

# INCREASING THE N

@ COLUMBIA UNIVERSITY LIBRARIES

2003 | 6 | 9

**2003**

Sample size = 4,000  
n = 279

**2006**

Sample size = 4,000  
n = 286

**2009**

Sample size = 21,012 (total population)  
n = 3,892

## 2009 ASSUMPTIONS

- Faculty are dissatisfied with *Information Control* areas
- *Information Control* is a priority for all populations
- Desired scores are lower for *Affect of Service* in all user populations, particularly AS-1 and AS-2
- *Library as Place* is increasingly important for graduate students and undergraduates

## REPRESENTATIVENESS

In 2003 and 2006, faculty over-responded dramatically. In 2009, we gathered a nearly-perfect representative response from the University community.

## MARKETING

We departed from LibQual+ branding, re-naming the survey the "Columbia University Libraries' 2009 Online Survey"

- Bookmarks were distributed at every library service-point
- Posters were hung throughout campus
- LCD slides were displayed in three libraries
- The survey was a *CUL Spotlight* on the Libraries homepage
- Placed a color ad in the student newspaper
- Two campus-wide, mass-emails were sent
- **Incentives:** Flatscreen TV and ten \$25 giftcards to amazon.com



## ASSESSMENT WORKING GROUP + ASSESSMENT LIBRARIAN

- *CUL Assessment Forums* for library staff
  - Fall 2008, invited Cornell Libraries to present on their work with LibQual+
  - Spring 2009, AWG reviewed what LQ is, why we do it, and invited staff to participate by taking and promoting the survey
- The AWG began preparing for LQ 2009 12 months in advance, and "practiced" new analysis techniques using the 2006 data
- The AWG, chaired by the Assessment Librarian, used a team structure to prepare for the survey: marketing team, incentives team, literature team, comments team
- The Assessment Librarian was dedicated to the success of the LibQual+ survey, and managed the project: liaised with IT for sampling and mass email, served as LQ survey coordinator, attended ARL trainings, coordinated all LQ teams, organized outreach to staff



# INCREASING THE N

@ COLUMBIA UNIVERSITY LIBRARIES

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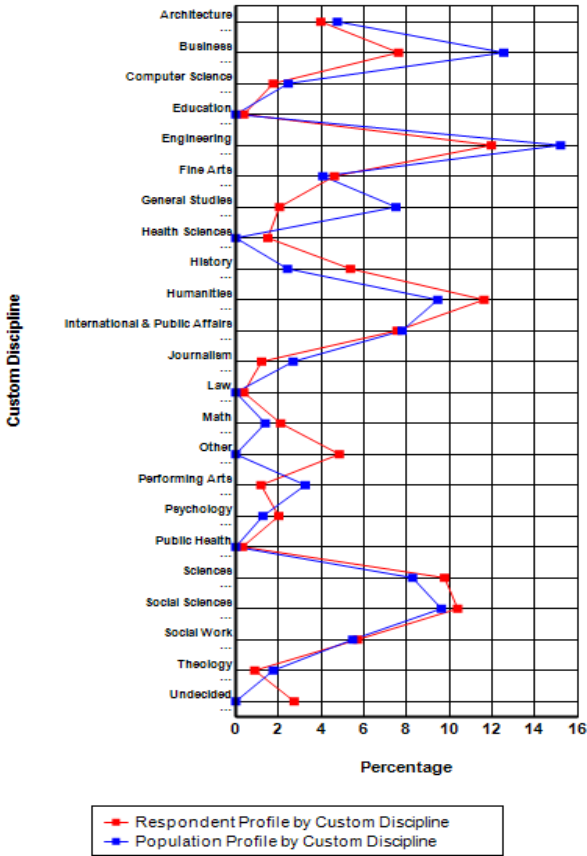
### Response Rate

	Sample	N	%
2003	4,000	249	6.23%
2006	4,000	286	7.15%
2009	21,012	3,892	18.52%

### Representativeness: Status

	2003	2006	2009
Undergrad Population	34.85%	34.86%	32.38%
Undergrad Response	35.12%	24.82%	40.03%
Graduate Population	59.62%	59.70%	55.21%
Graduate Response	34.71%	29.43%	53.21%
Faculty Population	5.52%	5.53%	12.40%
Faculty Response	30.16%	45.74%	6.78%

### Representativeness: Discipline





# LibQual+ 2009

What our users *really* think of library services.



# 3892 responses?!

## What we did differently:

1. Marketing!
  - Posters
  - Bookmarks
  - Ad in Spectator Newspaper
  - Spotlight
  - LCD panels
  - Webpage
2. Emailed the total population, rather than taking a sample. **21,012** students, staff, faculty and researchers received the survey.
3. Incentives: flatscreen TV and ten \$25 Amazon.com gift cards



*Design by Andy Moore*

# Response: Representativeness

Status	% of responses	% of population
Undergraduates	40.03%	32.38%
Graduates	53.21%	55.21%
Faculty	6.78%	12.40%

Response by **status** across the University matches the population distribution very closely.

Greatest difference: 8%

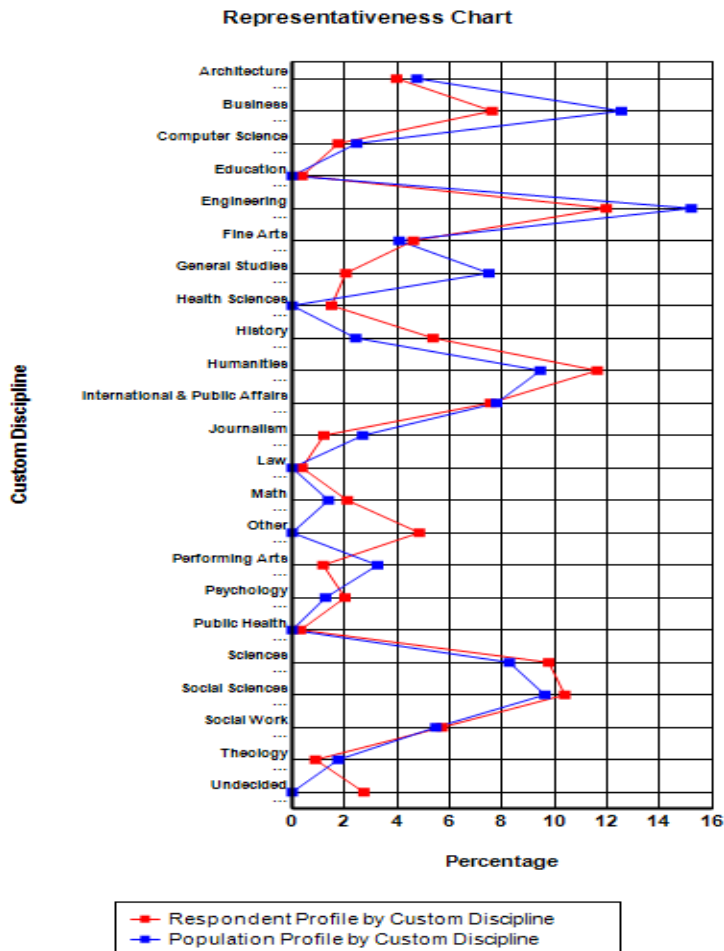
**This is representative data!**

# Representativeness 2003 | 6 | 9

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Faculty Response	30.16%	45.74%	6.78%

Red = greater than 10% difference between population and response.

# Response: Representativeness



Response by **discipline** across the University matches the population distribution *nearly* perfectly.

Greatest difference: 5%

**This is representative data!**

## Response Rate

18.52%

of the **total** population



# LibQual+ is our big picture tool!

## Goals of LibQual+

- Foster a **culture of excellence** in providing library service
- Help libraries better **understand user perceptions** of library service quality
- Collect and interpret library user feedback systematically **over time**
- Provide libraries with comparable assessment information from **peer institutions**
- Enhance library staff members' skills for interpreting and **acting on data**

