibQUAL+® Premise #2: Enlightenment

“Il est plus nécessaire d'étudier les hommes que les livres”

—FRANÇOIS DE LA ROCHEFOUCAULD

www.libqual.org
“We only care about the things we measure.”

--Bruce Thompson, CASLIN, 2006
Texas A&M University Libraries
Advisory Councils

- University Library Council
- Student Advisory Council
- MSL Council
- MSL Student Advisory Council
- College of Pharmacy Library & Learning Resources Advisory

LibQUAL+® at Texas A&M University

Advisory Councils

www.libqual.org

... and we keep listening
MATERIALS EXPENDITURES

CHANGES IN EXPENDITURES IN THE LAST 5 YRS

- MONOGRAPHS: 15% INCREASE
- PRINT SERIALS: 19% DECREASE
- ELECTRONIC SERIALS: 215% INCREASE

www.libqual.org
SERVICE STANDARDS:
 Everything Safe & Secure
 Everyone Matters
 Everything Speaks
 Everything Done Well

MISSION STATEMENT:
We fuel discovery by satisfying the information needs of the Texas A&M University Community
www.libqual.org
Before

Seating Repair & Re-Upholstering

www.libqual.org
What is LibQUAL+®?
LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services .... more

THE BIRTH OF LibQUAL+®?
In 1999, Fred Heath and Colleen Cook, both then at Texas A & M University, realized that use of "input" variables, such as collection or serials counts, were limited as measures of library service quality... more

THE LibQUAL+® SURVEY?
Since 2000, more than 1,000 libraries have participated in LibQUAL+® domestically and internationally, with participating institutions in Africa, Australia, Asia, and Europe.... more

VIEW A SAMPLE SURVEY?
The LibQUAL+® survey is a two-page, web-based instrument. For more information about the survey instrument, click here...

How will LibQUAL+® benefit your library users?
Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. Institutional data and reports enable you to assess whether your library services are meeting user expectations—and develop services that better meet these expectations.

LibQUAL+® Top 10 Resources
A Google™ search on "LibQUAL+®" yields approximately 100,000 hits, and more than 50 refereed journal articles have been published on the protocol. To use to learn about LibQUAL+®...

Register for LibQUAL+®
Sign up and register here to start a LibQUAL+® survey.

NEWS
+ 12/15/2009: Launching New Website
+ 9/22/2009: Register for the 2010 LibQUAL+® survey!
+ 2/20/2009: LibQUAL+® Share Fair, Chicago, July 13, 2009: Call for Entries

EVENTS
+ 5/24/2010: 2010 LibQUAL+® and Beyond - Glasgow, Scotland
+ 1/18/2010: LibQUAL+® Training Sessions - Boston, MA

PUBLICATIONS
+ Describing the Research Library of the 21st Century: The ARL Profiles
+ Library Assessment Conference 2008, Seattle, Washington August 4-7: Recap & Evaluation
+ Library Quality Assessment through LibQUAL+®
Contributions of LibQUAL+®

• LibQUAL+® methodology focuses on success from the user’s point of view (outcomes)
• Demonstrates that a Web-based survey can handle large numbers; users are willing to fill it out; and survey can be executed quickly with minimal expense
• LibQUAL+® requires limited local survey expertise and resources
• Analysis available at local and inter-institutional levels
• Many opportunities for using demographics to discern user behaviors
• Opportunity to learn from one another and foster collaborative action!
Dimensions of Library Service Quality

Affect of Service
- Empathy
- Responsiveness
- Assurance
- Reliability

Library as Place
- Utilitarian Space
- Symbol
- Refuge

Information Control
- Scope of Content
- Convenience
- Ease of Navigation
- Timeliness
- Equipment
- Self-Reliance

www.libqual.org
“I want to be treated with respect. I want you to be courteous, to look like you know what you are doing and enjoy what you are doing. … Don’t get into personal conversations when I am at the desk.”

Faculty member

[from interviews conducted by Fred Heath and Colleen Cook]
“The poorer your situation, the more you need the public spaces to work in. When I was an undergraduate, I spent most of my time in the library, just using it as a study space.”

Faculty member
[from interviews conducted by Fred Heath and Colleen Cook]
Self-reliance

“…first of all, I would turn to the best search engines that are out there. That’s not a person so much as an entity. In this sense, librarians are search engines [ just ] with a different interface.”

Faculty member

[from interviews conducted by Fred Heath and Colleen Cook]
Survey Structure  
(Detail View)

**Preview: ARL Sample 4-Year Institution**

Library Service Quality Survey

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

- **Minimum** -- the number that represents the minimum level of service that you would find acceptable
- **Desired** -- the number that represents the level of service that you personally want
- **Perceived** -- the number that represents the level of service that you believe our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>My Minimum Service Level Is</th>
<th>My Desired Service Level Is</th>
<th>Perceived Service Performance Is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low High</td>
<td>Low High</td>
<td>Low High N/A</td>
</tr>
<tr>
<td>1) Employees who instill confidence in users</td>
<td><img src="image1" alt="Rating Options" /></td>
<td><img src="image2" alt="Rating Options" /></td>
<td><img src="image3" alt="Rating Options" /></td>
</tr>
<tr>
<td>2) Easy-to-use access tools that allow me to find things on my own</td>
<td><img src="image4" alt="Rating Options" /></td>
<td><img src="image5" alt="Rating Options" /></td>
<td><img src="image6" alt="Rating Options" /></td>
</tr>
<tr>
<td>3) Print and/or electronic journal collections I require for my work</td>
<td><img src="image7" alt="Rating Options" /></td>
<td><img src="image8" alt="Rating Options" /></td>
<td><img src="image9" alt="Rating Options" /></td>
</tr>
<tr>
<td>4) Readiness to respond to users' questions</td>
<td><img src="image10" alt="Rating Options" /></td>
<td><img src="image11" alt="Rating Options" /></td>
<td><img src="image12" alt="Rating Options" /></td>
</tr>
<tr>
<td>5) Quiet space for individual activities</td>
<td><img src="image13" alt="Rating Options" /></td>
<td><img src="image14" alt="Rating Options" /></td>
<td><img src="image15" alt="Rating Options" /></td>
</tr>
<tr>
<td>6) Convenient access to library collections</td>
<td><img src="image16" alt="Rating Options" /></td>
<td><img src="image17" alt="Rating Options" /></td>
<td><img src="image18" alt="Rating Options" /></td>
</tr>
<tr>
<td>7) Willingness to help users</td>
<td><img src="image19" alt="Rating Options" /></td>
<td><img src="image20" alt="Rating Options" /></td>
<td><img src="image21" alt="Rating Options" /></td>
</tr>
</tbody>
</table>

www.libqual.org
Flash Tutorial .... !

http://www.libqual.org/about/about_survey/tools
Survey structure (Detail view) in Arabic

<table>
<thead>
<tr>
<th>أداء الخدمة الملاحظ هو</th>
<th>المستوى المرغوب من الخدمات</th>
<th>الحد الأدنى لمستوى الخدمات</th>
<th>فيما ينطبق يرجى تقييم العبارات الأكثية (1 الأدنى، 9 الأعلى) من خلال تحديد:</th>
</tr>
</thead>
<tbody>
<tr>
<td>لا ينطبق</td>
<td>لا ينطبق</td>
<td>لا ينطبق</td>
<td>مؤشر المكتبة التي يغرسون الكثافة لدى المستخدمين (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>إتاحة الوصول إلى المصادر الإلكترونية من منزل أو مكتبي (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>مساحة المكتبة التي تشجع على الدراسة والتعلم (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>الاهتمام بكل مستخدم على حدة (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>موقع المكتبة على شبكة الإنترنت يمكنني من العثور على المعلومات بمفرد (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ملاحظات مفيدة (لن تكون الفاصلة)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.libqual.org
LibQUAL+® “Top Ten Resources”

http://www.libqual.org/about/about_lq/top_resources
Rapid Growth

• **Languages**
  - Afrikaans
  - **Arabic**
  - English (American, British)
  - Chinese
  - Danish
  - Dutch
  - Finnish
  - French (Belge, Canada, Europe)
  - German
  - Greek
  - Hebrew
  - Japanese
  - Norwegian
  - Spanish
  - Swedish
  - Welsh

• **Consortia**
  *Each may create 5 local questions to add to their survey*

• **Countries**
  - Australia, Canada, Cyprus, Denmark, Egypt, Finland, France, Hong Kong, Ireland, Japan, Mexico, the Netherlands, New Zealand, Norway, Singapore, South Africa, Sweden, Switzerland, UAE, U.K., U.S., etc..

• **Types of Institutions**
  - Academic Health Sciences
  - Academic Law
  - Academic Military
  - College or University
  - Community College
  - Electronic
  - European Business
  - European Parliament
  - Family History
  - Research Centers (FFRDC) Libraries
  - High School
  - Hospital
  - National Health Service England
  - Natural Resources
  - New York Public
  - Public
  - Smithsonian
  - State
  - University/TAFE

www.libqual.org
“22 Items and The Box….”

Why the Box is so Important

– About 40% of participants provide open-ended comments, and these are linked to demographics and quantitative data.

– Users elaborate the details of their concerns.

– Users feel the need to be constructive in their criticisms, and offer specific suggestions for action.

www.libqual.org
“…and Five Ancillary Items”

Either Zero or Five Ancillary items are selected to address local or consortial concerns

– Items from the initial LibQUAL+™ item pool.

