Using LibQUAL+ to meet strategic objectives at the University of Haifa

LibQUAL+ Exchange Workshop, 10th Northumbria Conference on Performance Measurement, 22.7.13

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University of Haifa
No. of students & faculty

- Faculty: 10,698
- MA & PhD: 9,312
- BA: 1,035

Younes & Soraya Nazarian Library
No. of students by discipline

- Education: 4342
- Humanities: 6122
- Law: 2048
- Management: 1033
- Natural Sciences: 731
- Social Sciences: 578
- Social Welfare & Health: 115
- Other: 5041

Total: 20,482
About the library

- One central library specializing in high quality & innovative user services
- State of the art technology
- Up to date electronic and print collections in English, Hebrew and Arabic
- Renovated space
Reserve Room
Reserve Room
Group study room
**Haifa University Theses & Dissertations Collection**
M.A. and Ph.D. dissertations from Haifa University.

**Performing Arts & Theatre Archives**
The Database for Israeli Theater Archives (DITA) contains texts, photographs, reviews, designs, audio and video recordings digitized from physical theater archival materials. Aiming to preserve and expose the artistic heritage of Israeli Theater, DITA gives access to prominent Israeli Theater institutions including the Haifa Theater, the Cameri Theater of Tel Aviv, the Acco Fringe Festival, and the Mario Kottlar Archive of the School of Visual Theater, Jerusalem. See also: the collection's website

**Art & Archaeology**
A collection of pictures of art and archaeology from the prehistoric era to the present, divided by eras and subjects like painting, sculpture, architecture, drawing, etching, ceramics, manuscript illumination and applied arts. The images are provided for educational and research purposes for University of Haifa students and faculty.

**Historical Pictures of the Holy Land and the State of Israel**
Photographs documenting Israel's unique landscapes and people, from various archives, institutions and private collections, taken by both professional and amateur photographers. The photos are available to the public, under fair use and copyright limitations. See also: the collection's website

**Archaeology in Israel**
Pictures of archaeological finds discovered in excavation sites in Eretz-Israel, including maritime archaeology, arranged by site name in alphabetical order. The images are provided for educational and research purposes for University of Haifa students and faculty.

**Crusader Sculpture in the Land of Israel**
Strategic Objectives

➢ Continue to develop print and electronic collections, including digital projects such as: Index to Hebrew Periodicals database (IHP), institutional repository, librarians’ publications, e-theses, local heritage preservation, and Hebrew JSTOR (IC)

➢ Facilitate independent access to resources via state-of-the-art discovery tools and workstations (IC)
Strategic Objectives cont.

- Provide high quality personal and remote assistance by well-trained and motivated staff (AS)
- Increase the number of online information literacy courses (Outcomes)
- Provide comfortable and inviting physical space for group and individual study (LP)
שלום רב,

אני פונה אלך בברשה להקדמה על חקק בשקי לקצך הבינוני את מידה של שירות העetà

ﻡישרוני הספרייה.

הسلطנות בשקי hakkך לכל שירות על אייזון הספרייה בישראל

השק יינו תרגום של סקר ביבלאי שנוצר בימינו מ- 1000 ספריוטご利用ם,นโยב wollו.

ביכלותנו לשחות את אייזון שירוטי הספרייה שלנו לסקריות מובילות בצעולה.

למילי המسكر

To the questionnaire

בתחדש על שירות העلندا

فنנה ארז

מנחה הספרייה

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Difficulties encountered with 2013 LQ Survey

- Competition with other university units for sample of students and faculty resulted in very small sample, no marketing, no incentives
- Low response rate (5%) - but high representativeness
- National benchmarking not possible as no other Israeli libraries conduct LQ
- International benchmarking also problematic as similar libraries in USA and Canada have budgets three times our size
Difficulties cont.

- Format of “minimum”, “perceived” and “desired” was considered bothersome, and over 50% closed Lite survey without completing it.
- Stakeholders queried why we didn’t just ask about “perceived” and ignore “desired” and “minimum”.
- Over 50% of respondents filled in lengthy comments about collection, remote access, and noise in library.
Difficulties cont.

- Cultural bias of survey in some of LP and AS questions was off-putting to Israeli respondents such as:
  - “haven for study, learning or research”
  - “space that inspires learning”
  - “librarians that instill confidence in users”
Internal benchmarking: 2009 & 2013 “perceived” scores

- All AS scores higher
- Most IC scores were higher except for easy access to information, equipment and website
- All LP scores higher except for location of library
- Information literacy score higher but still not high enough
Affect of Service

- Dependability in handling users’ service problems
- Willingness to help users
- Library staff who understand the needs of their users
- Library staff who deal with users in a caring fashion
- Library staff who have the knowledge to answer user questions
- Readiness to respond to users’ enquiries
- Library staff who are consistently courteous
- Giving users individual attention
- Library staff who instill confidence in users

Comparing 2009 and 2013 data.
Making electronic resources accessible from my home or office

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

The printed library materials I need for my work

The electronic information resources I need

Modern equipment that lets me easily access needed information

Easy-to-use access tools that allow me to find things on my own

Making information easily accessible for independent use

Print and/or electronic journal collections I require for my work

Information Control

2013

2009
Library as Place

- Space for group learning and group study
- A haven for study, learning, or research
- A comfortable and inviting location
- Quiet space for individual work
- Library space that inspires study and learning

2009 vs 2013
The library helps me stay abreast of developments in my field(s) of interest.

The library aids my advancement in my academic discipline or work.

The library enables me to be more efficient in my academic pursuits or work.

The library helps me distinguish between trustworthy and untrustworthy information.

The library provides me with the information skills I need in my work or study.

Information Literacy Outcomes

2009

2013
Actions to be implemented

- Continue to offer and expand personalized service (AS)
- Continue to train and motivate staff (AS)
- Coordinate with university IT dept. to improve remote access (esp. timeouts and too many pws) (IC)
- Continue to build electronic and print collection (IC)
- Continue to build new website (IC)
- Continue to improve discovery tools (IC)
Actions to be implemented cont.

- Activate rota by librarians to maintain quiet (LP)
- Add group study rooms (LP)
- Improve signage (LP)
- Replace wooden chairs (LP)
- Open coffee shop in library (LP)
Conclusion

LQ helped pinpoint the areas which need improvement which will ultimately assist us in attaining our goals. LQ did not help us make decisions on budget allocation for collection development or equipment.

The speed of LQ results and analysis provided a benchmark for other university units conducting surveys.
Conclusion cont.

LQ enabled us to show stakeholders that the library is at the forefront of a systematic assessment program including regular satisfaction surveys, usability studies and KPIs.