# What does LibQual measure?

## **Affect of Service**

personal touch, customer service

## **Information Control**

scope of and access to print and e-collections

## **Library as Place**

the physical libraries and study spaces

# LibQual+ Scores

## Minimum

The lowest service level the user can accept

## Desired

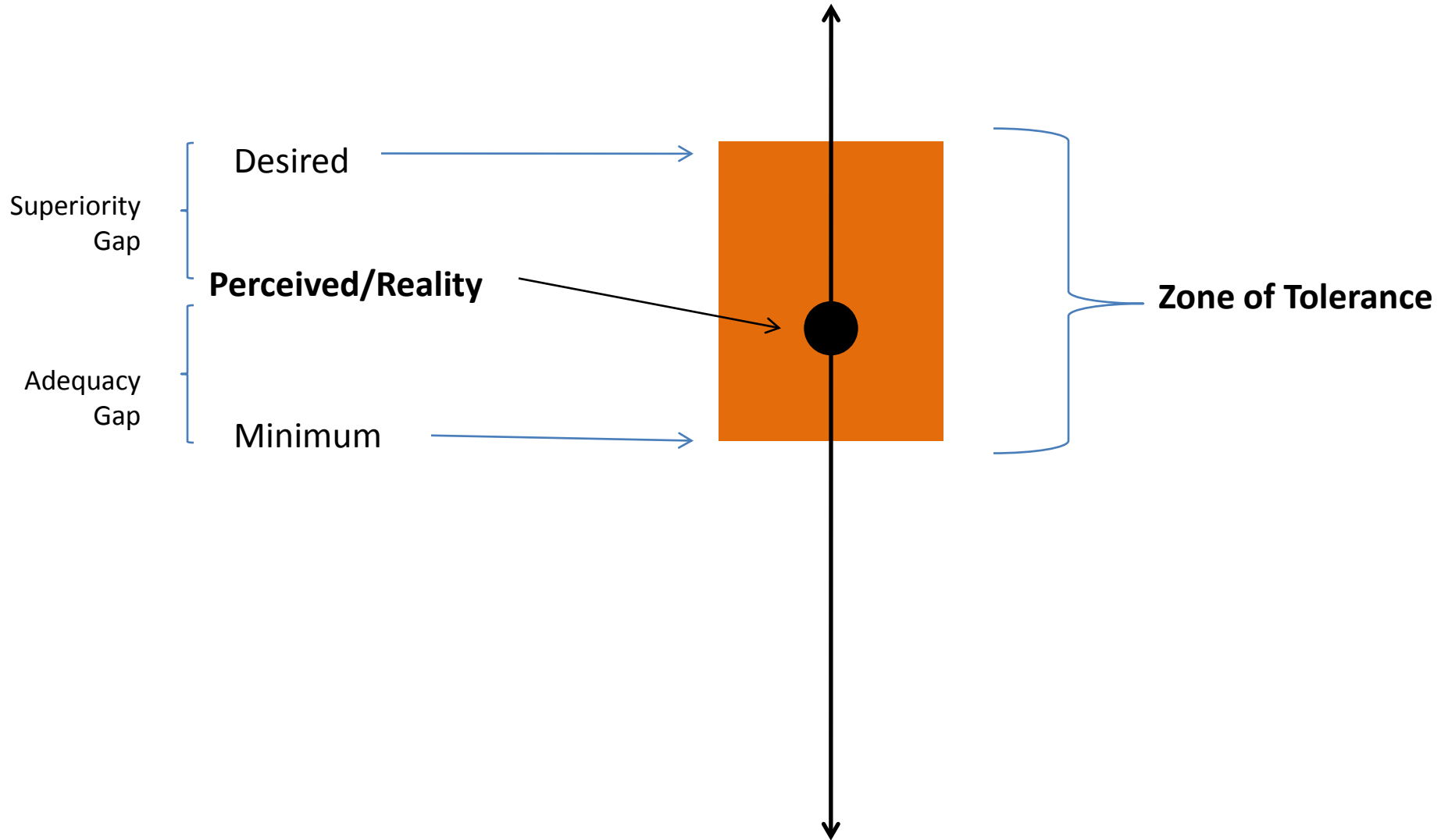
The level of service the user wants

## Perceived/Reality

Where the user perceives the library service is today

When it comes to...	My Minimum Service Level Is									My Desired Service Level Is									Perceived Service Performance Is									High	N/A		
	Low									High	Low									High	Low										
1) Employees who instill confidence in users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	N/A
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9				

# Reading LibQual+ Charts



# LibQual+ Items

## **Affect of Service**

- AS-1 Employees who instill confidence in users
- AS-2 Giving users individual attention
- AS-3 Employees who are consistently courteous
- AS-4 Readiness to respond to users' questions
- AS-5 Employees who have the knowledge to answer user questions
- AS-6 Employees who understand the needs of their users
- AS-7 Employees who understand the needs of their users
- AS-8 Willingness to help users
- AS-9 Dependability in handling users' service problems

## **Library as Place**

- LP-1 Library space that inspires study and learning
- LP-2 Quiet space for individual activities
- LP-3 A comfortable and inviting location
- LP-4 A getaway for study, learning, or research
- LP-5 Community space for group learning and group study

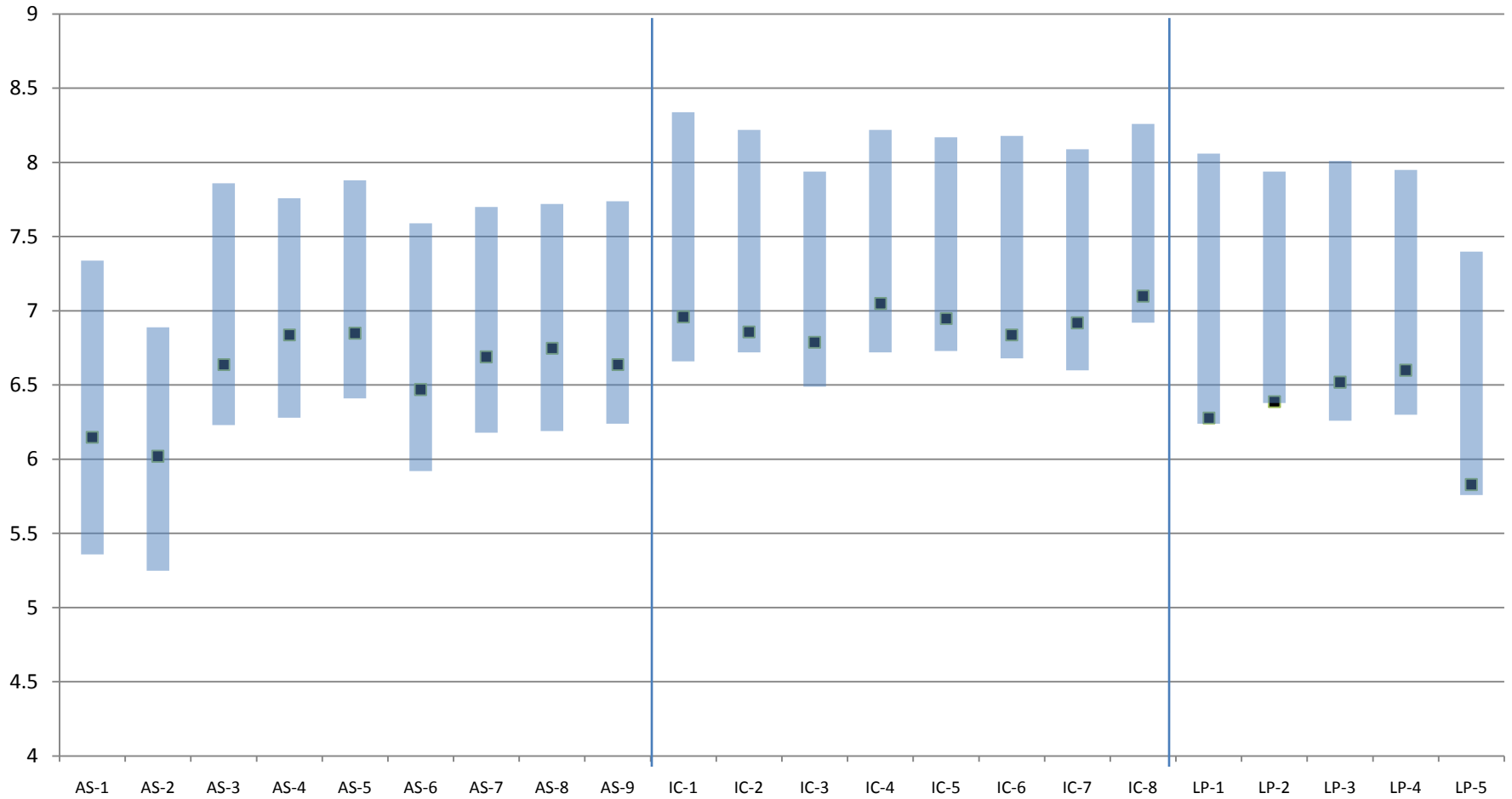
## **Information Control**

- IC-1 Making electronic resources accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed information
- IC-6 Easy-to-use access tools that allow me to find things on my own
- IC-7 Making information easily accessible for independent use
- IC-8 Print and/or electronic journal collections I require for my work



