LibQUAL+™

Share Fair

ALA Annual Conference
Summer 2004

Saturday, June 26, 2004

Doubletree Castle Hotel,

Grand Ballroom

Orlando, Florida

3:00-4:00 p.m.

Preface

The LibQUAL+™ team is pleased to host this second annual Share Fair, which includes presentations from 18 former and current survey participants. Their presentations provide examples of the kind of quantitative and qualitative analysis that it is possible to conduct using your LibQUAL+™ survey results. Because the survey includes **"22 items and a box,"** participants have used a variety of methods to further study their LibQUAL+™ results, which include both quantitative data and the qualitative remarks provided by respondents in the open-ended comments box at the end of the survey form.

We hope that you will find these presentations helpful, and that you will use the presenters themselves as resources once you leave Orlando and begin to work with your own survey results. This booklet includes abstracts and contact information for each presenting institution, to help facilitate that connection. We also hope that you will consider participating in a future Share Fair yourself.

We would like to thank all of the Share Fair participants for volunteering their time and energy to this event (some for the second time). Their willingness to present, share, and discuss their LibQUAL+™ survey experience is what makes this event such a success. Thank you, and enjoy the Share Fair!

Sincerely,

Amy Hoseth
LibQUAL+™ Communications Coordinator
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List of Presenters:

University of Arizona
Wendy Begay

Bowling Green State University
Lorraine Harricombe

Clemson University
Peg Tyler

University of Connecticut
Francine DeFranco

University of Florida
Steve Shorb

University of Houston
Damon Camille

University of Maryland
Irma Dillon

McGill University
Anastassia Khouri

University of Minnesota
Frank Elliot

University of North Carolina Greensboro
Kathy Crowe & Dana Sally

OhioLINK
Jeff Gatten
(Kent State University)

Oregon State University
Bonnie Allen

University of Pittsburgh
Amy Knapp

University of Texas-Austin
Jocelyn Duffy & Damon Jaggars

Texas A&M University
Gwyneth Crowley
(Yale University)

Vanderbilt University
Flo Wilson

Washburn University
Wanda Dole

University of Washington
Steve Hiller

University of Arizona

Participants: 2000, 2001, 2002, 2003, 2004

Wendy Begay
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Type of Analysis: **Quantitative**

The University of Arizona Library participated in the LibQUAL+™ survey during 2000, 2001, 2002, 2003, and 2004. Analysis of quantitative data is included in the results from LibQUAL+™. In spring 2002, for the first time, the survey provided an opportunity for respondents to offer comments regarding Library services and products. The comments added a dimension to regular quantitative data received from survey results. We needed a uniform and scientific approach to get meaningful data from comments. This type of data feeds into decisions made for Library Strategic Direction. We formed an Ad-Hoc Group that divided up comments. We used the "Open Coding" method to analyze the qualitative data, and used QSR's N6 software to encode the comments. Strategic Long Range Planning used reports and comments around Access and Environment, then triangulated this data with other Library data to make decisions on the annual strategic Library plan.

Bowling Green State University

Participants: 2002, 2003

Lorraine Harricombe
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Type of Analysis: **Qualitative and Quantitative**

Bowling Green State University Libraries completed two consecutive LibQUAL+™ assessments in spring 2002 and again in 2003. We participated as a member of the OhioLINK consortium. BGSU will share information about:

a) the planning process;
b) outcomes of the survey;
c) follow-up focus groups;
d) sample materials used during the survey   (invitations, bookmarks);
e) changes as a result of the survey and focus group data.

The handouts at our booth will include a process outline; participation statistics; focus group interviews and analysis; and insights gleaned from the process.