– Items written by previous consortial groups.
Overview

• Preparing for the Survey Implementation
  – Defining survey objectives.desired outcomes
  – Institutional Review Board
  – Sampling
  – Creating an assessment group/team
  – Preparing the organization
  – Marketing Your Survey

• Online System: Management Center
Preparing for the Survey Implementation
Why is Your Library Participating in LibQUAL+®?

- Institutional goals:
  - what do you want to get out of the survey?
- Survey requirements:
  - people, supplies, technology
Get Permission from your Institutional Review Board

• Local group that approves human subject research

• May also be called
  – Committee for Human Subject Research
  – Committee for the Protection of Human Subjects

• Not all institutions need to obtain permission
Get Permission from your Institutional Review Board

• If permission is required:
  – Seek well in advance of survey
  – Supply a copy of the survey, if requested
  – Inform them that results will be shared among participants

• No need to inform LibQUAL+® of decision
Determine Whom to Survey

- Random sample
  or
- Entire population
If You Sample...

• Recommendations:
  – At least 1,200 random email addresses for each user group
  – Separate sample groups for undergraduates, graduates, faculty, and staff
  – Think about survey fatigue if you want to repeat the survey regularly

• Keep notes on your methodology as you will be asked to describe it in the Post Hoc Questionnaire
If You Survey the Entire Population…

• Recommendations:
  – Think about survey fatigue if you want to repeat the survey regularly

• Keep notes on your methodology as you will be asked to describe it in the Post Hoc Questionnaire
Obtain Email Addresses

• Typical sources include:
  – Campus computing office
  – Campus administrative records office
  – Library patron database
Become Familiar with LibQUAL+® Resources

• Manage Your Survey
  http://www.libqual.org/

• LibQUAL+® Procedures Manual
  – Updated Version for 2012
  – Much more detail

• Discussion list
  LIBQUAL-L@listserv.tamu.edu

www.libqual.org
Marketing Your Survey

– Place ads in campus newspaper
– Write article for library newsletter
– Post flyers around campus
– Present at faculty meetings & student orientations
– Create a survey Web site and feature on library’s home page
– Take the survey to where users are: dining halls, study rooms, dorms
– More suggestions and example works are available on Publications Page
Welcome to LibQUAL+®!

Download the new 2010 Procedures Manual

We are delighted to offer to you a new platform that supports features like LibQUAL+®.

To get started, please do the following:

- To view or add users to your institution's account, visit the 'Manage Users' navigation area on the left). Here you can manage access to this website by management Center.

- To view and set user permissions for your survey run (available Jan. 2010), visit the survey management Center.

- To configure and launch your survey (available Jan. 2010), visit the survey management Center.
LibQUAL+® Management Center: Getting Started

- Login (Required to use the Management Center)
- Center Sections:
  - Manage Surveys
  - Manage Users
  - Manage Permissions
  - Data Repository
  - Organization Websites
  - Directory

Survey Dashboard

Welcome to LibQUAL+®!

2012 Procedures Manual

We are delighted to offer you a platform that supports features like LibQUAL+® Lite and other enhancements. LibQUAL+® Lite is a new customizing feature that you will set during configurations, not at the time of registration.

Getting started:

- To view or add users to your institution’s account, visit the ‘Manage Users’ link of the Management Center (found in the navigation area on the left). Here you can manage access to this website by members of your staff.

- To view and set user permissions for your survey run, visit the ‘Manage Permissions’ link of the Management Center. Here you can set a user’s role in administering your LibQUAL+® survey. Manage Permissions is only relevant when your institution is currently registered to run a LibQUAL+® survey.

- To configure and launch your survey, visit the appropriate link in the Management Center under ‘Organization Websites’ when surveys are available. Follow the
Survey Process: Manage Your Survey

Four Stages

1. Pre-Launch
2. Monitor Survey Progress
3. Close My Survey
4. Post-Survey and Results

Stage 1
Manage Your Survey: Stage 1 - Customization

Always save your work

www.libqual.org
Optional Questions

Use this tab to add extra questions to your survey, selected from a list provided below. This list contains only optional questions available in ALL the languages in which you are offering your survey. You can choose to add either five questions or none. If you do not want optional questions, leave the form blank. No other number of questions is allowed (thus, if you attempt to save with fewer than five questions selected, none of them will be saved). These five optional questions will be interspersed within the core questions on the survey.

To view a list of all optional questions for your selected languages click here:

- To add an optional question to your selected list: click the '+' icon adjacent to the question in the 'Available' list.
- To remove an optional question from your selected list: click the 'x' icon adjacent to the question.

Select optional questions chosen by SCONUL: [Consortium Questions]
Manage Your Survey: Stage 1 - Branch Library

Branch Library Options

In this tab you can specify the options from which users will choose their response to the question, "The library that you use most often." If you do not want to include this question on your survey (for example, if your institution has only one library), simply leave the area below empty.

If you enter options, the question will be included in the demographics section of the survey. Responses to this question will be returned to you as part of your survey data file, but will not be reported in your results notebook. The libraries added will appear in the order they are listed on this tab in the survey form.

- **To add a library option:** click the ‘Add New Option’ button.
- **To amend a library option:** click on the option’s text field and make changes.
- **To remove a library option:** click the ‘x’ icon adjacent to the option row. Note that if you do this by mistake, you will need to recreate the option by adding a new one.

"The library that you use most often:"

<table>
<thead>
<tr>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (British)</td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

Add New Option

The library you use most often.
Manage Your Survey: Stage 1 - Disciplines

- Results notebooks summarize findings by user group and provide a chart for both standard and custom disciplines
- Standard disciplines (based on your institution type, i.e., College/University)
- Customized disciplines
  - Recommend no more than 16 disciplines, if possible
Manage Your Survey: Standard Disciplines

- Agriculture/Environmental Studies
- Architecture
- Business
- Communications/Journalism
- Education
- Engineering/Computer Science
- General Studies
- Health Sciences
- Humanities
- Law
- Military/Naval Science
- Other
- Performing & Fine Arts
- Science/Math
- Social Sciences/Psychology
- Undecided

*Note: Disciplines are for an Academic Library*
Manage Your Survey: Customized Disciplines

• Use your local terminology to map to the standard disciplines

• Cautions:
  – Need to provide representativeness data for each discipline
  – Too many choices present challenges to users
Manage Your Survey:  
Stage 1 - Customized Disciplines

**Discipline Options**

This tab enables you to select the discipline terms that you want to use in the demographics section of your LibQUAL+® survey. The standard discipline terms for each of your survey languages appear below by default. You may choose to use some or all of the LibQUAL+® standard discipline terms, or you may choose to create your own discipline categories. If you choose to add your own categories, they MUST be mapped to a LibQUAL+® standard discipline for data analysis purposes. (Please make sure your new term(s) relate to the standard disciplines; in other words, do not enter “Accounting” and map it to “Architecture.”) Your disciplines will appear in alphabetical order. Be careful to enter new terms exactly as you want them to appear on your survey! Make a note to check your discipline options for any spelling, grammatical, or formatting errors here as well as during the “preview” stage.

- To amend a discipline option: click on the option text field and make changes. You can also reassign the option to another standard discipline category if desired.
- To remove a discipline option: click the ‘X’ icon adjacent to the option row. Note that if you do this by mistake, you will need to recreate the option by adding a new one.
- To add a discipline option: click the ‘Add New Option’ button.

### Discipline:

<table>
<thead>
<tr>
<th>English (American)</th>
<th>Reporting Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture / Environments</td>
<td>Agriculture / Environmental Studies</td>
</tr>
<tr>
<td>Architecture</td>
<td>Architecture</td>
</tr>
<tr>
<td>Business</td>
<td>Business</td>
</tr>
<tr>
<td>Communications / Journalism</td>
<td>Communications / Journalism</td>
</tr>
<tr>
<td>Education</td>
<td>Education</td>
</tr>
<tr>
<td>Engineering / Computer Science</td>
<td>Engineering / Computer Science</td>
</tr>
<tr>
<td>General Studies</td>
<td>General Studies</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>Law</td>
<td>Law</td>
</tr>
<tr>
<td>Military / Naval Science</td>
<td>Military / Naval Science</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Performing &amp; Fine Arts</td>
<td>Performing &amp; Fine Arts</td>
</tr>
<tr>
<td>Science / Math</td>
<td>Science / Math</td>
</tr>
<tr>
<td>Social Sciences / Psychology</td>
<td>Social Sciences / Psychology</td>
</tr>
<tr>
<td>Undecided</td>
<td>Undecided</td>
</tr>
</tbody>
</table>

See how this question will appear on the survey in English (American)
Manage Your Survey: Results Notebook - Standard Disciplines

*Note: Disciplines are for an Academic Library
Manage Your Survey: Results Notebook - Customized Disciplines

*Note: Disciplines are for an Academic Library*
Sending Reminders

• 3-5 reminders to sample populations
• Include a thank you to respondents who have completed the survey
• Boost marketing efforts around campus
  – More flyers, table tents, ads in campus newspaper
  – Get professors and other staff involved
  – Increase number or types of incentives
## Manage Your Survey: Stage 1 - Previewing Your Survey & Launch

<table>
<thead>
<tr>
<th>Preview</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete at least <strong>one</strong> full run of your preview survey</td>
</tr>
<tr>
<td>- Test in different settings, using different platforms and Web browsers</td>
</tr>
<tr>
<td>- Get library staff involved in testing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can no longer make changes</td>
</tr>
<tr>
<td>- Live survey URL</td>
</tr>
</tbody>
</table>
Manage Your Survey:  
Stage 2 - Representativeness Questionnaire

• Determines how your institutional profile compares to your survey data

• Requires the following information:
  – # of individuals per user group
  – # of individuals within each discipline
  – # of males and females
  – Library Statistics
    • Volumes added during the year – Gross/Total (including e-books)
    • Total number of current serials received (including electronic serials)
    • Total library expenditures (U.S. dollars)
    • Personnel – professional staff, full-time equivalent (FTE)
    • Personnel – support staff, full-time equivalent (FTE)

• Complete before closing survey
Completed Representativeness Questionnaire

Representativeness Completed

Representativeness NOT Completed
Manage Your Survey: Stage 3 - Closing Your Survey

- We recommend a survey run of at least 3 weeks
- Confirm you want to close – irreversible step
Manage Your Survey: Stage 4 - Post-Survey Tasks

Manage Survey
Stage 4) Post-Survey and Results
Thanks for running your LibQUAL+® survey!
Your survey is now closed and no longer accepting responses.