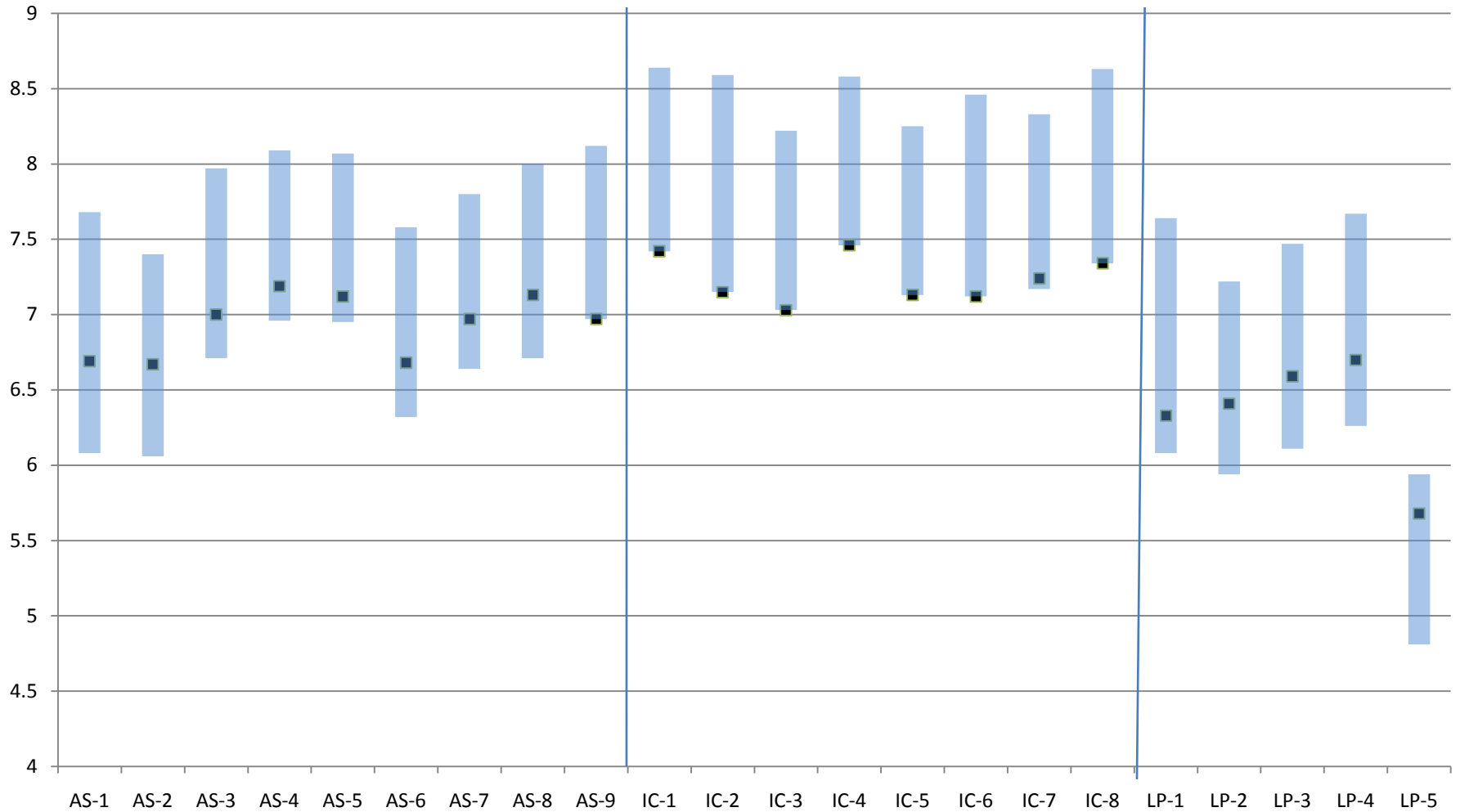
# Overall: faculty, grads, undergrads

Overall Responses



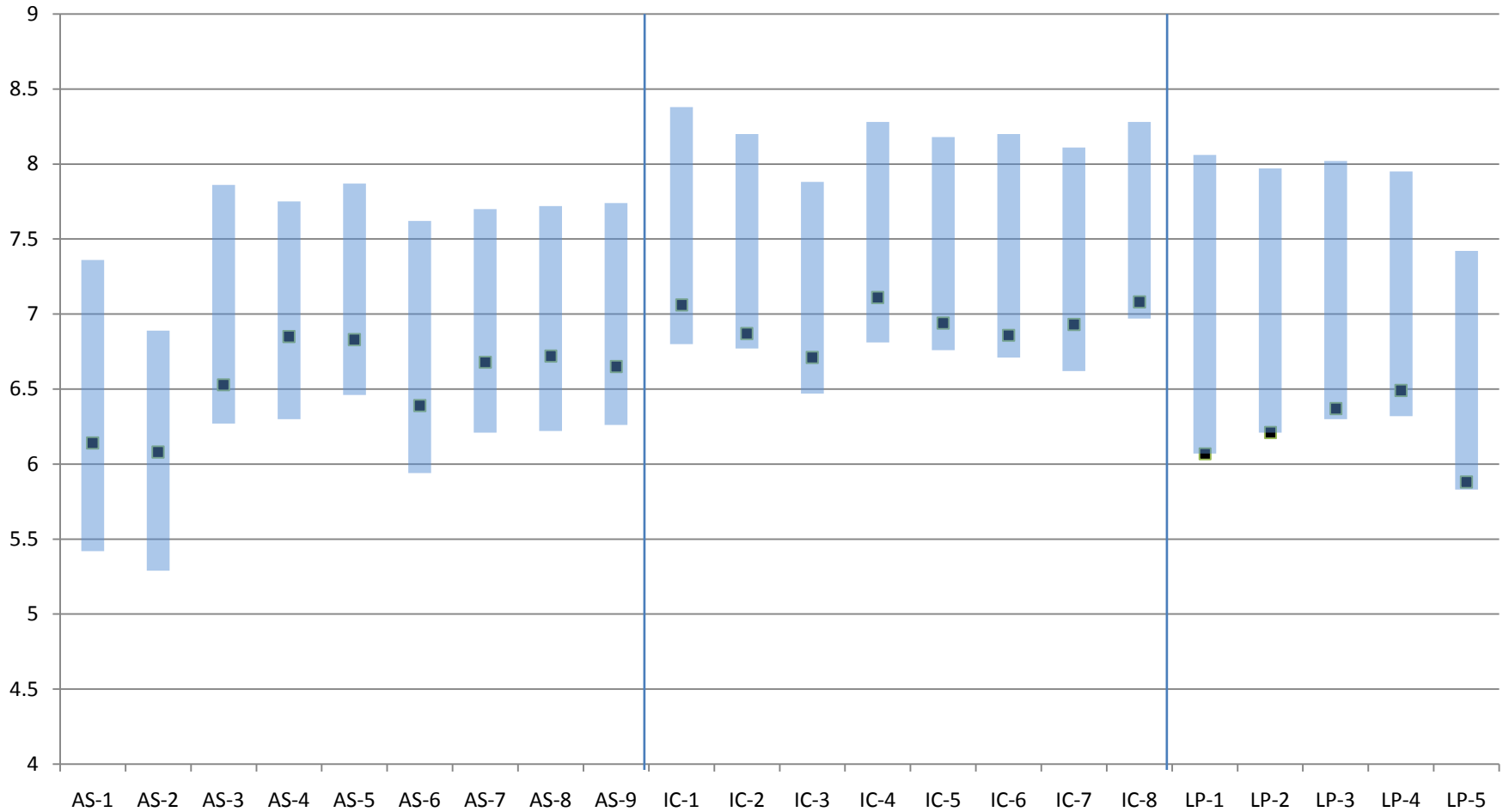
# Faculty

## Faculty Responses



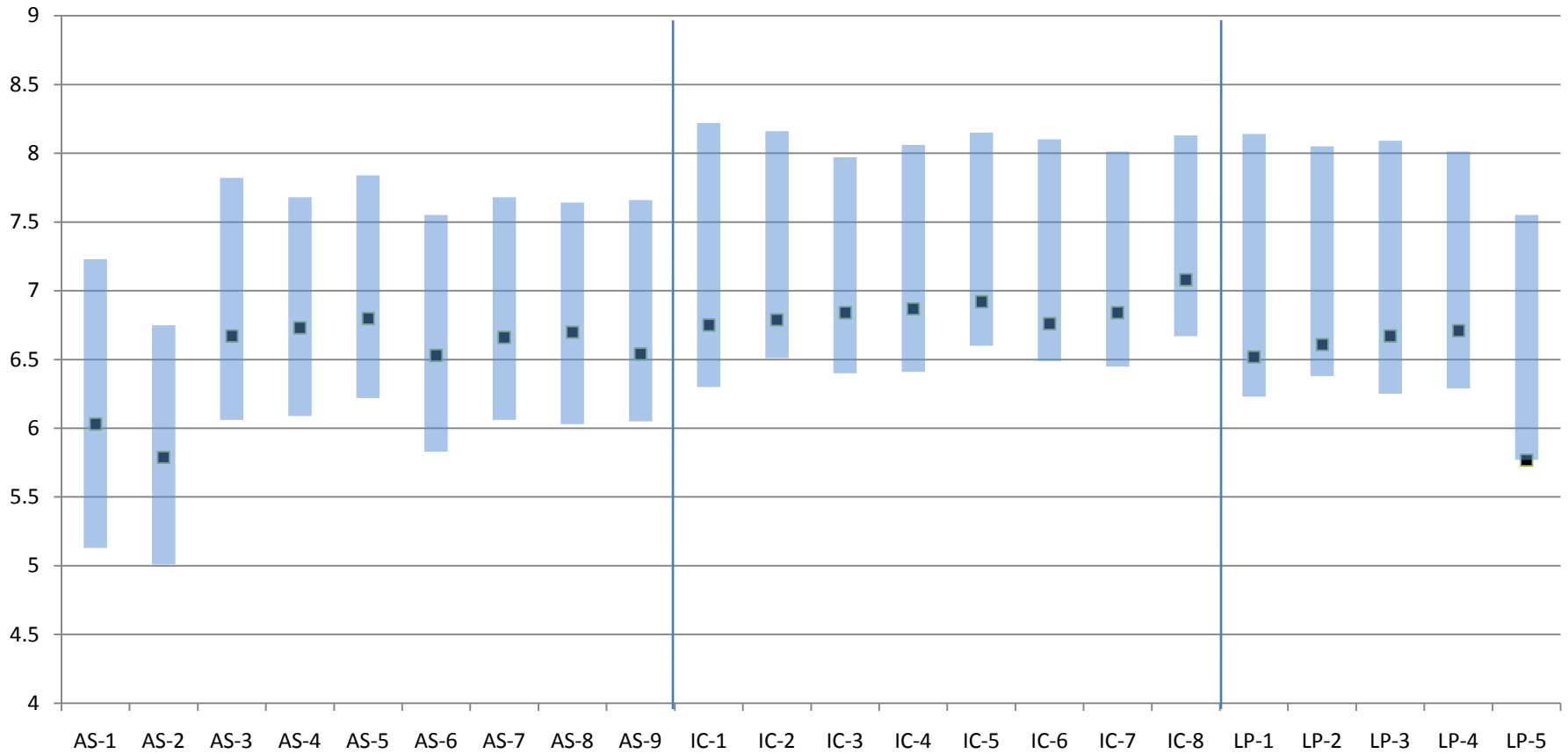
# Graduate Students

## Graduate Student Responses



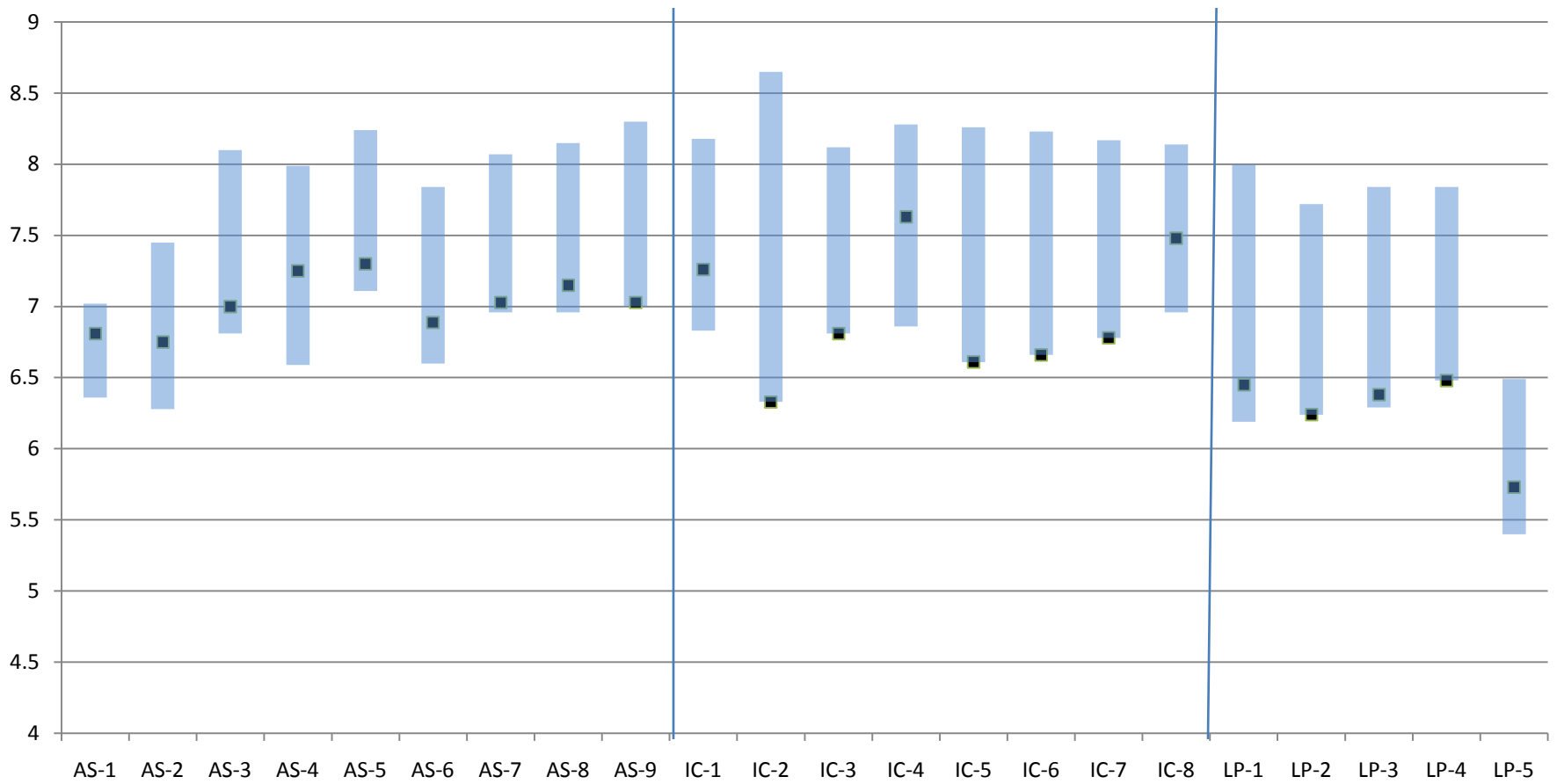
# Undergraduate Students

## Undergraduate Student Responses



# Library Staff

Library Staff Responses (n = 79)





# User Priorities

Highest desired mean scores

	<b>Faculty</b>	<b>Graduate</b>	<b>Undergraduate</b>
1	Making electronic journals available from my home or office	Making electronic journals available from my home or office	Making electronic journals available from my home or office
2	Print and/or electronic journals I require for my work	Print and/or electronic journals I require for my work	A library website enabling me to locate information on my own
3	A library website enabling me to locate information on my own	The electronic information resources I need	Modern equipment that lets me easily access needed information

# Weaknesses

Furthest from meeting desired expectations

	<b>Faculty</b>	<b>Graduate</b>	<b>Undergraduate</b>
1	A library website enabling me to locate information on my own	Library space that inspires study and learning	Community space for group learning and group study
2	Easy-to-use access tools that allow me to find things on my own	Quiet space for individual activities	Library space that inspires study and learning
3	Library space that inspires study and learning	A comfortable and inviting location	Making electronic resources available from my home or office