Clemson University

Participants: 2001, 2002, 2003, 2004

Peg Tyler
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Type of Analysis: **Qualitative and Quantitative**

LibQUAL+™ and the Library Summit: A Model for Decision-Making

Clemson University Libraries convened their first Library Summit in May of 2000. It was a full-day discussion about library issues with participants from the University community, including administrators and trustees, students, faculty, and librarians (who facilitated group roundtables). A month later, Summit II brought the staff of the Clemson Libraries together to respond to the set of tasks and challenges resulting from the first Summit. The main themes from these Summits were used as the basis for the Libraries' strategic and business plans for 2001- 2003. In September 2003, Library Summit III was organized around topics picked from the three LibQUAL+™ areas evaluated as having the largest gaps between desired and perceived levels of satisfaction. These discussions about the LibQUAL+™ results with faculty, staff, and students were followed by town meetings within the library to turn the Summit comments and ideas into new assessment and planning tools. Among the benefits of this "LibQUAL+™ Summit" were depth and context for the survey numbers, fresh solutions and suggestions for service improvements, increased goodwill and buy-in from participating groups, and good structure for assessment. Working with the University of Texas at Austin and ARL, Clemson is now offering support for other libraries considering using a Summit for their own organizations.

University of Connecticut

Participants: 2000, 2004

Francine DeFranco
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Type of Analysis: **Qualitative and Quantitative**

The University of Connecticut Libraries Share Fair presentation will include documents associated with distributing and marketing the LibQUAL+™ survey in 2000 and 2004. The information will include the initial and reminder distribution letters to faculty and students, posters, and information displayed on the Libraries' homepage.

Part of the effort to market the LibQUAL+™ survey included promotional information in the University Library newsletter. Survey results were presented to the University community via the Libraries' newsletter *UConn Libraries,* and a copy of the newsletter article will be included. The article describes the development of the library service quality survey, distribution and analysis methodology, results, and implementation of survey findings.

University of Florida

Participants: 2002, 2003, 2004

Steve Shorb
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Type of Analysis: **Qualitative and Quantitative**

The George A. Smathers Libraries at University of Florida have participated in LibQUAL+™ since 2002. The survey has been used as the basis for simple data analysis and comment analysis to provide information that can help shape strategic planning. Data was cross-tabulated to focus on user level, academic discipline, and library location used. Comments were coded to match the broad service dimension categories. This information was used in several steps of the libraries' annual planning process. First, to develop new measurements, LibQUAL+™ was complemented with a follow-up survey. Second, as a learning activity, LibQUAL+™ triggered training on qualitative and quantitative analysis. Third, as a review and communication tool, the LibQUAL+™ results were presented to a variety of audiences inside and outside the library. Fourth, as a means of gathering informal information, LibQUAL+™ was used as a "conversation starter" with faculty committees and other user groups. Finally, LibQUAL+™ results were used to shape entries on balanced scorecards and to formulate measurable annual performance goals.

University of Houston

Participants: 2000, 2001, 2002, 2003, 2004

Damon Camille

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Type of Analysis: **Qualitative and Quantitative**

At the University of Houston Libraries, we invest a significant amount of time helping library staff understand the nature of the survey, showing them the results we obtained, and helping them put the results into the context of library operations so that staff can take appropriate actions to help correct problems we may have found.

We do make the entire results of the survey available to all staff, but have found some shorthand means of presenting the data to make it easier to understand. We will share methods that we use to analyze comments as well as spreadsheets that we use to communicate trends and important findings from the survey.

University of Maryland

Participants: 2001, 2002, 2003

Irma Dillon
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Type of Analysis: **Qualitative and Quantitative**

University of Maryland Libraries will present a three-year comparison of the LibQUAL™ data, concentrating on the General Satisfaction, Library Use and Service Satisfaction results. A recap of what we learned and what we did with the information will be provided as well as future plans for using the information.

McGill University

Participants: 2001, 2002, 2003, 2004

Anastassia Khouri
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Type of Analysis: **Qualitative and Quantitative**

Our focus for utilization of LibQUAL+™ results has been as a communication tool with our users through the creation of a detailed web-site <www.library.mcgill.ca/libqual/>, which explains the methods of the survey, and how McGill measures up. An important feature of the website is the section which presents the libraries' responses to a selection of the written comments from the survey. This provides a direct link between the survey results and library policies and priorities.

We also provide a link to the website to those taking the survey, to help them understand the format of the survey, so that they are able to answer more confidently.

The ability, in the 2003 LibQUAL+™, to have the respondents select their "most used library" made it possible to distribute comments and scores to each of the major libraries at McGill.

Special presentations of the results have also made the Senior Management Group, the Senate Committee on Libraries and the McLennan Library Advisory Committee.