Representativeness Questionnaire

Please make sure you have completed your Representativeness Questionnaire. Your Results Notebook will not be created until you have acknowledged that it is complete or that you are leaving it blank.

- I acknowledge that my representativeness questionnaire is complete.
- I acknowledge that my representativeness questionnaire is left blank intentionally.

Other Questionnaires

- Post Hoc Questionnaire
- Evaluation Questionnaire
Manage Your Survey: Stage 4 - Results

Data

- Results Notebook
- View/Download Comments
- Download Raw Data and Key for Variable Names and Key for Option IDs and SPSS Syntax File

Below are links to print-friendly surveys for archival purposes.

Manage Your Survey: Stage 4 – Incentive Winners

A list of randomly selected e-mail addresses is displayed below. These addresses were drawn from those individuals who took the survey at your institution and chose to enter their e-mail address. Use this list as you think best to distribute your local incentive prize(s). Our congratulations to your winners!

We recommend that you save a copy of this list if you think you will need to refer to it in the future. This page will be removed when next year’s survey registration begins. [Download the winner list in CSV format.]

<table>
<thead>
<tr>
<th>Place</th>
<th>Email Address</th>
<th>User Group</th>
<th>Discipline</th>
<th>Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><a href="mailto:meghan303@tamu.edu">meghan303@tamu.edu</a></td>
<td>Undergraduate</td>
<td>General Studies</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>2</td>
<td><a href="mailto:cleena_knight@tamu.edu">cleena_knight@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>3</td>
<td><a href="mailto:steelerswon@tamu.edu">steelerswon@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Dwight Look College of Engineering</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>4</td>
<td><a href="mailto:guangui.ma@neo.tamu.edu">guangui.ma@neo.tamu.edu</a></td>
<td>Graduate</td>
<td>Liberal Arts</td>
<td>PSEL - Policy Sciences &amp; Economics Library</td>
</tr>
<tr>
<td>5</td>
<td><a href="mailto:b-trplett@tamu.edu">b-trplett@tamu.edu</a></td>
<td>Graduate</td>
<td>Agriculture &amp; Life Sciences</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>6</td>
<td><a href="mailto:jin_ping@tamu.edu">jin_ping@tamu.edu</a></td>
<td>Graduate</td>
<td>Architecture</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>7</td>
<td><a href="mailto:swpark78@neo.tamu.edu">swpark78@neo.tamu.edu</a></td>
<td>Graduate</td>
<td>Dwight Look College of Engineering</td>
<td>Other</td>
</tr>
<tr>
<td>8</td>
<td><a href="mailto:augaz@tamu.edu">augaz@tamu.edu</a></td>
<td>Library Staff</td>
<td>Veterinary Medicine &amp; Biomedical Sciences</td>
<td>MSL - Medical Sciences Library</td>
</tr>
<tr>
<td>9</td>
<td><a href="mailto:skeiper@hkn.tamu.edu">skeiper@hkn.tamu.edu</a></td>
<td>Faculty</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>10</td>
<td><a href="mailto:monkey_child08@tamu.edu">monkey_child08@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Science</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>11</td>
<td><a href="mailto:rachellelino94@yahoo.com">rachellelino94@yahoo.com</a></td>
<td>Undergraduate</td>
<td>Liberal Arts</td>
<td>WCL - West Campus Library</td>
</tr>
<tr>
<td>12</td>
<td><a href="mailto:mindblade@tamu.edu">mindblade@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Dwight Look College of Engineering</td>
<td>Annex - Library Annex</td>
</tr>
<tr>
<td>13</td>
<td><a href="mailto:bjtaylor@tamu.edu">bjtaylor@tamu.edu</a></td>
<td>Graduate</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>14</td>
<td><a href="mailto:health_sternadel@tamu.edu">health_sternadel@tamu.edu</a></td>
<td>Undergraduate</td>
<td>Agriculture &amp; Life Sciences</td>
<td>WCL - West Campus Library</td>
</tr>
<tr>
<td>15</td>
<td><a href="mailto:aggies_13@tamu.edu">aggies_13@tamu.edu</a></td>
<td>Undergraduate</td>
<td>General Studies</td>
<td>WCL - West Campus Library</td>
</tr>
<tr>
<td>16</td>
<td><a href="mailto:jdithen@tamu.edu">jdithen@tamu.edu</a></td>
<td>Faculty</td>
<td>Liberal Arts</td>
<td>Sterling C. Evans Library</td>
</tr>
<tr>
<td>17</td>
<td><a href="mailto:royfelon@tamu.edu">royfelon@tamu.edu</a></td>
<td>Graduate</td>
<td>Education &amp; Human Development</td>
<td>Sterling C. Evans Library</td>
</tr>
</tbody>
</table>
**Manage Your Survey: Stage 4 - Post Hoc & Evaluation Questionnaires**

<table>
<thead>
<tr>
<th>Post Hoc Questionnaire</th>
<th>Evaluation Questionnaire</th>
</tr>
</thead>
</table>
| • Information about your survey  
  – Sample size  
  – # of e-mails sent  
  – # of invalid e-mail addresses  
  – Incentives offered  
  – Marketing techniques  
  – Etc. | • Feedback about your LibQUAL+® experience  
  • All survey liaisons and assistants are encouraged to complete this questionnaire |
Survey Results

• Survey Results Notebook (PDF)
  – Individual & Group Analyses

• Comments
  – About half of users provide comments
  – Download Excel file from Stage 4 or Data Repository

• Excel/SPSS data files

• Additional Services:
  – Customized Discipline Analysis
  – Library Branch Analysis
  – User Subgroup Analysis
  – Other customized analyses (upon request)
  – Print Copies
General Discussion and Q&A
Results Notebooks

• Sections for Overall, Undergraduates, Graduates, Faculty, Staff, Library Staff include:
  – Demographic Summary
  – Core Questions Summary
  – Dimensions Summary
  – Local Questions
  – General Satisfaction Questions
  – Information Literacy Outcomes Questions
  – Library Use Summary

• Appendix describing changes in the dimensions and the questions included in each dimension.
Results

• Data Repository: Individual Notebooks Group Notebook (PDF)

• User Comments

• Excel / SPSS data files
Core Items and Dimensions

22 core items (i.e., questions)

Three dimensions:

• Affect of Service – 9 questions
• Information Control – 8 questions
• Library as Place – 5 questions
DO YOU UNDERSTAND YOUR RESULTS?
Remember to check the Procedures Manual
Understanding Your Individual Results

• Look at the top 5 most desired services

• Compare your results with peer or ARL institutions

• Compare your results over time

• Compare your faculty’s minimum with the aggregate minimum acceptable levels
  – Same for perceived and desired

• Look at user groups individually
Understanding Your Individual Results

- Look at user groups by discipline
- Look at results to determine if users are not aware of what the library already does
- Explore one question by discipline and user group
- Probe the questions that had meaningful gaps between perceived results and minimum expectations
- Focus on questions with negative gaps (i.e., the red)
Interpreting Your LibQUAL+® Data

• Determining representativeness

• LibQUAL+® Scores have 3 interpretation frameworks:
  – Zone of tolerance
  – Peer comparisons
  – Longitudinal analysis

• Quantitative Analysis: Excel Data

• Qualitative Analysis: Comments
Determining Representativeness

www.libqual.org
Understanding Your Individual Results: Radar Charts

Key Term:
Zone of Tolerance
Key to Radar Charts

Key Term:
Zone of Tolerance
Radar Chart Basics

Key Term:
Zone of Tolerance
What Do the Colors Mean?