# Weaknesses

Not meeting minimum expectations

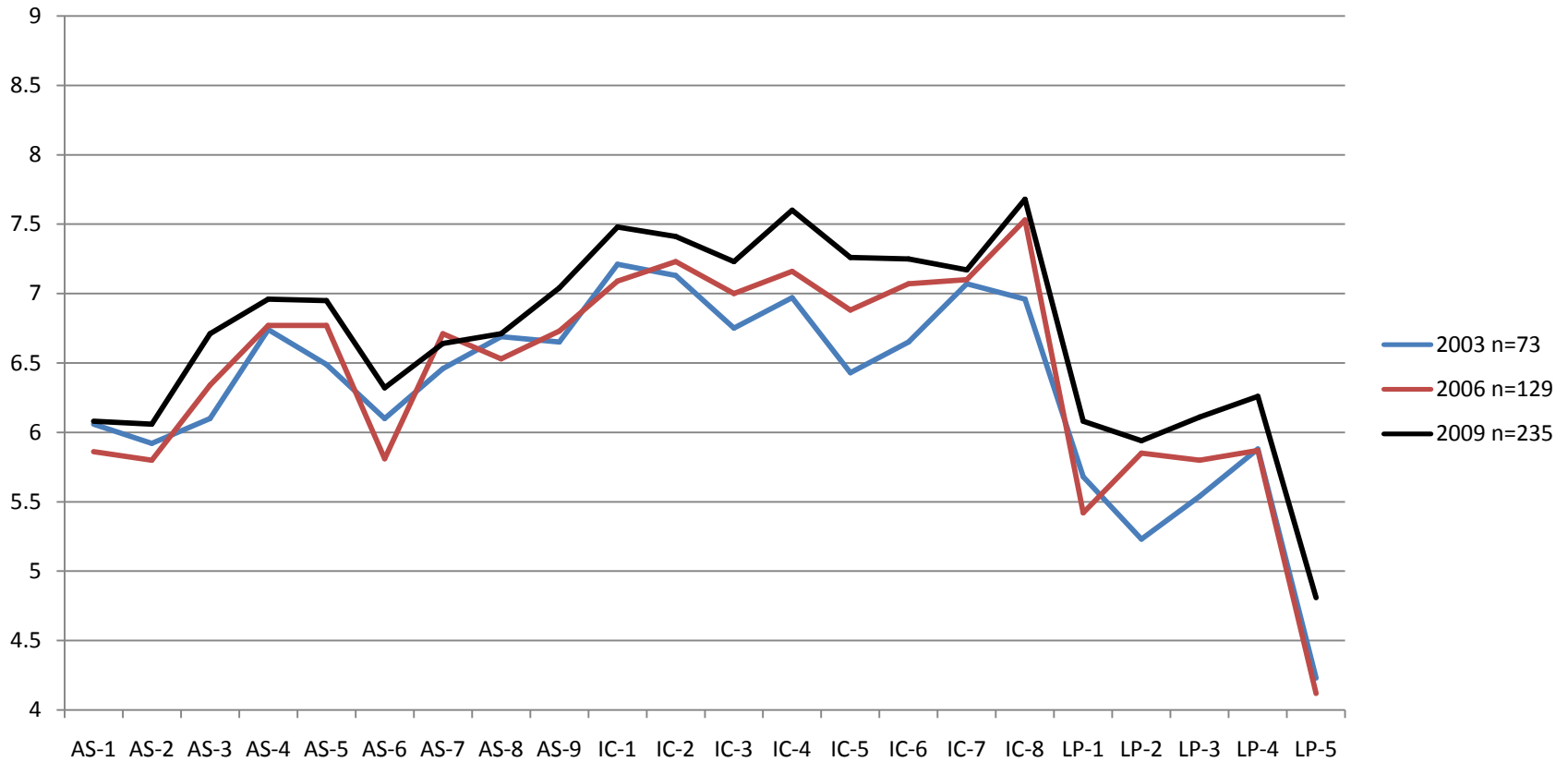
	Faculty	Graduate	Undergraduate
1	Print and/or electronic journals I require for my work	Quiet space for individual activities	Community space for group learning and group study
2	A library website enabling me to locate information on my own	Library space that inspires study and learning	Quiet space for individual activities
3	The printed library materials I need for my work	Community space for group learning and group study	Easy-to-use access tools that allow me to find things on my own

# “Local” Questions

	Minimum	Desired	Perceived	Adequacy Gap
Providing help when and where I need it	6.09	7.75	6.66	<b>0.57</b>
Making me aware of library services	5.58	7.26	6.02	<b>0.44</b>
Availability of subject specialists	5.73	7.33	6.26	<b>0.53</b>
<b>Ability to navigate library web pages easily</b>	<b>6.75</b>	<b>8.24</b>	<b>6.77</b>	<b>0.02</b>
Access to archives, special collections	5.75	7.40	6.64	<b>0.89</b>

