An Introduction to LibQUAL+® and its role in Creating a Community

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Lund University
Lund, Sweden
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ARL Member Institutions
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
Premises

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

PERCEPTIONS ← SERVICE

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

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

—FRANÇOIS DE LA ROCHEFOUCAULD
“We only care about the things we measure.”

--Bruce Thompson, CASLIN, 2006
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.

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+®...
Dimensions of 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
## Dimensions

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

“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]
“...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]
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</td>
<td>Low</td>
<td>High</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) 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>3) 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>4) 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>5) Quiet space for individual activities</td>
<td>1 2 3 4 6 6 6 7 0 0</td>
<td>1 2 3 4 5 5 5 7 8 9</td>
<td>1 2 3 4 5 6 7 9 9</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>Low</td>
<td>High</td>
</tr>
<tr>
<td>6) Convenient access to library collections</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) Willingness 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>
</tbody>
</table>
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.
“…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.
<table>
<thead>
<tr>
<th><strong>2000</strong></th>
<th><strong>Purpose</strong></th>
<th><strong>Data</strong></th>
<th><strong>Analysis</strong></th>
<th><strong>Product/Result</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergent</strong></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 studies(^1)</td>
</tr>
<tr>
<td><strong>2000</strong></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; Scalable process; Enhanced understanding of user-centered views of service quality in the library environment(^2)</td>
</tr>
<tr>
<td><strong>2004</strong></td>
<td>Refine theory of service quality</td>
<td>Unstructured interviews at Health Sciences and the Smithsonian libraries</td>
<td>Content analysis</td>
<td>Cultural perspective(^3)</td>
</tr>
<tr>
<td><strong>2004</strong></td>
<td>Refine LibQUAL+™ instrument</td>
<td>E-mail to survey administrators</td>
<td>Content analysis</td>
<td>Refined survey delivery process and theory of service quality(^4)</td>
</tr>
<tr>
<td><strong>2004</strong></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 LibQUAL+™ instrument(^5)</td>
</tr>
<tr>
<td><strong>2004</strong></td>
<td>Refine theory</td>
<td>Focus groups</td>
<td>Content analysis</td>
<td>Local contextual understanding of LibQUAL+™ survey responses(^6)</td>
</tr>
</tbody>
</table>

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

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**LibQUAL+™ Project**

- **13 Libraries**
  - English LibQUAL+™ Version
  - 4000 Respondents

- **315 Libraries**
  - English, Dutch, Swedish, German LibQUAL+™ Versions
  - 160,000 anticipated respondents

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**Vignette**

**Re-tooling**
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 service 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 library 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 being 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 service 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 guess I am the so-called space chairman of the library and I have been convinced that is direly need
### 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>
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</thead>
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<tr>
<td>American (all)</td>
<td>59,318</td>
<td>.95</td>
<td>.91</td>
<td>.88</td>
<td>.96</td>
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<td>British (all)</td>
<td>6,773</td>
<td>.93</td>
<td>.87</td>
<td>.81</td>
<td>.94</td>
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<td>French (all)</td>
<td>172</td>
<td>.95</td>
<td>.90</td>
<td>.89</td>
<td>.95</td>
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alphas for 2006 Scores

A Key Resource:

“How You Can… Integrity… Service Quality…”

--Virginia 2006 Assessment Conference and Performance Measurement and Metrics
## Service Affect

_{n = 71,170 English}_

<table>
<thead>
<tr>
<th>Service Affect</th>
<th>.80541</th>
<th>.22199</th>
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<tbody>
<tr>
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<td>.80338</td>
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<td>SA23APER</td>
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<td>.16972</td>
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<td>SA01APER</td>
<td>.71541</td>
<td>.32229</td>
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<tr>
<td>SA12APER</td>
<td>.68825</td>
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</table>
## Library as Place

**Library as Place** \((n = 71,170 \text{ English})\)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Value 2</th>
<th>Value 3</th>
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<tbody>
<tr>
<td>LP13APER</td>
<td>.26213</td>
<td>.25710</td>
<td>.80013</td>
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<tr>
<td>LP05APER</td>
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<td>.73601</td>
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<tr>
<td>LP09APER</td>
<td>.27765</td>
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<td>.72631</td>
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<tr>
<td>LP24APER</td>
<td>.26672</td>
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<td>.72148</td>
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<tr>
<td>LP19APER</td>
<td>.19630</td>
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### Information Control

\( n = 71,170 \) English

<table>
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<th>Value 2</th>
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<tr>
<td>PC11APER</td>
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<td>IA03APER</td>
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<td>PC25APER</td>
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</tr>
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<td>PC21APER</td>
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<td>0.65615</td>
<td>0.30096</td>
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<td>PC02APER</td>
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<tr>
<td>PC16APER</td>
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<td>IA14APER</td>
<td>0.28759</td>
<td>0.58521</td>
<td>0.39295</td>
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</table>
LibQUAL+® “Top Ten Resources”

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

Flash Tutorial:
http://www.libqual.org/about/about_survey/tools

LibQUAL+® YouTube Webcast
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!
Before the survey

• 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
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
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
Remember to check the Procedures Manual

www.libqual.org
The LibQUAL+® Management Center (aka Your Friend)

Survey Dashboard

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 managing user permissions.
- To view and set user permissions for your survey run (available Jan. 2010), visit the survey management center. Here you can set a user's role in administrating your LibQUAL+ survey.
- To configure and launch your survey (available Jan. 2010), visit the survey settings page.
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 use “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 reallocate 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.