Key Term: Zone of Tolerance

Green And Blue

<table>
<thead>
<tr>
<th>ID</th>
<th>Question Text</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-1</td>
<td>Employees who instill confidence in users</td>
<td>6.33</td>
<td>7.90</td>
<td>7.75</td>
<td>1.42</td>
<td>-0.15</td>
<td>211</td>
</tr>
<tr>
<td>AS-2</td>
<td>Giving users individual attention</td>
<td>6.66</td>
<td>7.80</td>
<td>7.92</td>
<td>1.25</td>
<td>0.11</td>
<td>206</td>
</tr>
<tr>
<td>AS-3</td>
<td>Employees who are consistently courteous</td>
<td>7.21</td>
<td>8.33</td>
<td>8.53</td>
<td>1.32</td>
<td>0.20</td>
<td>211</td>
</tr>
<tr>
<td>AS-4</td>
<td>Readiness to respond to users' questions</td>
<td>7.19</td>
<td>8.25</td>
<td>8.28</td>
<td>1.09</td>
<td>0.03</td>
<td>210</td>
</tr>
<tr>
<td>AS-5</td>
<td>Employees who have the knowledge to answer user questions</td>
<td>7.17</td>
<td>8.23</td>
<td>8.05</td>
<td>0.88</td>
<td>-0.19</td>
<td>211</td>
</tr>
<tr>
<td>AS-6</td>
<td>Employees who deal with users in a caring fashion</td>
<td>6.82</td>
<td>7.95</td>
<td>8.24</td>
<td>1.43</td>
<td>0.29</td>
<td>206</td>
</tr>
<tr>
<td>AS-7</td>
<td>Employees who understand the needs of their</td>
<td>7.02</td>
<td>8.15</td>
<td>7.86</td>
<td>0.79</td>
<td>-0.03</td>
<td>206</td>
</tr>
</tbody>
</table>
What Do the Colors Mean?

Key Term:
Zone of Tolerance
What Do the Colors Mean?

**Key Term:**
**Zone of Tolerance**

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>AS-7</th>
<th>AS-8</th>
<th>AS-9</th>
<th>Z</th>
<th>ZT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-7</td>
<td>Employees who understand the needs of their users</td>
<td>7.07</td>
<td>8.15</td>
<td>7.86</td>
<td>0.79</td>
<td>-0.29</td>
</tr>
<tr>
<td>AS-8</td>
<td>Willingness to help users</td>
<td>7.13</td>
<td>8.31</td>
<td>8.30</td>
<td>1.17</td>
<td>0.00</td>
</tr>
<tr>
<td>AS-9</td>
<td>Dependability in handling users' service problems</td>
<td>7.02</td>
<td>8.14</td>
<td>8.00</td>
<td>0.98</td>
<td>-0.14</td>
</tr>
<tr>
<td>IC-1</td>
<td>Making electronic resources accessible from my home or office</td>
<td>6.85</td>
<td>8.24</td>
<td>7.15</td>
<td>0.30</td>
<td>-1.09</td>
</tr>
</tbody>
</table>
What Do the Colors Mean?

A lot of Yellow

**Key Term:**
Zone of Tolerance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
<th>Score 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-7</td>
<td>Employees who understand the needs of their users</td>
<td>7.07</td>
<td>8.15</td>
<td>7.86</td>
<td>0.79</td>
<td>-0.29</td>
</tr>
<tr>
<td>AS-8</td>
<td>Willingness to help users</td>
<td>7.13</td>
<td>8.31</td>
<td>8.30</td>
<td>1.17</td>
<td>0.00</td>
</tr>
<tr>
<td>AS-9</td>
<td>Dependability in handling users’ service problems</td>
<td>7.02</td>
<td>8.14</td>
<td>8.00</td>
<td>0.98</td>
<td>-0.14</td>
</tr>
</tbody>
</table>

Information Control

| IC-1 | Making electronic resources accessible from my home or office | 6.85    | 8.24    | 7.15    | 0.30    | -1.09   |
Understanding Your Individual Results: Thermometer Charts

Key Term: Zone of Tolerance

Jos Smelik 2006
Dimension Summary

Key Term: Zone of Tolerance

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect of Service</td>
<td>6.34</td>
<td>7.73</td>
<td>7.38</td>
<td>1.04</td>
<td>-0.35</td>
<td>2,446</td>
</tr>
<tr>
<td>Information Control</td>
<td>6.56</td>
<td>8.00</td>
<td>7.18</td>
<td>0.62</td>
<td>-0.82</td>
<td>2,447</td>
</tr>
<tr>
<td>Library as Place</td>
<td>6.34</td>
<td>7.86</td>
<td>6.89</td>
<td>0.55</td>
<td>-0.97</td>
<td>2,441</td>
</tr>
<tr>
<td><strong>Overall:</strong></td>
<td><strong>6.43</strong></td>
<td><strong>7.86</strong></td>
<td><strong>7.20</strong></td>
<td><strong>0.77</strong></td>
<td><strong>-0.67</strong></td>
<td><strong>2,448</strong></td>
</tr>
</tbody>
</table>
Three interpretation frameworks

- Zone of tolerance
  - Perceptions vs. expectations
  - Meeting users minimum expectations
  - Approaching users’ desired expectations

- My scores over time (longitudinal)
  - Am I doing better or worse compared to last time I measured my performance

- Peer comparisons
Other Analytical Tools

• LibQUAL+® Analytics
  – Institutional Explorer (peer comparison)
  – Longitudinal Analysis
  http://www.libqual.org/Interactive/index.cfm

• Norms

• SPSS
Quantitative Analysis: Excel Data

- Excel/SPSS data files available on the LibQUAL+® Web site

- Use customized radar chart template to create custom analyses
Qualitative Analysis: User Comments

• About one-half of users include comments on their surveys

• User Comments available on the LibQUAL+® Web site
  – Download comments in Excel or text file

• Skim the comments

• Conduct ATLAS.ti analysis
2009 LibQUAL+® Highlights: Session I & II

Available for download on the Publications page at http://www.libqual.org/Publications/index.cfm
Summary and Closure
Three Interpretation Frameworks
Interpreting Perceived Scores Against Minimally-Acceptable and Desired Service Levels (i.e., “Zones of Tolerance”)
Interpretation Framework #2

Benchmarking Against Self, Longitudinally

“Nobody is more like me than me!”
--Anonymous
Interpretation Framework #3

Benchmarking Against Peer Institutions

--1,000,000 Users; 1,000 Institutions!
LIBRARY AS A PLACE OF STUDY

UNDERGRADUATES

LP-1 Library space that inspires study and learning

TAMU Undergraduate Minimum
Linear (ARL Undergraduate Minimum)

Texas A&M Undergraduate Perceived
Linear (Texas A&M Undergraduate Perceived)

Linear (ARL Undergraduate Desired)

www.libqual.org
www.libqual.org
Framework #3 – Peer Comparisons

How would you rate the overall quality of the service provided by the library?

Library's conclusion: There's still room for improvement!
LibQUAL+® ShareFair  
(aka Another Friend)

LibQUAL+® Share Fair 2011  
Monday, June 27, 8:30 – 10:30 a.m.

DoubleTree Hotel - Nottoway A  
300 Canal Street, New Orleans, Louisiana, 70130  
(504) 581-1300

AGENDA

8:30 a.m.  Welcome and Introductions (Martha Kyriilidou)

8:40 a.m.  Round Robin Discussion (Martha Kyriilidou)  
I.  Sharing from all participants

9:15 a.m.  Experiences from the Field
II.  Meg Scharf (Central Florida)  
• “Drawing Drama! Will they enter the drawing without responding to the survey?”

III.  Ibironke Lawal (Virginia Commonwealth)  
• “Using LibQUAL+® Results to Improve Service Quality at Virginia Commonwealth University”

IV.  Diane Wahl (North Texas)  
• “Learning from our Users: Using Assessment to Drive Change”

10:15 a.m.  LibQUAL+® Lite, Survey Promotion, and Demonstrating Actions  
V.  David Green (ARL)

http://www.libqual.org/about/share_fair

www.libqual.org
From Survey to Action

Iowa State University Library

Public Relations project goal:
To build community awareness for LibQUAL+ implementation & form planning teams to review survey results.

First Step
Creating the Team

- Attend meetings
- Ask for participation
- Build enthusiasm

Second Step
Creating PR

- Create group ethos
- Involve Faculty
- Involve Staff
- Involve Students

Third Step
Sharing Results

- Use PR for Outreach
- Use PR to Educate
- Implement survey
- Celebrate the prize winners

Fourth Step
Actions

- Ask for input
- Create strategic teams
- Develop an action plan

ISU LibQUAL+ results determined possible actions:
- New signage
- Yearly library orientation for new faculty & for all academic departments
- Part of Library Strategic Plan

LibQUAL+ Outreach & Beyond

Presenter: S. M. Fassonneau, Assistant to the Dean and Assessment Librarian, ISU

www.libqual.org
You Asked … We Respond …

LibQUAL 2011: You asked, we respond …

The library’s third participation in LibQUAL (previous participations took place in 2005 and 2008) produced 840 valid questionnaires of which 476 provided comments, representing 57% of the participants. The high percentage feedback enables the Library Services to contemplate, plan and execute well based action plans and improvements to the service, collection and building.

<table>
<thead>
<tr>
<th>SERVICE ORIENTATION</th>
<th>You asked …</th>
<th>We respond …</th>
</tr>
</thead>
</table>
| Client Service:     | That friendliness and the willingness to assist should be exercised by all staff members.  
That the procedure to use items from the Africana collection be made more user-friendly.  
That students need support in finding books on the shelves. | The Library strives to sensitise staff for the provision of quality customer services and to improve its services on a continuous basis. Users who were not treated according to expectations are welcome to bring it under the attention of the relevant section head.  
Even though staff try their utmost to deliver the best service at all times, the reality is that it can become more difficult at times to leave their workstations to retrieve sources from closed and special collections, specifically after hours. More staff members are on duty during normal office hours and should users be able to request sources from these collections during those times, it would be much easier to obtain the required source(s).  
Accompanying users who have problems in finding their sources on the shelves, forms part of the library staff’s job. Users may take note that books that were returned are shelved once a day and it may very well be that the books needed are not yet shelved.  
You are invited however, if you experience that the shelves are in disorder or that for some reason you cannot locate your books, to ask staff at the Loans desk for assistance, or e-mail to: fpbleen@nwu.ac.za. |
We Listened to You!

