



LibQUAL+®

Share Fair

ALA Annual Conference
Summer 2006

Monday, June 26, 2006

12:00-1:00 p.m.

Royal Sonesta Hotel

North Ballroom

New Orleans, Louisiana

Thank you from the LibQUAL+® Team

We are pleased to host this fourth annual Share Fair, which includes presentations from 12 current and former survey participants. Their presentations provide examples of the kind of quantitative and qualitative analysis that it is possible to conduct using your survey results. Because the survey includes “**22 items and a box,**” participants have used a variety of methods to study their 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 you will find these presentations helpful, and that you will consider the presenters as resource contacts once you leave New Orleans and begin to work with your own survey results. To help facilitate that connection, this booklet includes abstracts and contact information for each presenting institution. 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 multiple times). Their willingness to present, share, and discuss their survey experience is what makes this event such a success. Thank you, and enjoy the Share Fair!

Sincerely,

Richard Groves
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ARL Statistics and Measurement Program
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Presenters

Bergen Community College
Mark Thompson

Florida A&M University
Brenda Wright

Brigham Young University
Brian Roberts

Georgia Southern University
Bob Fernekes

Brown University
Raynna Bowlby

University of Regina
Julie McKenna

University of Central Florida
Meg Sharf and
Kristine Shrauger

St. Mary's University
Madeleine Lefebvre

Clemson University
Jan Comfort

Texas A&M University - Kingsville
Gilda Ortego, Ph.D.
Victoria Lynn Packard

Dalhousie University
Jane Duffy

University of Texas at Austin
Damon Jaggars

Bergen Community College

Participation: 2005

Mark Thompson

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Type of Analysis:

The LibQUAL survey allowed this library, for the first time, to benchmark key issues related to services, resources, and staffing. The results from this study were carefully scrutinized and discussed among staff and management; results were also shared with users and feedback was gathered. The insights were used to develop an overall assessment plan for the library. Priorities were established and then ad hoc, short-term efforts were applied to various aspects of library services. Locally designed and executed measurement tools were used to gather input on four specific and important issues:

- Noise levels in library areas;
- Library website ease-of-use;
- Usage levels of specific electronic resources; and
- Which topics to cover in library instruction sessions.

The approach taken was a practical one. The assistant director planned the efforts and ran the research internally in consultation with the institutional research director and the librarians. Each effort was designed to be of a reasonable scale and short-term. Each effort's cycle (plan, research, findings, ideas, and changes) took place in a few months, allowing for results to be realized near-term. This engendered a positive feedback loop and increased participation in the efforts. Examples will be shown of the assessment plans, results (reports and presentations), and follow-up surveys, along with marketing efforts used to implement changes in the library.

Brigham Young University

Participation: 2001, 2003, 2004, 2006

Brian Roberts

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Type of Analysis: Qualitative and Quantitative

The Harold B. Lee Library again joined with other libraries throughout the U.S., Canada and abroad in ARL's survey of library service quality, LibQUAL+™. When BYU first participated in 2001, LibQUAL+ was still in its infancy, but proved to be an invaluable assessment tool. It has subsequently matured into an effective tool to gauge the perception of patrons as it pertains to the quality of service provided by libraries. For 2004 nearly 3500 students, faculty and staff from BYU were surveyed and asked to rate those services. Over 1000 of those sampled completed the survey. Their responses have been analyzed and the findings are enlightening. The Lee Library is very grateful for the positive response given by so many. It has provided insight into areas where continual improvement can be made, as well as provided satisfaction in those areas done well. The links below lead to several documents that summarize the results and findings of LibQUAL+ for 2004 and 2003, including comparisons with results from 2001.

Samples of documents from BYU's 2003 and 2004 surveys will be available at the Share Fair. Copies of these and future documents and reports can be viewed on the library's Web site:

<http://www.lib.byu.edu/libqual/>

Brown University

Participation: 2002, 2005

Rayna Bowlby

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Type of Analysis: Qualitative and Quantitative

Brown University Library uses a number of methods to inform all Library staff of the results of its assessment and measurement activities. Following the administration of LibQUAL+, staff are urged to attend a presentation of general LibQUAL+ results. However, staff often wait for others to initiate or lead improvement efforts and do not necessarily see the connection between their own responsibilities and the user perceptions revealed by LibQUAL+. Additionally, staff occasionally seem overwhelmed by the types of statistical measurements used in LQ and therefore avoid interpreting and analyzing LQ results.