University of Minnesota

Participants: 2000, 2001, 2002, 2003, 2004

Frank Elliot
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Type of Analysis: **Quantitative**

The presentation is an "easy to understand" graphic presentation of University of Minnesota Libraries LibQUAL+™ longitudinal data from 2001 through 2003. There are charts comparing the thickness of the adequacy gap on 18 core questions that repeated from 2001-2003 and the thickness of the adequacy gap on dimensional data from 2002-2003. The charts show improvement from year to year, with the greatest degree of improvement for faculty. Affect of service was the weakest area for undergraduates, while access to information was the weakest for graduate students, and personal control was weakest for faculty. Undergraduates, graduates, and faculty had greatly varying perceptions about what dimensions were most important to them.   Undergraduates perceived the dimensions of about equal importance while graduate students and faculty perceived access to information and personal control as most important, respectively.

Finally, a step-wise regression analysis was done for 2003 general satisfaction questions to see which of the 25 core questions were most important in determining respondent perceptions on these questions. The results showed clear differences among the undergraduate, graduate, and faculty groups, with the undergraduate group being easiest to understand.

Staff groups are now developing strategies for addressing the different needs of these very different groups.

University of North Carolina Greensboro

Participants: 2003

Kathy Crowe
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Dana Sally
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Type of Analysis: **Quantitative**

Our presentation will focus on our general approach to using the LibQUAL+™ survey data as a basis for decision making about resources that will have the greatest impact on improving service. We will explain how we identified the dimensions of the survey that we felt had the greatest significance for our users, chose specific questions within those two dimensions to focus upon, then what actions we have taken, and what future actions we plan to take, in order to improve services in these high impact areas. We will have lists of superiority mean gaps in a descending order for our major categories of user (i.e., overall, faculty, graduate, undergraduate), as well lists of specific actions we have, or will take, to help move us further toward desired level of service.

OhioLINK

Jeff Gatten, Kent State University
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Type of Analysis: **Qualitative and Quantitative**

What is the impact of an academic library consortium on the perceptions of library services experienced by users of the member institutions' libraries? In 2002 and 2003, OhioLINK (Ohio's consortium of eighty-four Ohio universities, colleges, community colleges, and the State Library of Ohio) provided financial support for participation of member institutions in the LibQUAL+™ survey. At aggregate levels academic libraries seem to be more alike than different when measured by service quality perceptions using the LibQUAL+™ instrument. For any consortium engaging in the LibQUAL+™ program, member institutions may find peer comparisons within the consortium to be more beneficial than comparisons with the provided aggregate North American LibQUAL+™ data. Therefore, one of the most beneficial uses of LibQUAL+™ at the consortium level may be that of continuous improvement, benchmarking against previous years' performances. The dimension of "Access to Information" and the ability to add consortium-specific questions proved to be the most informative for analyzing OhioLINK's consortium impact.

Oregon State University

Participants: 2001, 2003

Bonnie Allen
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Type of Analysis: **Qualitative and Quantitative**

Getting a profile of our student body is an important step toward providing services in a manner that is best suited to the students. Oregon State University Libraries has been working with the OSU Student Affairs office to compare LibQUAL+™ data (2001, 2003) for undergraduates with large scale surveys conducted on campus, specifically Your First College Year and the national Survey of Student Engagement. The comparison of the survey results have pointed to areas of improvement for the affects of service for undergraduates, provided additional confirmation of findings for the surveys, and forged a new collaborative relationship on campus.

University of Pittsburgh

Participants: 2000, 2001, 2002, 2003, 2004

Amy Knapp
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Type of Analysis: **Qualitative and Quantitative**

The University of Pittsburgh Library System has participated in the LibQUAL+™ project for a number of years, and we have found the results to be instrumental in the development and implementation of our re-design of public services.   The presentation will focus on how we have used our LibQUAL+™ results to inform our long-range planning process for services and resources.