LibQUAL+ 2006
Thanks to the more than 1,100 KU faculty, staff and students who completed the 2006 LibQUAL+ survey, KU Libraries has made significant changes over the past few months to better meet your research and service needs.

You requested:
• Access to the electronic resources from your home or office
  • Print and/or electronic journal collections you require for your work
  • A Libraries Web site that enables you to locate information on your own more quickly and easily
  • Librarians and staff members who have the knowledge to answer your questions
• Dependability in handling your service problems

We delivered:
• More access to print and electronic materials, including 30,000 journals and many other primary resources
  • The new Information Gateway, a primary tool for searching the Libraries’ proprietary online resources including databases, journals and images
  • A newly redesigned Web site
  • Access to electronic records for hundreds of thousands of previously inaccessible items
• An ongoing commitment to enhancing service quality through comprehensive training and continuous evaluation
The Library Summit:
Clemson University & U. of Texas at Austin & others

The Library Summit
Now that you have LibQUAL+® survey data, what will you do with it?

The LibQUAL+® notebook, full of feedback about service quality, is an ideal catalyst for constructive dialogue on your campus about where your library should focus its energy and financial resources.

A Library Summit gathers people together who have a stake in the library’s future. These individuals spend a full or half day together in facilitated small-group discussions about the LibQUAL+® results, adding depth and context to the survey numbers, and generating fresh solutions and suggestions for service improvements.

Planning a Summit for Your Library
Clemson University and the University of Texas at Austin are working with ARL to help other academic libraries put together their own Library Summits. Contact ARL or any Library Summit team member for guidance on implementing your own Summit, or to discuss how a Summit could benefit your institution.

The Benefits of a Library Summit

- **Goodwill.** An organization that makes its weaknesses public and asks for advice and help gains positive regard. Participants and library staff also appreciate having their opinions taken seriously.

- **“Closing the Loop.”** Library plans based on LibQUAL+® survey results and Summit discussions provide good structure for showcasing positive outcomes in assessment.

- **Personal investment.** Participants tend to take ownership of their ideas and may stay more involved and connected with the library to see if their suggestions are implemented.

- **Outreach.** Everyone involved in a Library Summit learns something about library resources and services.

- **Original ideas.** Library “outsiders” provide fresh interpretations and insights that might not be generated internally.

- **More data.** Input from Library Summit participants provides richer and more detailed data for LibQUAL+® survey items.

- **Buy-in.** The Summit process is inclusive, so it reduces internal and external disagreements about priorities and decisions.

- **Climate change.** Administrative, faculty, staff, and student endorsement of a Summit sets the tone for campus-wide collaboration in library success.


www.libqual.org
Use LibQUAL+® to Set Performance Targets

Jos Smelik 2006

www.libqual.org
## Strategic Plan Metrics Using LQ

<table>
<thead>
<tr>
<th>Library Metric</th>
<th>Baseline 09</th>
<th>2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the perceived level of service quality in ranking of “print or electronic journal collections needed” for All users</td>
<td>7.21</td>
<td>7.5</td>
</tr>
<tr>
<td>Increase the perceived level of service quality in ranking of “electronic information resources needed” for All users</td>
<td>7.21</td>
<td>7.5</td>
</tr>
<tr>
<td>Increase perceived level of service quality in ranking of “easy to use access tools” for All users</td>
<td>7.28</td>
<td>7.7</td>
</tr>
<tr>
<td>Increase Undergraduates perceived level of service quality ranking of “modern equipment that lets me easily access needed information.”</td>
<td>7.41</td>
<td>8.0</td>
</tr>
<tr>
<td>Increase Undergraduates perceived level of service quality ranking of library Web site “enabling me to locate information on my own.”</td>
<td>7.07</td>
<td>7.77</td>
</tr>
<tr>
<td>Increase Undergraduates perceived level of service quality ranking of “quiet space for individual activities.”</td>
<td>7.07</td>
<td>7.77</td>
</tr>
</tbody>
</table>
Strategic Plan Metrics Using LQ

Florida Agricultural and Mechanical University Libraries
Strategic Plan
2010 - 2020

2020 Vision with Courage

Goal 1.2: Continuous enhancement of the student library and information experience

Strategy 1.2.1: Enhance the library learning environment

Performance Measures(s):

1.2.1.1 Exceed student expectations by achieving a rating of 8.14 or more incrementally over the next 6 years on the LIBQUAL statement; Comfortable and inviting location

1.2.1.3 Exceed student expectations over the next 6 years by incrementally achieving a rating of 8.06 or more on the LibQUAL statement; Space for group learning and study


www.libqual.org
Other LibQUAL+® Participants:
An even larger Circle of Friends

http://www.libqual.org/about/about_survey/related_sites

www.libqual.org
LibQUAL+® Best Practices
‘in your own words’
Utilizing LibQUAL+® to Identify Best Practices in Academic Research Library Web Site Design

Raynna Bowlby
Brinley Franklin
Carolyn Lin

www.libqual.org
• “By relying on peer information, LibQUAL+® data leads eventually to an understanding of best practices”

“A library Web site enabling me to locate information on my own”

Among the top four ‘Desired’ mean scores for ‘All’ respondents from ARL libraries since the beginnings of LibQUAL+®
Methodological Approach

- We reviewed the scores on the Informational Control question (IC-2) for the 30 ARL Libraries that participated in LibQUAL+ in 2010.

- We evaluated the service superiority gap scores (i.e., the difference between the perceived score and the desired scores) for the following participating libraries:
  - The five libraries with the lowest service superiority gap scores (ranging from -0.64 to -0.94)
  - The five libraries with the highest service superiority gap scores (ranging from -1.40 to -1.85)

- We scored each library website based on three functional criteria developed by the Head of the Communications Department at the University of Connecticut, a recipient of a University Distinguished Research Faculty award for her work in new media technologies.
Each of the ten web sites examined in depth were evaluated based on the following three criteria:

1. **Visual Layout**
2. **Information Architecture**
3. **Content**
Conclusions

- If delivering a web site that enables users to locate information on their own is the primary purpose for libraries’ web sites, they should focus on doing that well.

- Higher scoring libraries on LibQUAL+® question IC-2 satisfied more of the criteria for effective web site design than did the lower scoring libraries.

- Based on preliminary findings using a set of effective web site design criteria adopted here, there are opportunities for lower scoring libraries to learn from higher scoring libraries to help deliver “a library web site enabling users to locate information on their own.”
Learning from LibQUAL+
Journal Collections and Academic Faculty

Jim Self
University of Virginia Library
self@virginia.edu

OLA Super Conference
January 29, 2009
LibQUAL+ 2007
CARL Composite Faculty

Jim Self, OLA Super Conference, January 29, 2009

www.libqual.org
LibQUAL+  Question IC-8

• Print and/or electronic journal collections I require for my work
LibQUAL+ 2006
Faculty Ratings of Journal Collections
37 ARL Libraries

UVA

Jim Self, OLA Super Conference, January 29, 2009

www.libqual.org
Do journal scores relate to overall satisfaction?

Strong correlation of IC-8 adequacy gap and overall satisfaction, among ARL faculty.

\[(r = .81)\]

Jim Self, OLA Super Conference, January 29, 2009
Jim Self, OLA Super Conference, January 29, 2009
Following up with Journals at UVa

- Who is unhappy?
  - Drilling down by college and discipline
- Why are they unhappy?
  - Reading the comments
  - Conducting targeted interviews

Jim Self, OLA Super Conference, January 29, 2009

www.libqual.org
82 faculty interviews

- Humanities  – 20
- Engineering  – 19
- Architecture  – 14
- Social Science  – 10
- Science/Math  – 8
- Education  – 7
- Music/Arts  – 2
- Business  – 2

Jim Self, OLA Super Conference, January 29, 2009
Specific shortfalls

- Access to journals is confusing
- Need more foreign titles
- Need more backfiles and older content
- Location (storage, branches) is a problem
- Electronic remote access does not work well
- Facilities for browsing need improvement
How is the Library responding?

• Improving search interfaces
  – Usability testing of URL resolver
  – New discovery mechanism--Blacklight

• Greater effort to inform and instruct faculty

• Recognition of the profound importance of journals

• Putting off journal cuts as long as possible

Jim Self, OLA Super Conference, January 29, 2009
Responses in specific units

• Fine Arts Library
  – Transfer of monograph money to serials
  – More physical space for journal use

• Music Library
  – Comprehensive review of all music subs
  – Analysis of use and accessibility
  – Identification of holdings gaps
  – Suggestions for additions and cancellations

Jim Self, OLA Super Conference, January 29, 2009
The last word…

- At research institutions…

How faculty feel about the library is greatly influenced by how they feel about the journal collections.

Jim Self, OLA Super Conference, January 29, 2009

www.libqual.org
LibQUAL+® Resources

- LibQUAL+® Lite
- News
- Events and Training
- Publications
- LibQUAL+® Procedures Manual

www.libqual.org
LibQUAL+® R&D
Building on SERVQUAL

- SERVQUAL dimensions served as *a priori* theoretical starting point
- Parasuraman on SERVQUAL at an ARL LibQUAL+® 2002 Workshop, January 21-22, 2002, New Orleans, LA:

http://www.youtube.com/watch?v=75dm1r5e5is&feature=plcp&context=C40fb569VPvjVQa1PpcFMGTuuYdvDOHGJ9cGH6ojcGQ17F-NwPobM%3D

www.libqual.org
Premise for Mixed-Methods

• “The underlying premise of mixed-method inquiry is that each paradigm offers a meaningful and legitimate way of knowing and understanding” (p. 7).