# Longitudinal: Faculty

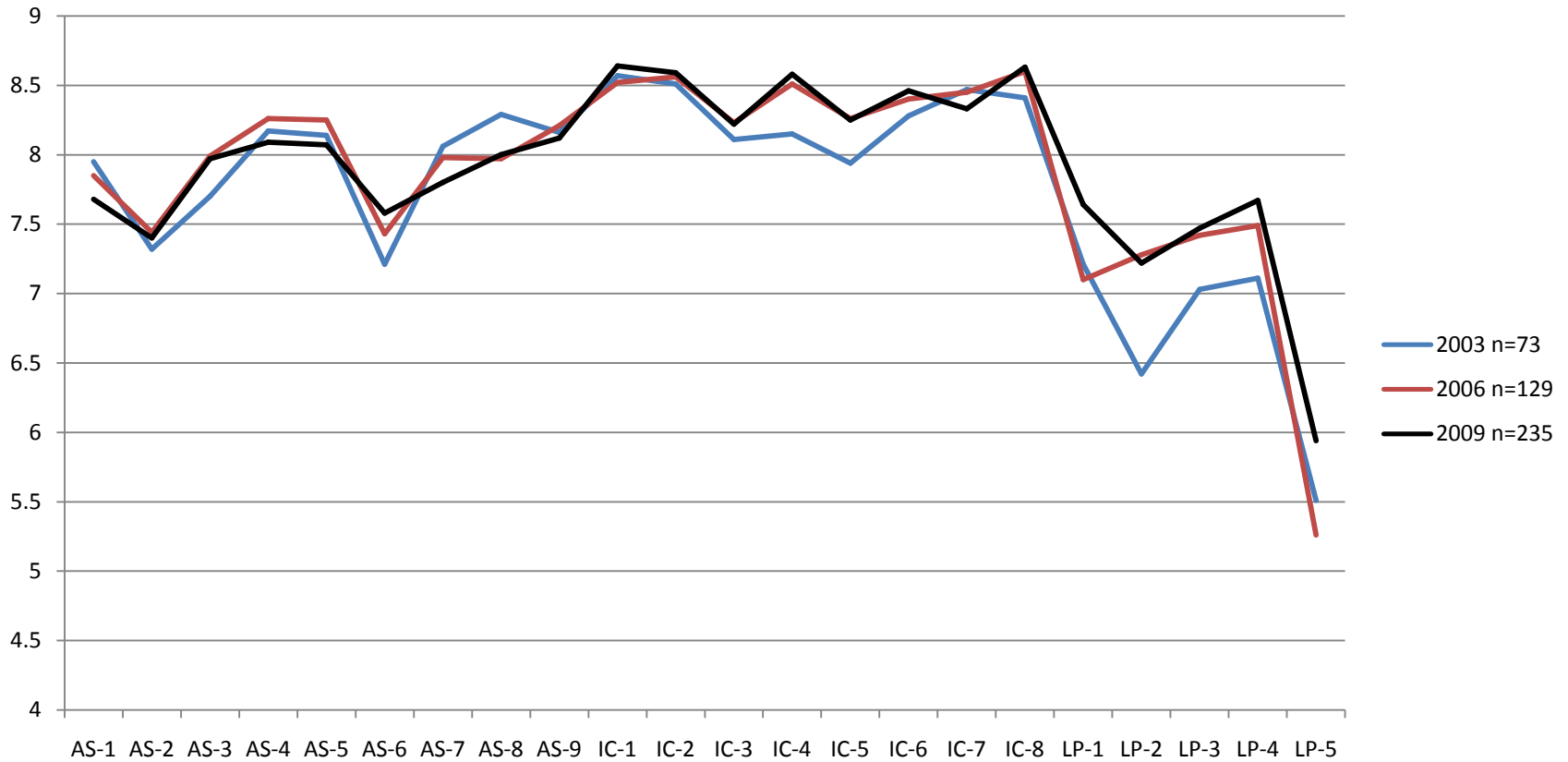
## Faculty Minimum Scores





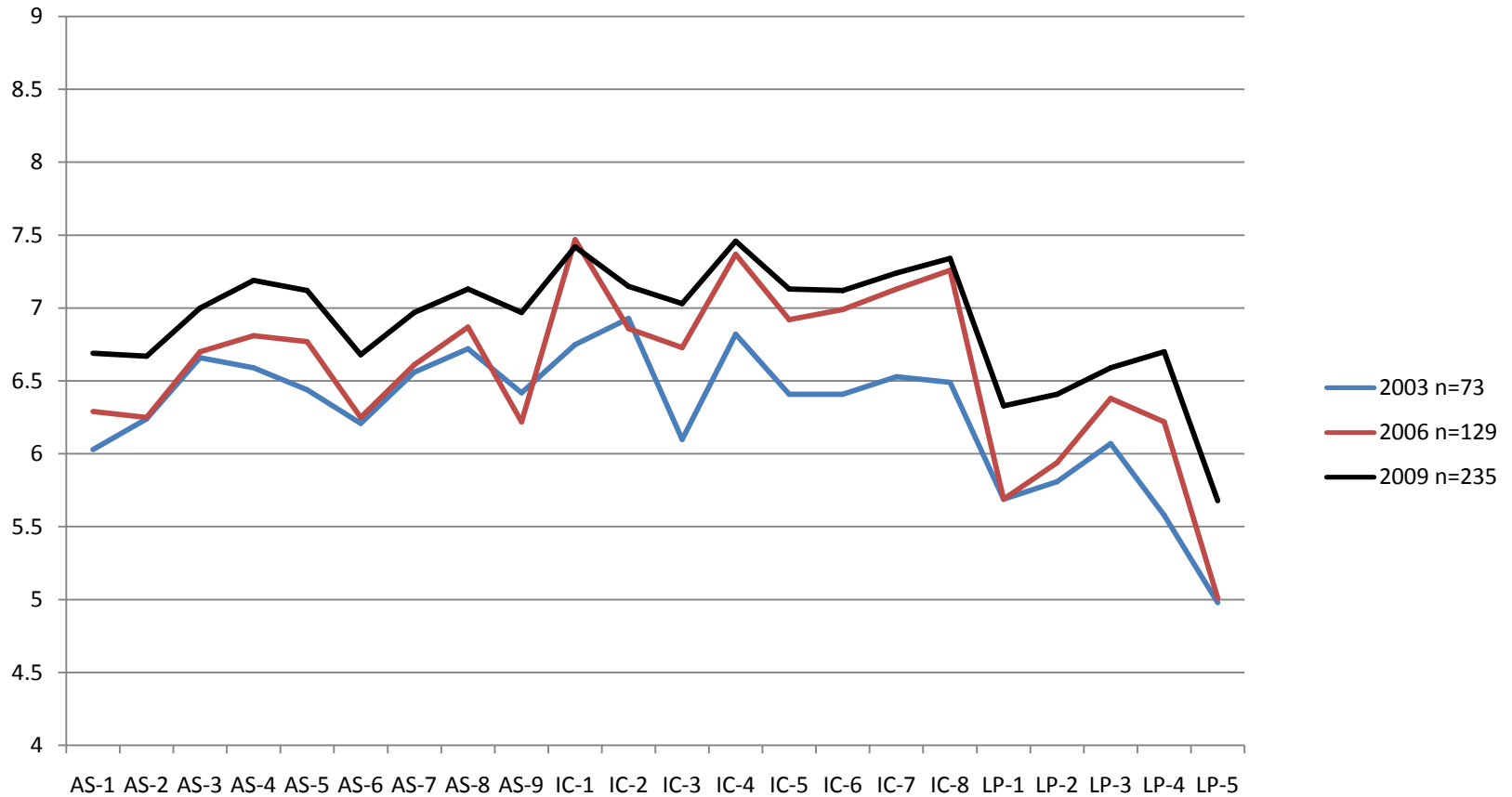
# Longitudinal: Faculty

## Faculty Desired Scores



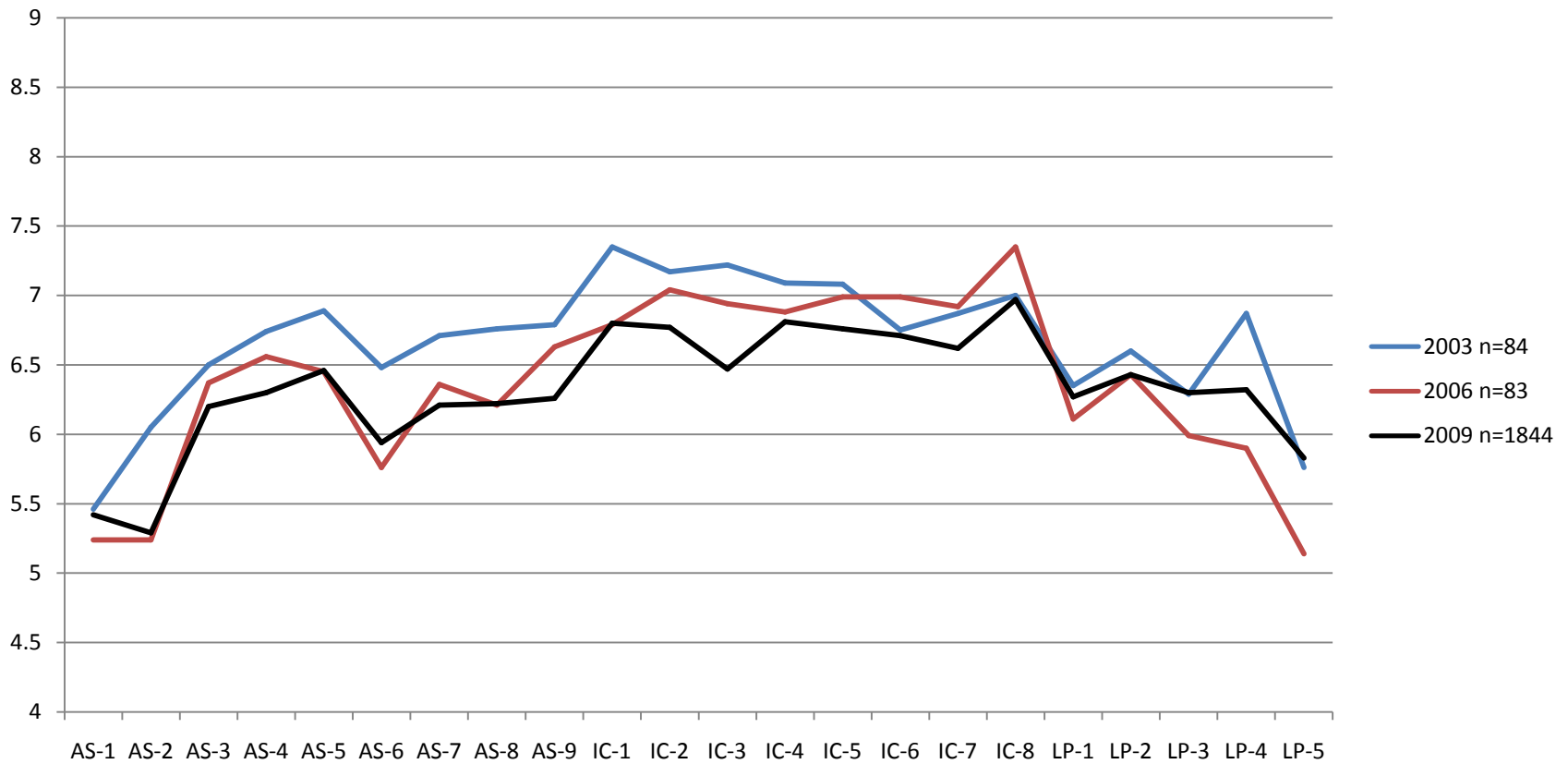
# Longitudinal: Faculty

## Faculty Perceived Scores



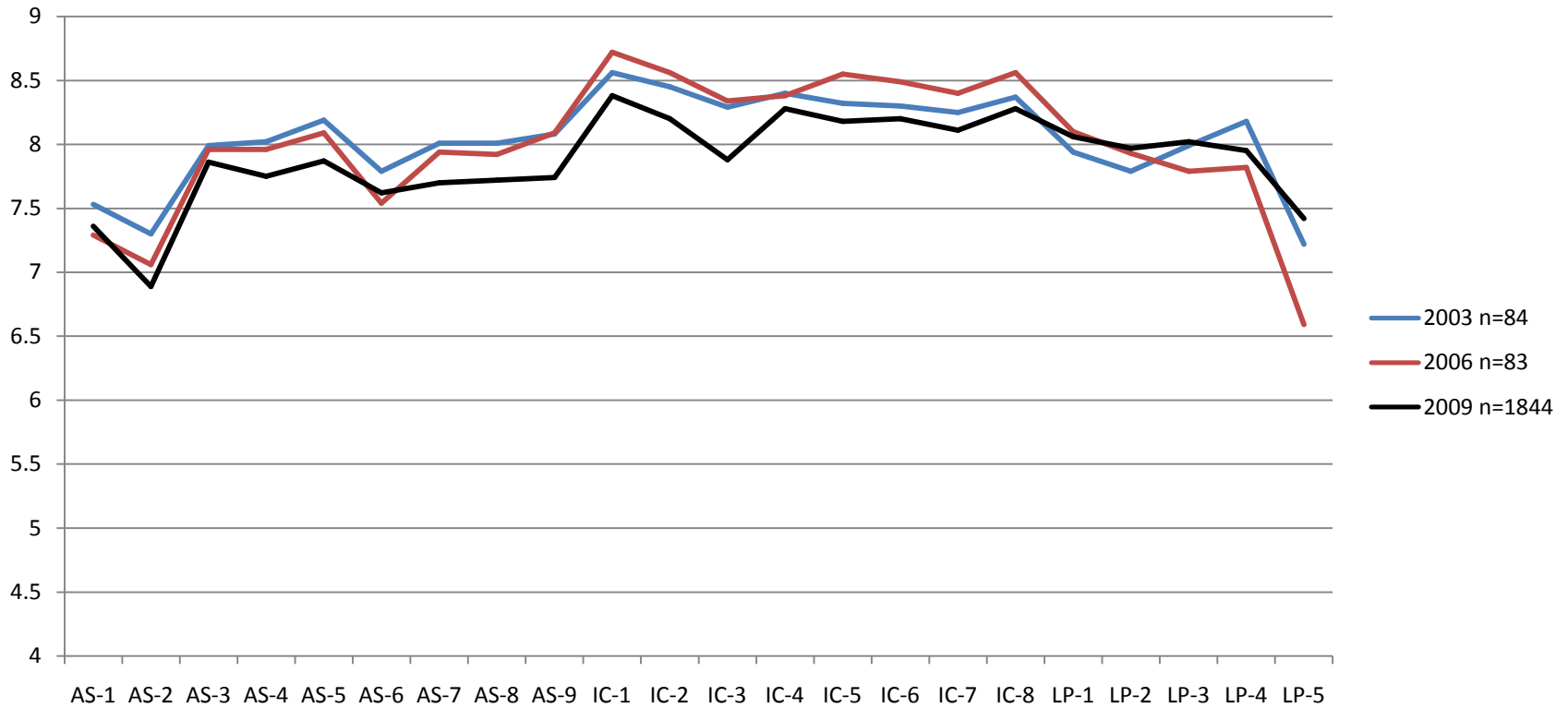
# Longitudinal: Graduate

## Graduate Minimum Scores



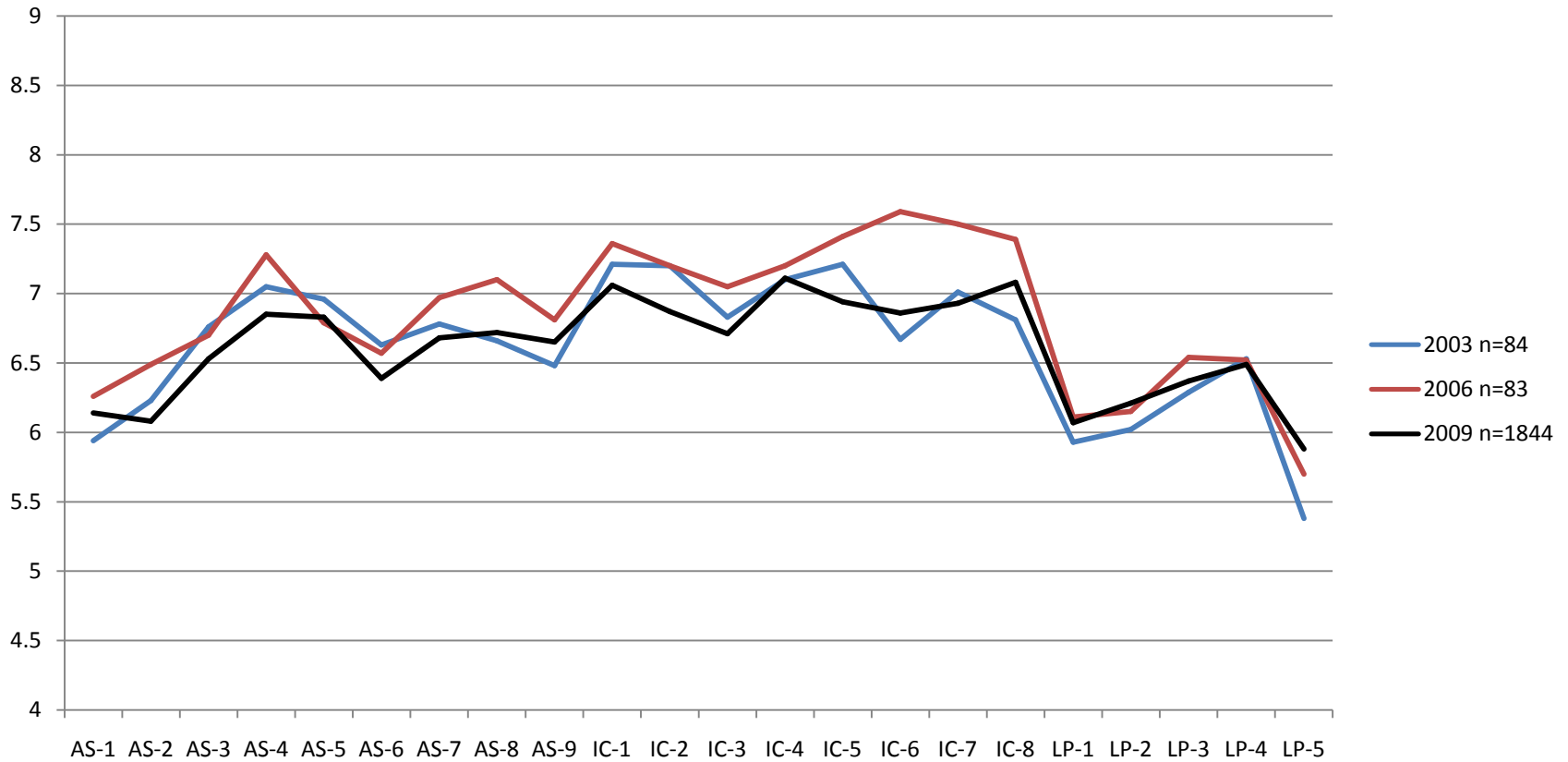
# Longitudinal: Graduate

## Graduate Desired Scores



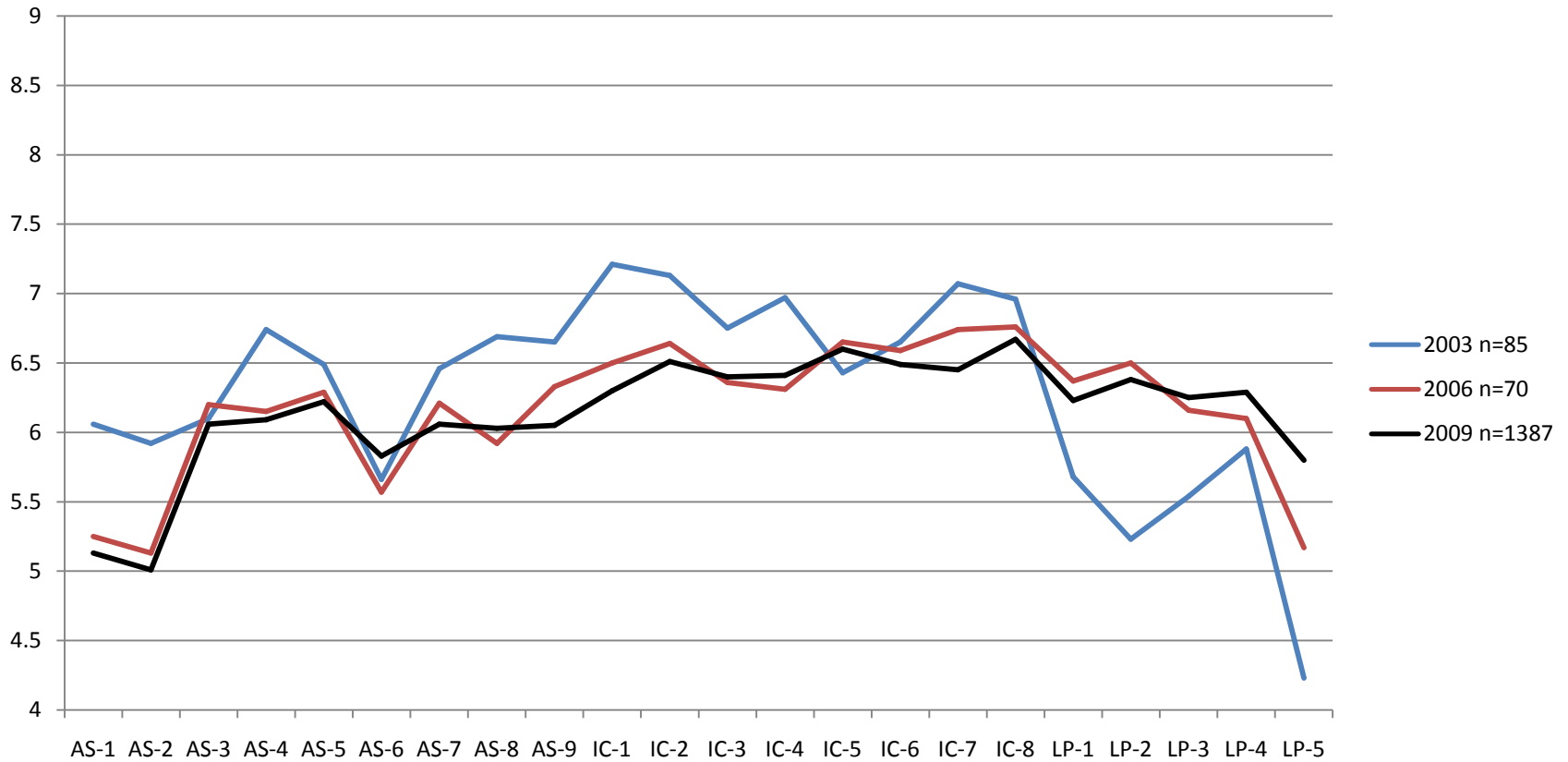
# Longitudinal: Graduate

## Graduate Perceived Scores



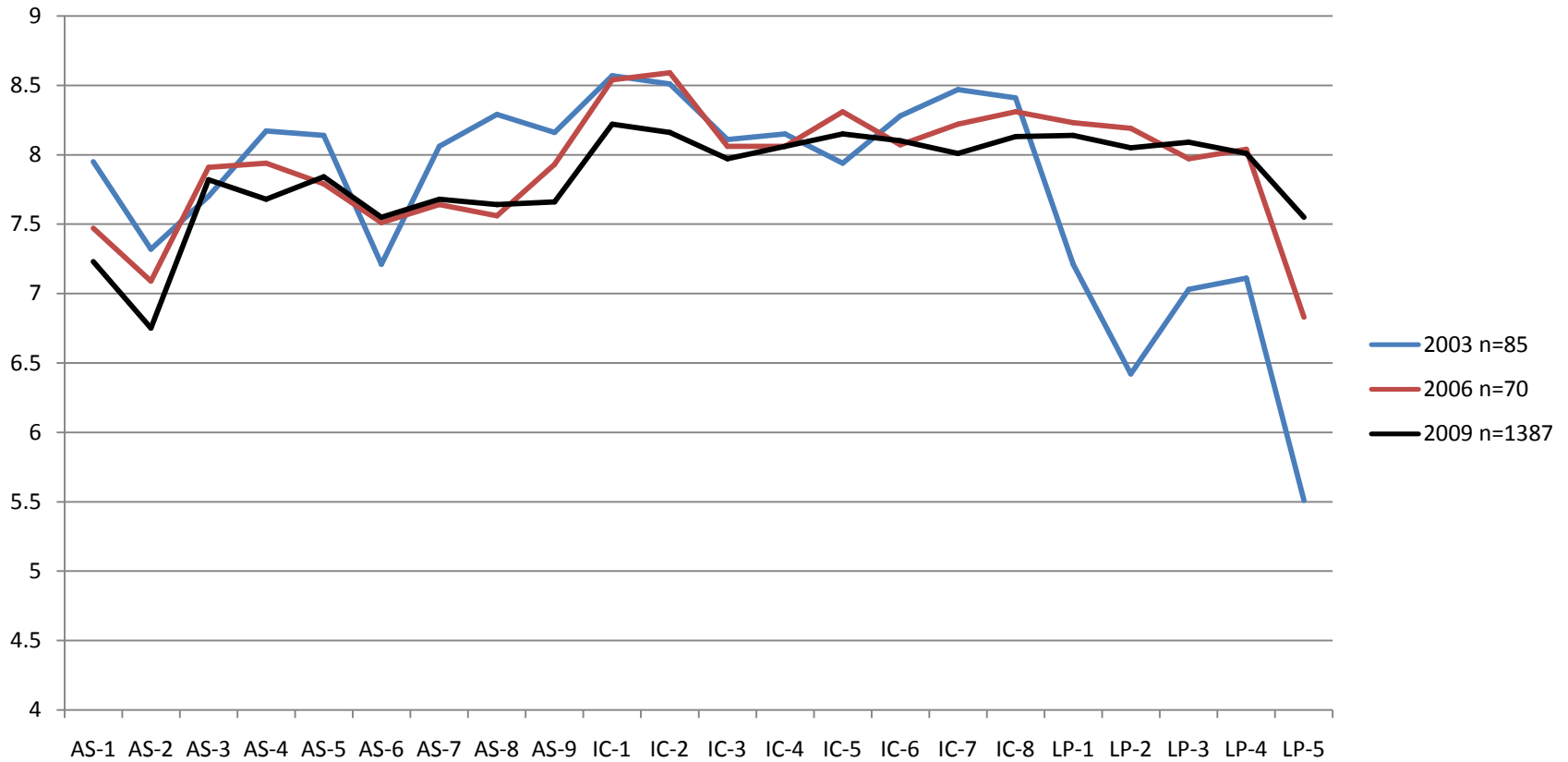
# Longitudinal: Undergrad

## Undergraduate Minimum Scores



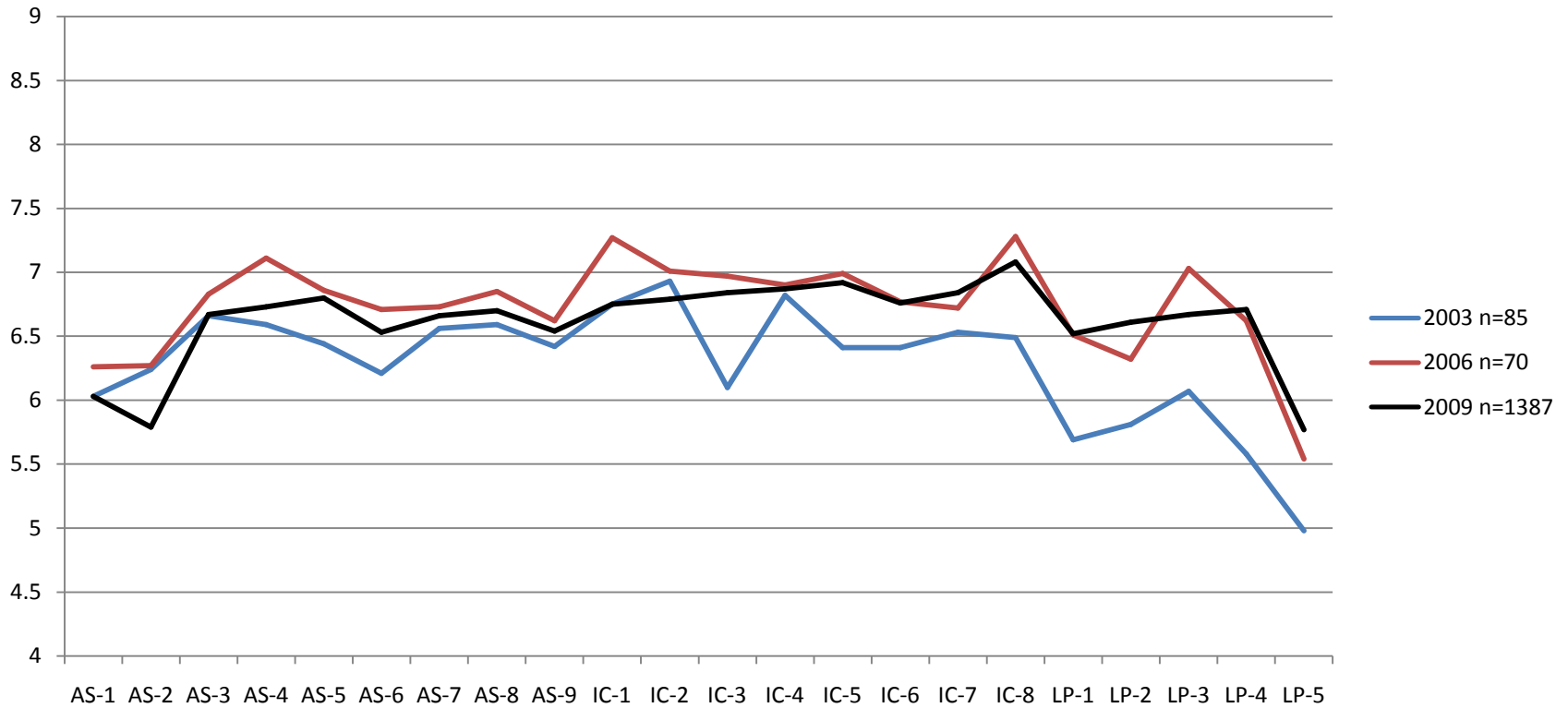