University of Texas-Austin

Participants: 2001, 2002, 2003, 2004

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Damon Jaggars
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Type of Analysis: **Qualitative and Quantitative**

The University of Texas at Austin Libraries held a very successful Library Summit based on the Clemson model, with participants offering fresh perspectives on library issues. The qualitative data gathered at the Summit are being used in the Libraries' strategic planning process and to better allocate scarce funds and staff. Major ideas gathered at the Summit include creating a library web site that functions more like Amazon.com™ with personalization, seamless linking and alert services; a proactive library staff that "roams" the library looking for opportunities to help users; and the need for better marketing of library services to the University community. The Summit generated increased support and a better understanding of library issues across the University community. Maintaining continued goodwill depends upon continued responsiveness, so a list of measurable objectives and a timetable for meeting them will be posted online to allow library constituents to track our progress. Working with the Clemson University and ARL, the University of Texas at Austin is now offering support for other libraries considering using a Summit for their own organizations.

Texas A&M University

Participants: 2000, 2001, 2002, 2003, 2004

Gwyneth Crowley, Yale University
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Type of Analysis: **Qualitative**

I will be sharing my expertise about focus group methodology and my past experiences as a project leader that explored SERVQUAL results from the Texas A&M University Libraries. The SERVQUAL survey instrument measures the gap between users' expectations and their perceptions of actual service delivered. In 1994, 1997, and 1999, Texas A&M University Libraries administered SERVQUAL and found a discrepancy between user expectations and perceptions of service quality with respect to the dimensions of reliability and assurance. To explore the widest gaps and collect more data, two series of focus groups were held to gather library patron's opinions on the two dimensions of reliability (ability to perform the promised service dependably and accurately) and assurance (the knowledge and courtesy of employees and their ability to convey trust and confidence). The results have helped the library identify areas in need of improvement.

Vanderbilt University

Participants: 2002

Flo Wilson

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Type of Analysis: **Quantitative**

Vanderbilt University Library participated in the 2002 LibQUAL+ survey. Explanatory information was posted to the Library's website as it became available, as were the results. A final report was prepared and distributed to university administrators. Data were analyzed by discipline and role (freshman, sophomore, assistant professor, etc.) for each of the 25 questions. A number of special analyses were completed as requested by various divisional libraries and to address particular issues. We experimented with various methods of representing the data meaningfully for identifying areas where we might make improvement efforts or consider changes. Comparisons were made with other participating institutions' results and with individual and institutional norms with an eye toward identifying institutions we might contact for further 'best practices' discussions. The printed report, samples of charts and tables, and a PowerPoint presentation will be available for review and discussion.

Washburn University

Participants: 2001, 2002, 2003, 2004

Wanda Dole
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Type of Analysis: **Qualitative**

The Washburn University Libraries have been on a self-assessment campaign since the 2000 strategic plan <http://www.washburn.edu/mabee/stratplan/stratplan.html> identified assessment and improvement as top priorities. The results of four rounds of focus groups (October 2000, March 2002, March 2003 and March 2004) and LibQUAL+™ surveys in 2001, 2002, 2003, and 2004 turned out to be remarkably similar.

Both students and faculty told us that they wanted an updated building, user-friendly remote access to ATLAS (the Libraries' online catalog and gateway to databases and Internet resources), modern technology, easy access to collections, and a proactive, caring staff. The Libraries responded by making improvements, following up/adjusting and assessing again.

This Share Fair presentation outlines Washburn's experience with LibQUAL+™ and other assessment tools. Examples of planning documents, analyses of survey results, local publicity and publications are given.

University of Washington

Participants: 2000, 2001, 2002, 2003

Steve Hiller
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Type of Analysis: Qualitative and **Quantitative**

The University of Washington is one of five institutions that participated every year in the LibQUAL+™ surveys conducted from 2000-2003. This presentation reviews the administration, methodology, and results from the LibQUAL+™ surveys within the context of a long-established assessment program at the University of Washington Libraries that employs a multiple suite of methods, including the use of locally developed large-scale library surveys administered on a triennial cycle since 1992. A more complete description of this program, including survey instruments, results, and analysis can be found at: <http://www.lib.washington.edu/assessment/>. The presentation shows how LibQUAL+™ added value to local assessment efforts by providing a different perspective on customer perception of service quality, the ability to compare results with other local data as well as from peer institutions, and the relatively inexpensive cost of survey administration.

NOTES

For information on future LibQUAL+™ events visit:
http://www.libqual.org/Events/index.cfm

To register for future LibQUAL+™ Surveys visit:
http://www.libqual.org/Register/index.cfm

www.libqual.org