76 Interviews Conducted

- York University
- University of Arizona
- Arizona State
- University of Connecticut
- University of Houston
- University of Kansas
- University of Minnesota
- University of Pennsylvania
- University of Washington
- Smithsonian
- Northwestern Medical

Colleen Cook, “A MIXED-METHODS APPROACH TO THE IDENTIFICATION AND MEASUREMENT OF ACADEMIC LIBRARY SERVICES” (PhD diss., Texas A&M University, 2001).
are there, whether they are in the library or you have established them yourself to obtain the
materials from either close local libraries, or interlibrary loan, or through document delivery a
when ever possible. Coming into the library itself is something that you just don't do much of
anymore, that your graduate students spend more time in the library than you do. You haven't
heard much about anything that's either any sort of issues that people have much with the lib
or any library. Coming back to the real central issue is access to what ever you want in a
reasonable amount of time as defined as rush when you need rush, and you want someone to
know that it's rush and otherwise within a week to have it.

K: The only thing that I would want to add is that I strongly feel and I've given up making or
lists of journals to request each year, but I still think it's important to what ever degree possible
to keep fighting for more funds for current periodicals. I know that it's a battle between the
publishers trying to publish more journals and the budget to buy them. It comes down to be
immediately available.

C: Is it accurate to say that you would prefer journals in electronic form that you can call up
on your desk top rather than having to come over here and get them in print?

K: That would definitely be preferable.

C: Is there anything about physical facilities or that you feel is a part of quality library servic
you don't come into the library very much, that's why I haven't talked much about it.

K: Well, you've got to have space. I've come into the library more often for meetings I gue
I am the so-called space chairman of the library and I have been convinced that is direly ne
Dimensions of Library Service Quality

Model 1

- Affect of Service
  - Empathy
  - Responsiveness
  - Assurance

- Ubiquity and Ease of Access
  - Formats
  - Timely access to resources
  - Physical location

- Self-reliance

- Comprehensive Collections

- Library as Place
  - Utilitarian space
  - Symbol
  - Refuge

- Reliability

www.libqual.org
Reliability

“You put a search on a book and it’s just gone; it’s not reacquired. … There’s more of a problem of lost books, of books that are gone and nobody knows why and nobody’s doing anything about it.”

Faculty member
Ubiquity of Access

“Over time my own library use has become increasingly electronic. So that the amount of time I actually spend in the library is getting smaller and the amount of time I spend at my desk on the web … is increasing.”

Faculty member
“I think one of the things I love about academic life in the United States is that as a culture..., we tend to appreciate the extraordinary importance of libraries in the life of the mind.”

Faculty member
“One of the cherished rituals is going up the steps and through the gorgeous doors of the library and heading up to the fifth floor to my study. ... I have my books and I have six million volumes downstairs that are readily available to me in an open stack library.”

Faculty member
"I guess you’d call them satisfiers. As long as they are not negatives, they won’t be much of a factor. If they are negatives, they are a big factor."

Faculty member
Self-reliance

“By habit, I usually try to be self-sufficient. And I’ve found that I am actually fairly proficient. I usually find what I’m looking for eventually. So I personally tend to ask a librarian only as a last resort.”

Graduate student

www.libqual.org
<table>
<thead>
<tr>
<th>Year</th>
<th>Purpose</th>
<th>Data</th>
<th>Analysis</th>
<th>Product/Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>Describe library environment; build theory of library service quality from user perspective</td>
<td>Unstructured interviews at 8 ARL institutions</td>
<td>Content analysis: (cards &amp; Atlas TI)</td>
<td>Case studies¹</td>
</tr>
<tr>
<td></td>
<td>Test LibQUAL+™ instrument</td>
<td>Web-delivered survey</td>
<td>Reliability/validity analyses: Cronbach’s Alpha, factor analysis, SEM, descriptive statistics</td>
<td>Valid LibQUAL+™ protocol</td>
</tr>
<tr>
<td></td>
<td>Refine theory of service quality</td>
<td>Unstructured interviews at Health Sciences and the Smithsonian libraries</td>
<td>Content analysis</td>
<td>Scalable process</td>
</tr>
<tr>
<td></td>
<td>Refine LibQUAL+™ instrument</td>
<td>E-mail to survey administrators</td>
<td>Content analysis</td>
<td>Enhanced understanding of user-centered views of service quality in the library environment²</td>
</tr>
<tr>
<td></td>
<td>Test LibQUAL+™ instrument</td>
<td>Web-delivered survey</td>
<td>Reliability/validity analyses including Cronbach’s Alpha, factor analysis, SEM, descriptive statistics</td>
<td>Refined survey delivery process and theory of service quality⁴</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refine theory</td>
<td>Focus groups</td>
<td>Content analysis</td>
<td>Local contextual understanding of LibQUAL+™ survey responses⁶</td>
</tr>
</tbody>
</table>

¹ Valid LibQUAL+™ protocol
² Scalable process
³ Enhanced understanding of user-centered views of service quality in the library environment
⁴ Refined survey delivery process and theory of service quality
⁵ Refined LibQUAL+™ instrument
⁶ Local contextual understanding of LibQUAL+™ survey responses

www.libqual.org
## Dimensions

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003-Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>41 items</strong></td>
<td>41 items</td>
<td>56 items</td>
<td>25 items</td>
<td>22 items</td>
</tr>
<tr>
<td><strong>Affect of Service</strong></td>
<td>Affect of Service</td>
<td>Affect of Service</td>
<td>Affect of Service</td>
<td>Affect of Service</td>
</tr>
<tr>
<td><strong>Library as Place</strong></td>
<td>Library as Place</td>
<td>Library as Place</td>
<td>Library as Place</td>
<td>Library as Place</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>Reliability</td>
<td>Reliability</td>
<td>Personal Control</td>
<td>Information Control</td>
</tr>
<tr>
<td><strong>Provision of Physical Collections</strong></td>
<td>Self-Reliance</td>
<td>Information Access</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access to Information</strong></td>
<td>Access to Information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some Measurement Integrity Evidence

Library Service Quality

Affect of Service
- Empathy
- Responsiveness
- Assurance
- Reliability

Information Control
- Scope of Content
- Convenience
- Ease of Navigation
- Timeliness
- Equipment
- Self-Reliance

Library as Place
- Utilitarian space
- Symbol
- Refuge

Model 3
www.libqual.org
## Alpha By Language

### By Language

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Service Affect</th>
<th>Info. Control</th>
<th>Lib as Place</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>American (all)</td>
<td>59,318</td>
<td>.95</td>
<td>.91</td>
<td>.88</td>
<td>.96</td>
</tr>
<tr>
<td>British (all)</td>
<td>6,773</td>
<td>.93</td>
<td>.87</td>
<td>.81</td>
<td>.94</td>
</tr>
<tr>
<td>French (all)</td>
<td>172</td>
<td>.95</td>
<td>.90</td>
<td>.89</td>
<td>.95</td>
</tr>
</tbody>
</table>
A Key Resource:

“How You Can… Integrity… Service Quality…”

--Virginia 2006 Assessment Conference and Performance Measurement and Metrics

www.libqual.org
Service Affect

Service Affect \((n = 71,170 \text{ English})\)

<table>
<thead>
<tr>
<th>Code</th>
<th>Value 1</th>
<th>Value 2</th>
<th>Value 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA20APER</td>
<td>0.80541</td>
<td>0.22199</td>
<td>0.27521</td>
</tr>
<tr>
<td>SA07APER</td>
<td>0.80338</td>
<td>0.27236</td>
<td>0.20993</td>
</tr>
<tr>
<td>SA17APER</td>
<td>0.79655</td>
<td>0.20844</td>
<td>0.22793</td>
</tr>
<tr>
<td>SA04APER</td>
<td>0.77062</td>
<td>0.29258</td>
<td>0.17694</td>
</tr>
<tr>
<td>SA15APER</td>
<td>0.73437</td>
<td>0.34646</td>
<td>0.24299</td>
</tr>
<tr>
<td>SA23APER</td>
<td>0.73391</td>
<td>0.34359</td>
<td>0.27896</td>
</tr>
<tr>
<td>SA01APER</td>
<td>0.71589</td>
<td>0.29773</td>
<td>0.16972</td>
</tr>
<tr>
<td>SA12APER</td>
<td>0.71541</td>
<td>0.32229</td>
<td>0.25528</td>
</tr>
<tr>
<td>SA10APER</td>
<td>0.68825</td>
<td>0.35941</td>
<td>0.28090</td>
</tr>
</tbody>
</table>
Library as Place

<table>
<thead>
<tr>
<th>Library Code</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LP13APER</td>
<td>0.26213</td>
<td>0.25710</td>
<td>0.80013</td>
</tr>
<tr>
<td>LP05APER</td>
<td>0.20412</td>
<td>0.15920</td>
<td>0.73601</td>
</tr>
<tr>
<td>LP09APER</td>
<td>0.27765</td>
<td>0.24869</td>
<td>0.72631</td>
</tr>
<tr>
<td>LP24APER</td>
<td>0.26672</td>
<td>0.34873</td>
<td>0.72148</td>
</tr>
<tr>
<td>LP19APER</td>
<td>0.19630</td>
<td>0.28102</td>
<td>0.70295</td>
</tr>
</tbody>
</table>