<table>
<thead>
<tr>
<th>Disciplines</th>
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<tbody>
<tr>
<td>Agriculture / Environmental Studies</td>
<td>Agriculture / Environmental Studies</td>
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<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*
DO YOU UNDERSTAND YOUR RESULTS?
Understanding Your Individual Results: Radar Charts

Key Term: Zone of Tolerance
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>
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<tr>
<td>Affect of Service</td>
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<td>7.73</td>
<td>7.38</td>
<td>1.04</td>
<td>-0.35</td>
<td>2,446</td>
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<tr>
<td>Information Control</td>
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<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>Overall</td>
<td>6.43</td>
<td>7.86</td>
<td>7.20</td>
<td>0.77</td>
<td>-0.67</td>
<td>2,448</td>
</tr>
</tbody>
</table>
Library Use Summary

- How often do you use resources on library premises?
- How often do you access library resources through a library Web page?
- How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?
Three Interpretation Frameworks
Interpreting Perceived Scores Against Minimally-Acceptable and Desired Service Levels (i.e., “Zones of Tolerance”)

www.libqual.org
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
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
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 Kyrillidou)

8:40 a.m.  Round Robin Discussion (Martha Kyrillidou)
   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
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
## 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>

www.libqual.org
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

... 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

**MATERIALS EXPENDITURES**

- **ELECTRONIC SERIALS**
  - $10.9 MILLION

- **MONOGRAPHS**
  - $4.7 MILLION

- **PRINT SERIALS**
  - $2.1 MILLION
MISSION STATEMENT:
We fuel discovery by satisfying the information needs of the Texas A&M University Community

SERVICE STANDARDS:
• Everything Safe & Secure
• Everyone Matters
• Everything Speaks
• Everything Done Well
BEFORE

AFTER

SEATING REPAIR & RE-UPHOLSTERING
LibQUAL+® Best Practices

‘in your own words’

www.libqual.org
Questions that have been studied

• A library website enabling me to locate information on my own (Franklin, Bowlby and Lin)

• Print and/or electronic journal collections I require for my work (Self, Rutner and Self)
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.”
LibQUAL+ 2006
Faculty Ratings of Journal Collections
37 ARL Libraries

Jim Self, OLA Super Conference, January 29, 2009
Journal Ratings and Overall Satisfaction

- 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
LibQUAL+® R&D

- Lite
- Triads
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.
A. Configure Your Survey

Preferences

1. Survey Title—Please choose a label to display on your results report. This label should not be more than 60 characters long.

2. 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 your internal only and are not binding. You must manually open and close your survey.

3. 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 people who should receive the shortened "lite" survey.

4. 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 choose your survey.