# Longitudinal: Undergrad

## Undergraduate Desired Scores



# Longitudinal: Undergrad

## Undergraduate Perceived Scores





# Comment Trends

- Circulation
- CLIO
- Collections
- Customer Service
- Delivery
- E-resources
- Film
- Food + drink
- General
- Hours
- Instruction
- Marketing/Outreach
- “More”
- Not-on-shelf
- Study Spaces:
  - Atmosphere
  - Types
  - Seating
  - Environment
  - Enforcement
  - Library access
    - “grad vs. undergrad”
- Policies
- Technology
- Website

# Comments: CLIO

(IC-2, IC-6, IC-7 )

“CLIO is wonderful.  
Automatic renewal very  
useful.”

“Basically, I still find the  
CLIO search hard to use.  
It always fails to find  
what I try to search or it  
shows lots of  
information I don't  
need.”

# Analysis: next steps

1. Comment coding (Summer 2009)
2. Departmental reports (Summer 2009)
  1. Overall summary of results
  2. Comments
  3. Departmental data
  4. Guidelines for response
3. Library Summit (Fall 2009)
4. ARL cohort analysis (January 2010)

How can this information help us?

What do you need from the AWG?

# Our Response

## Departmental Response

1. Each library will review relevant data and work with AUL to create an appropriate action plan
2. Refer-back to LQ2009 data to inform other user-information needs for future projects

## CUL/IS Response

1. Understand the data thoroughly
2. Set priorities for response
3. Determine time-line for response
4. Report back to our users on improvements as we move forward

# Questions?

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