Library as Place (n = 71,170 English)
### Information Control

Information Control (n = 71,170 English)

<table>
<thead>
<tr>
<th>Code</th>
<th>IA18APER</th>
<th>PC11APER</th>
<th>IA03APER</th>
<th>PC25APER</th>
<th>PC21APER</th>
<th>PC02APER</th>
<th>PC16APER</th>
<th>IA14APER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.29824</td>
<td>.29045</td>
<td>.24482</td>
<td>.21770</td>
<td>.41572</td>
<td>.37847</td>
<td>.33439</td>
<td>.28759</td>
</tr>
<tr>
<td></td>
<td>.73480</td>
<td>.71111</td>
<td>.70341</td>
<td>.68760</td>
<td>.65615</td>
<td>.63860</td>
<td>.61598</td>
<td>.58521</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.28164</td>
<td>.19999</td>
<td>.18989</td>
<td>.22736</td>
<td>.30096</td>
<td>.16559</td>
<td>.36448</td>
<td>.39295</td>
</tr>
</tbody>
</table>

www.libqual.org
Interpretation:
Mean Perceived Scores (n=34)
Score Norms

• Norm Conversion Tables facilitate the interpretation of observed scores using norms created for a large and representative sample.

• LibQUAL+® norms have been created at both the individual and institutional level
Institutional Norms for Perceived Means on 25 Core Questions

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>6.352</td>
</tr>
<tr>
<td>20.00</td>
<td>6.693</td>
</tr>
<tr>
<td>33.00</td>
<td>6.832</td>
</tr>
<tr>
<td>45.00</td>
<td>6.913</td>
</tr>
<tr>
<td>60.00</td>
<td>7.042</td>
</tr>
<tr>
<td>70.00</td>
<td>7.117</td>
</tr>
<tr>
<td>85.00</td>
<td>7.260</td>
</tr>
<tr>
<td>10.00</td>
<td>6.526</td>
</tr>
<tr>
<td>25.00</td>
<td>6.770</td>
</tr>
<tr>
<td>35.00</td>
<td>6.840</td>
</tr>
<tr>
<td>50.00</td>
<td>6.946</td>
</tr>
<tr>
<td>65.00</td>
<td>7.077</td>
</tr>
<tr>
<td>75.00</td>
<td>7.156</td>
</tr>
<tr>
<td>90.00</td>
<td>7.348</td>
</tr>
<tr>
<td>15.00</td>
<td>6.663</td>
</tr>
<tr>
<td>30.00</td>
<td>6.818</td>
</tr>
<tr>
<td>40.00</td>
<td>6.897</td>
</tr>
<tr>
<td>55.00</td>
<td>6.995</td>
</tr>
<tr>
<td>66.00</td>
<td>7.083</td>
</tr>
<tr>
<td>80.00</td>
<td>7.214</td>
</tr>
<tr>
<td>95.00</td>
<td>7.483</td>
</tr>
</tbody>
</table>

Valid cases 162  Missing cases 0

Note: Thompson, B. LibQUAL+™ Spring 2002 Selected Norms, (2002).
R's for LibQUAL+™ Total Percentile Scores Across Two Language Versions and Five Years ('01 to '05)

<table>
<thead>
<tr>
<th>Sample/Variable</th>
<th>AmEng_01</th>
<th>AmEng_02</th>
<th>AmEng03a</th>
<th>BrEng_03</th>
<th>AmEng03b</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>16,918</td>
<td>63,285</td>
<td>93,550</td>
<td>6,853</td>
<td>93,550</td>
</tr>
<tr>
<td>v</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>AmEng_01</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AmEng_02</td>
<td>.9823</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AmEng03a</td>
<td>.9996</td>
<td>.9819</td>
<td>1.0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BrEng_03</td>
<td>.9998</td>
<td>.9827</td>
<td>.9994</td>
<td>1.0000</td>
<td></td>
</tr>
<tr>
<td>AmEng03b</td>
<td>.9995</td>
<td>.9818</td>
<td>1.0000</td>
<td>.9993</td>
<td>1.0000</td>
</tr>
<tr>
<td>AmEng_04</td>
<td>.9998</td>
<td>.9825</td>
<td>.9996</td>
<td>.9998</td>
<td>.9995</td>
</tr>
<tr>
<td>BrEng_04</td>
<td>.9993</td>
<td>.9822</td>
<td>.9983</td>
<td>.9995</td>
<td>.9982</td>
</tr>
<tr>
<td>AmEng_05</td>
<td>.9996</td>
<td>.9819</td>
<td>.9999</td>
<td>.9994</td>
<td>.9998</td>
</tr>
<tr>
<td>BrEng_05</td>
<td>.9989</td>
<td>.9825</td>
<td>.9980</td>
<td>.9994</td>
<td>.9978</td>
</tr>
</tbody>
</table>

www.libqual.org
R's for LibQUAL+™ Service Affect Percentile Scores Across Years for American English

<table>
<thead>
<tr>
<th>Sample/Year</th>
<th>2001</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>16,918</td>
<td>93,413</td>
<td>24,980</td>
<td>61,991</td>
</tr>
<tr>
<td>v</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2001</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>.9988</td>
<td>1.0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>.9989</td>
<td>.9991</td>
<td>1.0000</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>.9989</td>
<td>.9994</td>
<td>.9993</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

www.libqual.org
Stunning Stability of User Desires

2008 article in Library Quarterly

www.libqual.org
‘total market survey’ available to libraries through a standardized web protocol; it measures service quality from the user’s perspective and allows libraries to understand performance (a) within the context of users’ expectations (zone of tolerance), (b) longitudinally, and (c) in relation to peer institutions

It has been implemented in multiple institutions, languages and countries since 2000
LibQUAL+® Lite … Research Continues

• Martha Kyrillidou, “ITEM SAMPLING IN SERVICE QUALITY ASSESSMENT SURVEYS TO IMPROVE RESPONSE RATES AND REDUCE RESPONDENT BURDEN: THE ‘LibQUAL+® Lite’ RANDOMIZED CONTROL TRIAL (RCT)” (PhD diss., University of Illinois at Urbana-Champaign, 2009)
Web surveys – response & burden

The measurement strategy we are about to describe, used in 'LibQUAL+ Lite,' could be used in ANY Web local survey with more than a few questions, to:

1. maximize response rate
2. minimize burdens on respondents
3. ascertain quality of the information gathered when shortening survey length

www.libqual.org
LibQUAL+® Lite RCT

LibQUAL+® Lite is a survey methodology in which (a) ALL users answer a few, selected survey questions, but (b) the remaining survey questions are answered ONLY by a randomly-selected subsample of the users. Thus, (a) data are collected on ALL QUESTIONS, but (b) each user answers FEWER QUESTIONS, thus shortening the required response time.

www.libqual.org
Control and Randomization

- Control group was assigned the ‘long’ form - by not receiving the treatment this group provides important clues to the effectiveness of the treatment (‘Lite’), its effects, and parameters that modify these effects.
- Balance: power is higher when sample sizes are equal.
- Minimal selection bias: triple-blind trial (participant, researcher, and library).
- Accidental bias: Covariates related to the outcome that may introduce bias (user group and discipline).
Matrix sampling

<table>
<thead>
<tr>
<th>Item</th>
<th>Bob</th>
<th>Mary</th>
<th>Bill</th>
<th>Sue</th>
<th>Ted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Affect #1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Info Control #1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Service Affect #2</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library as Place #1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Service Affect #3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Info Control #2</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Library as Place #2</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Randomization within sets of questions
A. Configure Your Survey

Preferences

Please follow the instructions below to select your survey preferences.

* Survey Title—Please choose a label to display on your results report. This label should not be more than 80 characters long.

* Survey Start and End Dates—Please indicate the dates you intend to open and close the survey at your institution. Note that these dates are for our information only and are not binding. You must manually open and close your survey.

* Lite-view Percentage—There are two versions of this survey: the full version with 22 core questions and a “lite” version with 8 core questions. Please enter the percentage of patrons who should receive the shortened “lite” survey.

* SPSS Data File Delivery—Please check the box if you would like an SPSS dataset emailed to your institution’s primary contact. This will be delivered to you a few months after a session closes. Note the raw data from the survey are available in a CSV format automatically as soon as you close your survey.

B. Preview Your Survey

Preview the LibQUAL+® survey as it will appear to users at your institution. This step allows you to ensure live at your institution. You must view and complete a preview of your survey in every language in which it is being offered before you will be permitted to launch your survey. Use the checklists at the right to ensure all previews have been completed.