B. Preview Your Survey

Preview the Lite-DUAL® survey so it will appear to users at your institution. This step allows you to ensure it will appear 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 checklist 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.
### Core Items – Long 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>1) Employees who instill confidence in users</td>
<td><img src="image1.png" alt="32x32" /></td>
<td><img src="image2.png" alt="32x32" /></td>
<td><img src="image3.png" alt="32x32" /></td>
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<tr>
<td>2) Making electronic resources accessible from my home or office</td>
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<tr>
<td>3) Library space that inspires study and learning</td>
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<td><img src="image8.png" alt="32x32" /></td>
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<tr>
<td>4) Giving users individual attention</td>
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<td><img src="image11.png" alt="32x32" /></td>
<td><img src="image12.png" alt="32x32" /></td>
</tr>
<tr>
<td>5) A library website enabling me to locate information on my own</td>
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<td><img src="image14.png" alt="32x32" /></td>
<td><img src="image15.png" alt="32x32" /></td>
</tr>
<tr>
<td>6) Employees who are consistently courteous</td>
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<td><img src="image17.png" alt="32x32" /></td>
<td><img src="image18.png" alt="32x32" /></td>
</tr>
<tr>
<td>7) The printed library materials I need for my work</td>
<td><img src="image19.png" alt="32x32" /></td>
<td><img src="image20.png" alt="32x32" /></td>
<td><img src="image21.png" alt="32x32" /></td>
</tr>
<tr>
<td>8) Quiet space for individual activities</td>
<td><img src="image22.png" alt="32x32" /></td>
<td><img src="image23.png" alt="32x32" /></td>
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<tr>
<td>9) Readiness to respond to users' questions</td>
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<tr>
<td>10) The electronic information resources I need</td>
<td><img src="image28.png" alt="32x32" /></td>
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<tr>
<td>11) Employees who have the knowledge to answer user questions</td>
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<tr>
<td>12) A comfortable and inviting location</td>
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<tr>
<td>13) Employees who deal with users in a caring fashion</td>
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<td><img src="image39.png" alt="32x32" /></td>
</tr>
<tr>
<td>14) Modern equipment that lets me easily access needed information</td>
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<tr>
<td>15) Employees who understand the needs of their users</td>
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<tr>
<td>16) Easy-to-use access tools that allow me to find things on my own</td>
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<tr>
<td>17) A gateway for study, learning, or research</td>
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<td><img src="image51.png" alt="32x32" /></td>
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<tr>
<td>18) Willingness to help users</td>
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<td><img src="image54.png" alt="32x32" /></td>
</tr>
<tr>
<td>19) Making information easily accessible for independent use</td>
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<td><img src="image56.png" alt="32x32" /></td>
<td><img src="image57.png" alt="32x32" /></td>
</tr>
<tr>
<td>20) Print and/or electronic journal collections I require for my work</td>
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<td><img src="image60.png" alt="32x32" /></td>
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<tr>
<td>21) Community space for group learning and group study</td>
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<td><img src="image62.png" alt="32x32" /></td>
<td><img src="image63.png" alt="32x32" /></td>
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<tr>
<td>22) Dependability in handling users' service problems</td>
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<td><img src="image65.png" alt="32x32" /></td>
<td><img src="image66.png" alt="32x32" /></td>
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</tbody>
</table>
## Core Items – Lite version

<table>
<thead>
<tr>
<th>When it comes to...</th>
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<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><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
</tr>
<tr>
<td>2) Library space that inspires study and learning</td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
</tr>
<tr>
<td>3) Employees who deal with users in a caring fashion</td>
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<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
</tr>
<tr>
<td>4) The printed library materials I need for my work</td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
</tr>
<tr>
<td>5) Employees who are consistently courteous</td>
<td><img src="#" alt="Rating" /></td>
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<tr>
<td>6) Print and/or electronic journal collections I require for my work</td>
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<tr>
<td>8) Employees who have the knowledge to answer user questions</td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
<td><img src="#" alt="Rating" /></td>
</tr>
</tbody>
</table>
## Comparison Table

<table>
<thead>
<tr>
<th>LibQUAL+® Lite</th>
<th>LibQUAL+®</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Questions</strong></td>
<td></td>
</tr>
<tr>
<td>IC10</td>
<td>AS01 Employees who instill confidence in users</td>
</tr>
<tr>
<td>LP03</td>
<td>IC02 Making electronic resources accessible from my home or office</td>
</tr>
<tr>
<td>AS13</td>
<td>LP03 Library space that inspires study and learning</td>
</tr>
<tr>
<td>IC(random)</td>
<td>AS04 Giving users individual attention</td>
</tr>
<tr>
<td>AS(random)</td>
<td>IC05 A library Web site enabling me to locate information on my own</td>
</tr>
<tr>
<td>IC(random)</td>
<td>AS06 Employees who are consistently courteous</td>
</tr>
<tr>
<td>LP(random)</td>
<td>IC07 The printed library materials I need for my work</td>
</tr>
<tr>
<td>AS(random)</td>
<td>LP08 Quiet space for individual activities</td>
</tr>
<tr>
<td>AS09</td>
<td>Readiness to respond to users' questions</td>
</tr>
<tr>
<td>IC10</td>
<td>The electronic information resources I need</td>
</tr>
<tr>
<td>AS11</td>
<td>Employees who have the knowledge to answer user questions</td>
</tr>
<tr>
<td>LP12</td>
<td>A comfortable and inviting location</td>
</tr>
<tr>
<td>AS13</td>
<td>Employees who deal with users in a caring fashion</td>
</tr>
<tr>
<td>IC14</td>
<td>Modern equipment that lets me easily access needed information</td>
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<td>AS15</td>
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<td>IC16</td>
<td>Easy-to-use access tools that allow me to find things on my own</td>
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<td>LP17</td>
<td>A getaway for study, learning or research</td>
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<td>AS18</td>
<td>Willingness to help users</td>
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<td>LP21</td>
<td>Community space for group learning and group study</td>
</tr>
<tr>
<td>AS22</td>
<td>Dependability in handling users' service problems</td>
</tr>
</tbody>
</table>
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>
</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 nor 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.

- **Best**
  - The electronic information resources I need
  - Print and/or electronic journal collections I require for
  - 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.

- **Best**
  - 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 on
**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. 

**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.

**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.

**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+®.