This ShareFair presentation outlines a general format for facilitated discussion of LibQUAL+ within individual Library departments. Statistical terms and the data are presented using everyday terminology. The desired outcome of these sessions is to bridge learning and understanding LQ results with a staff member's / department's area of responsibility. Staff are encouraged to think about changes and improvements they are making in the work in their areas in light of the user input received through surveys.

University of Central Florida

Participation: 2002, 2003, 2004, 2005, 2006

Meg Sharf

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Kristine Shrauger

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Type of Analysis:

This presentation focuses on five years of LibQUAL+ results pertaining to the dimension of Library as Place at the University of Central Florida (UCF), Orlando, Florida. The main library building at UCF opened in 1968 as the first (and only) building on campus. A renovation of existing space and an addition doubled the size of the building in 1984, when enrollment at UCF was approximately 14,000 students. Geometric growth brings today's headcount to 45,500 students. No significant change has been made to the main library building since 1984. Changing services, technology, and resources are creating demands for space and differently configured physical facilities. Additionally, students demand a new type of learning environment. A renovated and expanded facility is one answer to these demands. Results and comments from LibQUAL+ have confirmed and clarified the demands for physical changes to the UCF library environment. LibQUAL+ results have been used through these years to support a conceptual planning process for an expanded building, to plan for an exciting learning/ technology/ coffee shop environment in the library, and to plan for a renovation of learning spaces on two floors of the library building.

Clemson University

Participation: 2001, 2002, 2003, 2004, 2006

Jan Comfort

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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.

Dalhousie University

Participation: 2005

Jane Duffy

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Type of Analysis:

The abstract was unavailable at time of printing. Electronic Share Fair brochures will be updated when information becomes available.

Florida A&M University

Participation: 2004, 2006

Brenda Wright

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Type of Analysis: Quantitative

Join Brenda Wright in this poster session as she shows how marketing, creativity and good old-fashioned know-how turned what many may consider a routine process into a vibrant campus wide event.

The campus community had an opportunity to have individual input concerning library services and a chance to win an exciting array of prizes.

Georgia Southern University

Participation: 2003, 2006

Bob Fernekes

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Type of Analysis: Quantitative

The focus of the display is to demonstrate how LibQUAL+ data can be used to achieve the following:

- Improve library services
- Support library requests for enhanced and end-of-year funding
- Provide multiple measures for assessing Institutional Effectiveness Outcomes in response to accreditation requirements

University of Regina

Participation: 2006

Julie McKenna

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Type of Analysis: Quantitative

Julie will be sharing information about how the University of Regina involved library staff in LibQUAL through the communication approach used and giving staff the opportunity to complete the survey from the perspective of the undergraduate.

She will also report on the effectiveness of that process and share the preliminary results discovered in comparing the responses of staff results to those of university undergraduates.

The University of Regina has gained insights that the library had not previously had an opportunity to discover. Through use of LibQUAL in this way and Julie will encourage others to consider this approach which is simple to implement, provides quick and reliable results and engages the staff in the culture of assessment.

St. Mary's University

Participation: 2006

Madeleine Lefebvre

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Type of Analysis:

The abstract was unavailable at time of printing. Electronic Share Fair brochures will be updated when information becomes available.

Texas A&M University - Kingsville

Participation: 2003, 2004, 2005

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Victoria Lynn Packard
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Type of Analysis:

Like many LibQUAL+ participants, the James C. Jernigan Library at Texas A & M University – Kingsville had a low response rate in its first two efforts. However, in 2005, the Library experienced a remarkable increase in responses. Many factors contributed to the significant increase. One factor is that the Library Director appointed a user-oriented committee to spearhead the promotion and administration of the survey. Co-chaired by two Reference and Research Services Librarians, the committee assumed total responsibility (hence ownership) of the survey's success or failure. Committee members exploited their campus social network to solicit no-cost incentive prizes. The major incentive prize, an iPod, was the only item that the Jernigan Library purchased. Another factor leading to an increase in respondents is the use of the slogan "Your Opinion Matters". This slogan appeared on posters, bookmarks, and public relations announcements. Promotional materials clearly identified how the Jernigan Library had incorporated previous LibQUAL+ survey results into its services. The Jernigan Library learned an important lesson in administering the LibQUAL+ survey in 2005: library student employees in public services departments proved to be instrumental in word-of-mouth promotion

University of Texas at Austin

Participation: 2001, 2002, 2003, 2004, 2005, 2006

Damon Jaggars

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Type of Analysis: Qualitative and Quantitative

The University of Texas at Austin Libraries held a series of very successful Library Summits based on the Clemson model, with participants offering fresh perspectives on library issues. The qualitative data gathered at the Summits 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 “gets outside of 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 has been 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.

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>



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