C. Launch Your Survey

Click the button below to launch your survey and receive your URL(s) for distribution. Note that the button will not be activated until all previews are completed. Also be aware that once your survey is launched, no further changes or customizations can be made.

www.libqual.org
### Core Items – Long version

<table>
<thead>
<tr>
<th>Core Item</th>
<th>My Minimum Service Level Is</th>
<th>My Desired Service Level Is</th>
<th>Perceived Service Performance Is</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When it comes to...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Employees who instill confidence in users</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>2) Making electronic resources accessible from my home or office</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>3) Library space that inspires study and learning</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>4) Giving users individual attention</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>5) A Library Web site enabling me to locate information on my own</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td><strong>When it comes to...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Employees who are consistently courteous</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>7) The printed library materials I need for my work</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>8) Quiet space for individual activities</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>9) Readiness to respond to users’ questions</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>10) The electronic information resources I need</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td><strong>When it comes to...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Employees who have the knowledge to answer user questions</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>12) A comfortable and inviting location</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>13) Employees who deal with users in a caring fashion</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>14) Modern equipment that lets me easily access needed information</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>15) Employees who understand the needs of their users</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td><strong>When it comes to...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16) Easy-to-use access tools that allow me to find things on my own</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>17) A gateway for study, learning, or research</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>18) Readiness to help users</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>19) Making information easily accessible for independent use</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>20) Print and/or electronic journal collections I require for my work</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td><strong>When it comes to...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21) Community space for group learning and group study</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>22) Dependability in handling users’ service problems</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

[www.libqual.org](http://www.libqual.org)
## Core Items – Lite version

<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>My Minimum Service Level Is</th>
<th>My Desired Service Level Is</th>
<th>Perceived Service Performance Is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>1) The electronic information resources I need</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>2) Library space that inspires study and learning</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>3) Employees who deal with users in a caring fashion</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>4) The printed library materials I need for my work</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>5) Employees who are consistently courteous</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>My Minimum Service Level Is</th>
<th>My Desired Service Level Is</th>
<th>Perceived Service Performance Is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>6) Print and/or electronic journal collections I require for my work</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>7) Community space for group learning and group study</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>8) Employees who have the knowledge to answer user questions</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
## Comparison Table

<table>
<thead>
<tr>
<th>Core Questions</th>
<th>LibQUAL+® Lite</th>
<th>LibQUAL+®</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC10</td>
<td>Employees who instill confidence in users</td>
<td></td>
</tr>
<tr>
<td>LP03</td>
<td>Making electronic resources accessible from my home or office</td>
<td>Library space that inspires study and learning</td>
</tr>
<tr>
<td>AS13</td>
<td>Library space that inspires study and learning</td>
<td></td>
</tr>
<tr>
<td>IC(random)</td>
<td>Giving users individual attention</td>
<td></td>
</tr>
<tr>
<td>AS(random)</td>
<td>A library Web site enabling me to locate information on my own</td>
<td>Employees who are consistently courteous</td>
</tr>
<tr>
<td>LP(random)</td>
<td>The printed library materials I need for my work</td>
<td>Employees who understand the needs of their users</td>
</tr>
<tr>
<td>AS(random)</td>
<td>Quiet space for individual activities</td>
<td>Employees who deal with users in a caring fashion</td>
</tr>
<tr>
<td>AS09</td>
<td>Readiness to respond to users’ questions</td>
<td></td>
</tr>
<tr>
<td>IC10</td>
<td>The electronic information resources I need</td>
<td>A comfortable and inviting location</td>
</tr>
<tr>
<td>AS11</td>
<td>Employees who have the knowledge to answer user questions</td>
<td></td>
</tr>
<tr>
<td>LP12</td>
<td>A getaway for study, learning or research</td>
<td></td>
</tr>
<tr>
<td>AS13</td>
<td>Employees who deal with users in a caring fashion</td>
<td></td>
</tr>
<tr>
<td>IC14</td>
<td>Modern equipment that lets me easily access needed information</td>
<td></td>
</tr>
<tr>
<td>AS15</td>
<td>Employees who understand the needs of their users</td>
<td></td>
</tr>
<tr>
<td>IC16</td>
<td>Easy-to-use access tools that allow me to find things on my own</td>
<td></td>
</tr>
<tr>
<td>LP17</td>
<td>A getaway for study, learning or research</td>
<td></td>
</tr>
<tr>
<td>AS18</td>
<td>Willingness to help users</td>
<td></td>
</tr>
<tr>
<td>IC19</td>
<td>Making information easily accessible for independent use</td>
<td></td>
</tr>
<tr>
<td>IC20</td>
<td>Print and/or electronic journal collections I require for my work</td>
<td></td>
</tr>
<tr>
<td>LP21</td>
<td>Community space for group learning and group study</td>
<td></td>
</tr>
<tr>
<td>AS22</td>
<td>Dependability in handling users’ service problems</td>
<td></td>
</tr>
</tbody>
</table>

[www.libqual.org](http://www.libqual.org)
Lite Advantage

1. **participation rates** – 13% more on Lite
2. **completion times** – 4 minutes less on Lite on average: *Up to 2 years time saving overall across 250+ participating institutions every year*
3. Are the perception scores the **same** between the long and the Lite version of the protocol? Yes
4. No need for score adjustment for the majority of the institutions
Example

At which one of the following 3 things is your library doing **BEST** ("1st")?
At which one of the following 3 things is your library doing **WORST** ("3rd")?
And at which one of the following 3 things is your library doing **NEITHER BEST NOR WORST** ("2nd")?

<table>
<thead>
<tr>
<th>Best</th>
<th>Worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
<td>3rd</td>
</tr>
</tbody>
</table>

Library space that is attractive
Having suitable photocopy equipment
Signage that helps me find things

**EXPLANATION**
This user felt that the library does best ("1st") at having suitable photocopy machines, does worst ("3rd") at providing suitable signage, and does ("2nd") neither worst not best, **among these 3 criteria**, at providing attractive space.

**NOTE.** *Within each triad, one choice must be ranked BEST, one choice must be ranked WORST, and one choice must be rated in the middle.*
Service Quality Triad # 3 of 20

At which one of the following 3 things is your library doing **BEST** ("1st")?
At which one of the following 3 things is your library doing **WORST** ("3rd")?
And at which one of the following 3 things is your library doing **NEITHER BEST NOR WORST** ("2nd")?

*Please note that your choices are stored (and cannot be changed) once you leave a given web page.*

9.

<table>
<thead>
<tr>
<th>Best</th>
<th>Worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
<td>1st</td>
</tr>
</tbody>
</table>

- The electronic information resources I need
- Print and/or electronic journal collections I require for my work
- Library space that inspires study and learning

Service Quality Triad # 4 of 20

At which one of the following 3 things is your library doing **BEST** ("1st")?
At which one of the following 3 things is your library doing **WORST** ("3rd")?
And at which one of the following 3 things is your library doing **NEITHER BEST NOR WORST** ("2nd")?

*Please note that your choices are stored (and cannot be changed) once you leave a given web page.*

10.

<table>
<thead>
<tr>
<th>Best</th>
<th>Worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
<td>1st</td>
</tr>
</tbody>
</table>

- Employees who have the knowledge to answer user questions
- Library space that inspires study and learning
- A library Web site enabling me to locate information online
An Introduction to the LibQUAL+® Triads Protocol: Using Ipsative Measurement to Assess Highly Desired Outcomes


www.libqual.org
What is LibQUAL+®?
LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services...more

THE BIRTH OF LibQUAL+®?
In 1999, Fred Heath and Colleen Cook, both then at Texas A & M University, realized that use of "input" variables, such as collection or serials counts, were limited as measures of library service quality...more

THE LibQUAL+® SURVEY?
Since 2000, more than 1,000 libraries have participated in LibQUAL+® domestically and internationally, with participating institutions in Africa, Australia, Asia, and Europe...more

VIEW A SAMPLE SURVEY?
The LibQUAL+® survey is a two-page, web-based instrument. For more information about the survey instrument, click here...

How will LibQUAL+® benefit your library users?
Library administrators have successfully used LibQUAL+® survey data to identify best practices, analyze deficits, and effectively allocate resources. LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. Institutional data and reports enable you to assess whether your library services are meeting user expectations—and develop services that better meet these expectations.

LibQUAL+® Top 10 Resources
A Google™ search on "LibQUAL+®" yields approximately 100,000 hits, and more than 50 refereed journal articles have been published on the protocol. To use to learn about LibQUAL+®...
Mission-Driven organizations

- What difference are libraries making?
- Describe and measure outcomes
- Articulate the value proposition of existing and new services
“Research Libraries, Risk and Systemic Change“

- the most significant risks facing research libraries and strategies to mitigate them.
- reduced sense of relevance, cost of collections and development of new technology.
- Shared infrastructure and restructured workflows can help to mitigate risks.
ARL Profiles: Research Libraries 2010

- Serve the public good
- Expand globally
- Set standards
- Explore best practices
- Establish national and international visibility

www.libqual.org
New Roles for New Times

- **Digital Curation for Preservation**—Tyler Walters, Virginia Tech, and Katherine Skinner, Educpopia Institute
- **Library Roles in Developing Research Services for Graduate Students**—Lucinda Covert-Vail and Scott Collard, New York University
- **Transforming Liaison Roles**—Karen Williams and Janice Jaguscewski, University of Minnesota
- **Repository Services**—Sarah Shreeves, University of Illinois at Urbana-Champaign
- **Transforming Print Collection Management: Clouds, Trusts, and Brokers**—Emily Stambaugh, California Digital Library

ISSOME KEYNOTE ADDRESS BY CAROL TENOPIR

Date:
Wednesday, August 24, 2011 (All day)
Resources

- ARL Statistics & Assessment
  http://www.arl.org/stats
- Library Assessment Blog
  http://www.libraryassessment.info
- Library Assessment Conference
  http://www.libraryassessment.org
- LibQUAL+®
  http://www.libqual.org
- SPSS
  http://www.spss.com
- Atlas.ti
  http://www.atlasti.com/